Course Description and Purpose

Seminar in Student/Intern Teaching primarily focuses on the capstone project of completing the SOE ePortfolio and 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 portfolio and completion of the edTPA.

Prerequisite: Approval of department; concurrent registration in EDUC 398.
Credit: 1. Pass/Fail

Seminar Meeting Dates and Times  (Seminar meets in CPS room 116, unless notified otherwise)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Attendance/Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 25, 2017</td>
<td>1:00 pm-4:00 pm*</td>
<td>All Education 400 Students</td>
</tr>
<tr>
<td>September 29, 2017</td>
<td>9:00 am-4:00 pm</td>
<td>ECE, ELIT, SPED Handbooks Only</td>
</tr>
<tr>
<td>October 6, 2017</td>
<td>9:00 am-4:00 pm</td>
<td>MATH, PA, WL, H/SS, SCI, ELA, FCS, PE</td>
</tr>
<tr>
<td>December 15, 2017</td>
<td>9:00 am-4:00 pm</td>
<td>All EDUC 400/ePortfolio Presentations</td>
</tr>
</tbody>
</table>

All sessions are required to pass Education 400.
Missed sessions will require alternative written assignments in order to make up the content and pass the course. 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)

ECE: Early Childhood; ELIT: Elementary Literacy; SPED: Special Education
InTASC Model Core Teaching Standards addressed by this course:

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:
   1. engage in critical reflection about teaching practice and experiences.
   2. show evidence of critical reflection and teaching competency in portfolios 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 and the PDP, WI Educator Effectiveness, 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.

1 Professional Presentation schedule will be shared by assigned university supervisor

Required Activities
   - Attend and actively participate in all seminar activities
   - Demonstrate the knowledge, skills and dispositions of the teaching profession
   - Complete the Education Teacher Performance Assessment (edTPA)
   - Complete the student teaching ePortfolio

ePortfolio
   These items are to be added to the ePortfolio during the student teaching semester:
   1. Philosophy of Education page: review/revise/reflect upon your original EDUC 381 writing
   2. Student Teaching/edTPA page: a PDF of your completed edTPA submitted for Pearson Scoring is required to pass this course.
   3. Credentials page:
      - 4 supervisor formative assessments
      - 1 Cooperating Teacher Final Evaluation for each placement
   4. Optional: include a resume that you create for the job application process
Grading
The course is graded **Pass/Fail**. To earn a **Pass**, students must attend and actively participate at all seminars, participate in online discussions, submit evidence of proficiency as required, and complete and share their professional teaching portfolios at the final seminar. Failure to demonstrate a commitment to the profession and exhibit appropriate dispositions will result in a grade of **Fail**. A passing edTPA score is required for Wisconsin Educator Licensure. Submission of the edTPA for Pearson scoring is required for this course.

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](#)

[Wisconsin Educator Development and Licensure Standards](#)

[WI DPI Licensing Information](#)

**The WI Quality Educator Initiative (PI34): The Initial Educator Toolkit**

[Professional Development Plan](#)

Note: [PDP Redesign](#)

[QEI] (Quality Educator Interactive)

[WECAN](#)

[Wisconsin Educator Effectiveness System](#)