



FCS 400/600: Seminar in Student/Intern Teaching  
University of WI-Stevens Point    Fall 2021

**Required Assignments and Activities**

- Attend and actively participate in all seminar activities
- Submit a **course schedule form/log** and signed **Statement of Expectations** by the end of the first week for each of your sites.
- Keep a **reflective journal** of the days/week experiences these are attached to the **logs each week**. These may be discussed on seminar days.
- Participate in assigned online Canvas **discussions**
- Provide **lesson plans** for each formal observation (4 of them) as well as a completed **pre-observation sheet** 24 hours in advance of observation.
- Make sure the Student Teaching/Interning **Final Evaluation Report** is submitted at the end of each experience (for each experience). **Copy with original signatures.**
- Complete the **NATEFACS Teacher Education Standards and Competencies evaluation** (portfolio) with at least 2 artifacts for each standard. Include a brief explanation for each.
- Demonstrate the knowledge, skills and dispositions of the teaching profession
- Complete a capstone presentation of your professional growth and reflections to your peers and student teaching supervisor
- Attend the UWSP School of Education Job Fair
- Create a professional resume and cover letter for the job application process

**Recommended Activities and Experiences**

- Participating in PLC meetings, CTE collaborative meetings, and/or advisory board meetings
- Observing instructors in core academics, other CTE content, and special education settings
- Involvement in Career and Technical Student Organization (CTSO) activities
- Attendance at IEP, guidance, or other student referral meeting
- Participation in webinars, workshops, trainings, and conferences

**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 (weekly logs and reflections). Failure to demonstrate a commitment to the profession and exhibit appropriate dispositions will result in a grade of Fail. **Attendance at all sessions is required to pass FCS 400/600.**

- Missed sessions will require alternative written 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)

**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.

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**Useful References for Teacher Candidates**

- Breaux, A.L. (2011). 101 “answers” for new teachers and their mentors: effective teaching tips for daily classroom use 2<sup>nd</sup> ed. Eye on Education, Inc.
- Dean, C. B., Hubbell, E. R., Pitler, H., and Stone B. (2012). Classroom instruction that works: research-based strategies for increasing student achievement 2<sup>nd</sup> ed. ASCD
- Gill, V. (2005). The ten commandments of professionalism for teachers: Wisdom from a veteran teacher. Corwin Press
- 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
- Marzano, R.J. (2017). The new art and science of teaching. Solution Tree
- Portner, H. (2002). Being mentored: A guide for protégés. Corwin Press
- 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
- Rutherford, P. (2002). Why didn’t I learn this in college? Just ASK Publications
- Sargent, J.W., Smejkal, A.E. (2000). Targets for teachers: a self-study guide for teachers in the age of standards. Portage & Main Press
- Stronge, J.H.(2002). Qualities of effective teachers. ASCD
- 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
- Wong, H.K. and R.T. (2009). The first days of teaching. Harry K. Wong Publications, Inc.
- Whitaker, T. (2012). What great teachers do differently: seventeen things that matter most. 2<sup>nd</sup> ed. Eye on Education
- Whited, A.M., Trujillo, P.A. (2005). ARRIVE: A reflective journal. Advanced Learning Press
- Wyatt, R., White, J.E. (2002). Making your first year a success: The secondary teacher’s survival guide. Corwin Press.

**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](#)