



SEMINAR FOR STUDENT INTERNS & TEACHERS

BIED 400 – Course Syllabus, Fall 2020

Instructor: Dr. Krista Slemmons

Office Hours: By appointment

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(*Given the COVID circumstances, I will be mostly working from home. If you need to contact me the best method is through email or my cell phone number)

E-mail:

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Research Website:

www.paleodiatom.com

The primary focus of the Seminar in Student/Intern Teaching is the completion of the SOE capstone project. In addition, structured group discussions dealing with aspects of teaching, particularly those that emerge during full-time field experiences, are conducted. The primary goal of the course is to promote reflection in teaching and provide evidence of competency in the InTASC and Wisconsin Teacher Standards through completion of the professional teaching capstone project.

Course Objectives:

- Collaborate with peers, cooperating teachers and university supervisors in assessing competency based on InTASC Standards, including the performance tasks for the science majors.
- Show evidence of critical reflection and teaching competency in the teaching capstone projects.
- Prepare for teacher certification and the job market.
- Participate in collegial discussions with peers and university supervisor. *Topics will include, but not be limited to:* concerns in the classroom, professional development opportunities for teachers, career services.
- Demonstrate understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

WTS/InTASC Standards Addressed:

9. Teachers are able to evaluate themselves.

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community.

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

Class Meetings:

Aug 25

Seminar #1 – Professional Development

9:00 – 10:30 Virtual Seminar Options (~ 3 hours asynchronous sessions will be forthcoming) (refer to list of options/links and guidelines that will be emailed on the 25th).

10:30-11:30 **Live** Student Teaching Meeting with EDUC 400 with Cathleen Olds, via zoom

11:30-1:00 Lunch and Virtual Seminar Options

1:00-3:00 **Live seminar and student teaching meeting** with Dr. Slemmons, via zoom

- Seminar Syllabus and course requirements
- Student Teaching Syllabus and course requirements

Oct 30

Seminar #2 – Interview Tips and Resume Building, via zoom

Dec 1

Talk with your cooperating teacher and have a preliminary evaluation to include for your capstone presentation

Dec 11

Seminar #3 Capstone Presentation, via zoom

- Capstone presentation: 9:00-11:00
- Student Teacher Job Fair: 11:00-1:30
- School of Ed Licensing Information Session: 1:30-4:00

Commencement

Dec 12, 2020

GRADING:

In order to pass BIED 400, you will need to submit the following documents at the time indicated. Failure to complete one of these assignments will result in an unsatisfactory grade for this class.

- Attend all seminars (including **designated** workshops conducted by EDUC 400 seminar)
- Demonstrate the knowledge, skills and dispositions of the teaching profession
- Completion and Presentation of the Student Teaching Capstone Project. The following items should be included:
 - Review/revise Teaching Philosophy
 - Upload Credentials (Practicum, CT and Supervisor Evaluations)
- Respond to discussion prompts on CANVAS and reply to at least one comment / each post
- Upload to the drop box at least one lesson, lab, or resource to share with your colleagues.

- Students are required to attend all seminars.
- Attendance is mandatory unless excused by the instructor and the university supervisor.
- The seminar is graded Pass / Fail, based on seminar attendance, participation and professionalism, and completion and sharing of your professional teaching capstone projects at the final seminar.
- You are also expected to be respectful and considerate of your colleagues. Assignments are expected to be turned in on time and attendance is expected. *Please see the Core Values document for more detailed expectations.*

SEMINAR SCHEDULE

| Seminar Class | Topics/Assignment | Due Date |
|-------------------|---|---|
| | | <i>*Assignments are due to CANVAS by midnight on the due date unless otherwise indicated.</i> |
| Seminar #1 | 1) Networking with fellow student teachers & reflection on teaching 2) Capstone requirements and rubric 3) Approach to teaching science | August 25 |
| | Submit Teacher Candidate Info | August 30 |
| | Discussion Thread #1 - Challenges | September 13 |

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| | Discussion Thread #2 - Rules | September 20 |
| | Discussion Thread #3 – Inquiry Lab | September 27 |
| Seminar #2 | Discussion Thread #4 - Share a lesson or resource with your colleagues in the course | Oct 4 |
| | Discussion Thread #5 – Expanding the resource | October 11 |
| | Submit CV/resume draft to CANVAS | Oct 18 |
| | 1) Networking with fellow student teachers & reflection on teaching 2) Review teaching resumes/CV 3) Capstone project construction, design & examples 3) The interview process 4) Interview questions | October 30 |
| Seminar Meeting #3 | Revised teaching philosophy to Canvas | Nov 8 |
| | Discussion Thread #6 - Assessment | Nov 15 |
| | Capstone Presentation Prep | Nov 29 |
| | Discussion Thread #6 - Assessment | Dec 6 |
| | Tips for future student teachers Suggestions for course or School of Ed 1) Presentation of capstone 2) How to get your license 3) Career tips | Dec 11 |

LECTURE RECORDINGS

Lecture materials and recordings for BIOL 100 are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recording for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodations. [Regent Policy Document 4-1]. Students may not copy or share lecture materials and recordings outside of class,

including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Websites for Soon-to-be-Teachers:

INTASC Model Core Teaching Standards:

http://ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

Wisconsin Educator Development and Licensure Standards: <http://tepd1.dpi.wi.gov/resources/teacher-standards>

WI DPI Licensing Information: <http://tepd1.dpi.wi.gov/licensing/educator-licensing>

The Initial Educator Toolkit: <http://tepd1.dpi.wi.gov/files/tepd1/pdf/pdpinitialeducatortoolkit.pdf>

The Professional Development Plan: <http://tepd1.dpi.wi.gov/pdp/professional-development-plan>

QEI (Quality Educator Interactive): <https://qei.wisconsin.edu>

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful, and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For more information go to: <http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>.

The Rights and Responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SRR-2010/rightsChap14.pdf>.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about

UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADA/rightsADAPolicyinfo.pdf>.

If you have a disability and require classroom and/or exam accommodations, please register with the Disability Services Office and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability Services Office, located on the 6th floor of the Learning Resource Center (the Library). You can also find more information here: <http://www4.uwsp.edu/special/disability/>.

Plagiarism/Academic Misconduct

A complete listing of issues and disciplinary actions for plagiarism/academic misconduct can be found at this link: <http://www.uwsp.edu/education/Documents/fieldExp/STHandbook.pdf>. The complete list of Rights and Responsibilities can be found on the [Division of Student Affairs website](#).