

Course Syllabus
University of Wisconsin Stevens Point
Education 700
Graduate Intern Teaching

Instructor: Cathleen Olds College of Professional Studies Room 464/466

Office Hours: Tuesdays 9:30-11:30 or by Appointment

Meeting Location: See attached schedule-page 3-4

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Course Description and Purpose

Graduate Intern Teaching primarily focuses on the capstone project of completing the edTPA. In addition, guest speakers and structured group discussions on aspects of teaching 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 Model Core Teaching Standards through completion of the professional teaching reflection and completion of the edTPA.

Prerequisite: Approval of department; concurrent registration in EDUC 798.

Credit: 1.

InTASC Model Core Teaching Standards addressed by this course #9 & #10:

9. Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adopts practice to meet the needs of each learner.

10. Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Learning Outcomes

Teacher Candidates will....

1. engage in critical reflection about teaching practice and experiences.
2. show evidence of critical reflection and teaching competency based on InTASC Model Core Teaching Standards.
3. participate in collegial discussions with peers, university supervisors, and guest speakers.
Topics will include, but not be limited to concerns in the classroom, PI34, WI Educator Effectiveness, edTPA and Career Services.
4. use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Required Assignments and Activities

- Attend and actively participate in all seminar activities or alternate assignment with prior notice.
- Demonstrate the knowledge, skills and dispositions of the teaching profession
- Complete and submit the Education Teacher Performance Assessment (edTPA) to UWSP via Chalk and Wire **and** submit to Pearson for scoring
- Complete and turn in to your instructor (edTPA Coordinator) the *edTPA Student Record Data Sheet* for Video Permissions signed by you and your cooperating teacher
- Complete/Sign and turn in to your instructor the (edTPA Coordinator) *edTPA Video Recording and Resource Requirements for Wisconsin Teacher Candidate (January 17, 2020 meeting and mailed packet)*
- Complete/Sign and turn in the *Course Fee Acknowledgement Form*
- Complete a **Capstone Presentation** of your professional growth and reflections to your peers and student teaching supervisor of your major.
- Attend the UWSP School of Education Job Fair or alternate assignment with prior notice.
- Create a professional resume and cover letter for the job application process.

Grading

This course is graded. To earn an **A**, students **must** participate at all seminars via session recordings, participate in online discussions as assigned, submit evidence of proficiency as required. Failure to demonstrate a commitment to the profession and exhibit appropriate dispositions will result in a grade of **F**.

A passing edTPA score is required for Wisconsin Educator Licensure.

- Submission of the edTPA to UWSP via Chalk and Wire and for Pearson scoring is required for this course.
- Students submitting the edTPA late will receive a grade of I (Incomplete).
- **Attendance at all sessions is required to pass Education 700.**
 - **(Or view Workshop Videos and Comment on Canvas as requested.)**
 - Missed sessions will require alternative assignments to make up for the missed content.
 - Unexcused absenteeism will result in a grade of *Incomplete* until missed content is made up. After one semester, *Incomplete* grades will default to F (failed)
- Grading will be determined jointly by the UWSP Supervisor, Cooperating Teacher, and the Director of Field Experiences.
- **Please note that you will be evaluated on your professionalism as a teacher. Including the ability to meet deadlines and due dates to UWSP and your UWSP Supervisor.**

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.

Schedule of edTPA and Student Teaching Seminar Meetings

Date	Time	Attendance	Focus	Location
January 17, 2020 Friday	9:00 am-12:00 pm 1:00 pm-3:00 pm	<ul style="list-style-type: none"> All Student Teachers are required to attend Morning and afternoon 	edTPA UWSP Supervisor Cohort Meetings (400 Seminar)	CPS 116 Supervisor Room Assignments
February 14, 2020 Friday	9:30 am- 12:30 p.m. 1:30- 3:30 pm	<p>Required for Majors: ECE: Early Childhood; ELIT: Elementary Literacy; SPED: Special Education</p> <p>Morning and afternoon</p>	edTPA Support ECE, ELIT, SPED Handbooks <i>(If you cannot attend this session, you may attend on February 21)</i> Education 400 Seminar	CPS 116
February 21, 2020 Friday	9:30 am-12:00 pm 1:00 pm- 3:30	<p>Required for Majors: ELA: Secondary English; FCS: Family and Consumer Sciences; HSS: Secondary History/Social Studies; MATH: Secondary Mathematics; PA: Performing Arts/Music; PE: Physical Education; SCI: Secondary Science; WL: World Languages</p> <p>Morning and afternoon</p>	edTPA Support for all secondary and K-12 majors <i>(If you cannot attend this session, you may attend on February 14)</i> BIED 400 Seminar ENED 400 Seminar FCS 400 Seminar FLED 400 Seminar MUED 400 Seminar EDUC 400 Seminar	CPS 116 To Be Arranged by your

				Program Supervisors or UWSP Supervisors
April 3, 2020 Friday	9:30 am – 3:30	All Student Teachers OPTIONAL Attendance on this date	edTPA Submission Support and Peer Editing Groups	CPS 116 and Computer labs 105/107
May 15, 2020 Friday	9:00 am-11:00 am 11:00 am-1:00 pm 1:30 pm- 3:30 pm	All Student Teachers are Required to attend Morning and Afternoon	Capstone Presentations Job Fair Licensing Presentation (Beeber)	To be Announced DUC Alumni Room CPS 116

Useful References for Teacher Candidates

Canter & Associates, ed. 1998. First-class teacher: Success strategies for new teachers. Canter & Associates, Inc. Santa Monica, CA.

Gill, V. 2005. The ten commandments of professionalism for teachers: Wisdom from a veteran teacher. Corwin Press. Thousand Oaks, CA.

Henderson, J.G. 1992. Reflective teaching: becoming an inquiring educator. Macmillan Publishing. New York, NY. Kottler, J. 2005. On being a teacher: The human dimension. Corwin Press. Thousand Oaks, CA.

Maron, C., Stobbe, J., Baron, W., Miller, J., Moir, E. 2000. Keys to the classroom: A teacher’s guide to the first month of school. Corwin Press. Thousand Oaks, CA.

Portner, H. 2002. Being mentored: A guide for protégés. Corwin Press. Thousand Oaks, CA.

Queen, J.A. and P.S. 2004. The frazzled teacher’s wellness plan: a five step program for reclaiming time, managing stress, and creating a healthy lifestyle. Corwin Press. Thousand Oaks, CA.

Rutherford, P. 2002. Why didn’t I learn this in college? Just ASK Publications. Alexandria, VA.

Sargent, J.W., Smejkal, A.E. 2000. Targets for teachers: a self-study guide for teachers in the age of standards. Portage & Main Press. Winnipeg, Manitoba, Canada.

Stronge, J.H. 2002. Qualities of effective teachers. ASCD. Alexandria, VA.

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.

Wong, H.K. and R.T. 2009. The first days of teaching. Harry K. Wong Publications, Inc. Mountain View, CA. Whited, A.M., Trujillo, P.A. 2005. ARRIVE: A reflective journal. Advanced Learning Press. Englewood, CO.

Wyatt, R., White, J.E. 2002. Making your first year a success: The secondary teacher's survival guide. Corwin Press. Thousand Oaks, CA.

[INTASC Model Core Teaching Standards](#)

[Teacher Education, Professional Development, and Licensing](#)

[WI DPI Licensing Information](#)

[WECAN](#)

[Wisconsin Educator Effectiveness System](#)