University of Wisconsin-Stevens Point  
Course Syllabus  
EDUC 398/498 (All Sections) and  
PHED 398/498 (All Sections)  

Student Teaching  

Director: Cathleen Olds  
Meeting Location: Various sites, as assigned  
College of Professional Studies  
Room 464  
Office Hours: Tuesdays 9:30-11:30 a.m. or by appointment  
colds@uwsp.edu  
Office Hours: Tuesdays 9:30-11:30 a.m. or by appointment 715.346.2449

Required Reference: Handbook for Student Teaching (Fall 2019)  

Course Description and Information  
Student Teaching comprises certifiable field experiences in actual school settings where the teacher candidate participates in planning, instructing, and evaluating educational programs with the cooperation of certified teachers and administrators.

The experience is a cooperative endeavor in which host schools work closely with UWSP to provide quality experiences for teacher certification candidates. The university supervisor and cooperating teacher provide supportive guidance to help enhance professional growth. Other school personnel also play crucial roles in this mentoring process.

Prerequisite: Approval of department(s); completed application with Field Experiences Office; concurrent registration in EDUC 400.

Credit: Variable. Pass/Fail

InTASC Model Core Teaching Standards addressed by this course: All

Course Learning Outcomes  
Teacher Candidates demonstrate:  
1. the knowledge, skills and dispositions of the InTASC Model Core Teaching Standards required for certification and licensure  
2. the ability to be successful in a co-teaching classroom experience.  
3. the ability to be a reflective practitioner through journal assignments submitted weekly to assigned university supervisor  
4. the ability to impact student learning through the demonstration of the teaching cycle to include planning, instruction and assessment

Responsibilities of Teacher Candidates  
- abide by standards of professional decorum established by the local education agency for personal comportment in interactions with students, staff, administrators and community members  
- design, deliver and assess instructional programs and participate in their supervision and evaluation  
- maintain written plans for all lessons taught in a collection that is available for review upon request  
- submit a weekly schedule and reflective journal to the assigned university supervisor  
- maintain records of the above activities (i.e., lesson plans, Statement of Expectations, evaluations) as directed by the cooperating teacher and university supervisor.  
- attend all edTPA Workshops and Student Teaching Seminar dates

1 Including the importance of using understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
Grading
The course is graded **Pass/Fail**. To earn a grade of **Pass** students must:

- complete minimum student teaching requirements for initial teacher licensure (see [Undergrad Advising](#))
- Satisfactorily complete a student teaching placement of a full semester, full days according the host school district’s professional calendar
- participate in a minimum of four classroom supervisory visits of at least one hour in length
- present evidence of InTASC-based proficiencies in weekly reflections and edTPA completion
- attend all edTPA Workshops and Student Teaching Seminar dates or alternative assignment
- receive an overall evaluation of ‘**ready**’ on the cooperating teacher’s final evaluation

*Failure to meet performance expectations or fulfill responsibilities outlined in this syllabus and in the **Handbook for Student Teaching** may result in removal from this experience. The Director of Field Experiences, in consultation with the Associate Dean & Head of the School of Education, the university supervisor and other professionals, will determine the necessary follow-up plan. Options include, but are not limited to, establishing a remediation plan for possible continuation, extending or repeating the student teaching experience, graduating without teaching intent, or immediate termination from the education program. Future admission to student teaching may include contingencies.*

Class Norms:
Students and instructor(s) are expected to

- demonstrate **Academic Integrity**
- be informed by the [Division of Student Affairs: Rights and Responsibilities](#): specifically the UWSP Community Rights and Responsibilities, Academic Standards and Disciplinary Procedures, and [Americans with Disabilities Act](#)
- abide by [Family Educational Rights and Privacy Act](#) rules which find academic information is confidential and forbids disclosure of academic information without the participant's consent.
Useful References for Teacher Candidates


Waterman, S. S. 2006. The four most baffling challenges for teachers and how to solve them: classroom discipline, unmotivated students, under involved or adversarial parents, and tough working conditions. Eye On Education. Larchmont, NY.


Useful Websites for Soon-to-be-Teachers:

INTASC Model Core Teaching Standards

Teacher Education, Professional Development, and Licensing

WI DPI Licensing Information

WECAN

Wisconsin Educator Effectiveness System