University of Wisconsin-Stevens Point

 FCS 400: Seminar in Student/Intern Teaching Spring 2019

Instructor: Susan Turgeson, Ed.D., CFCS email susan.turgeson@uwsp.edu

Meeting Location: College of Professional Studies as announced & D2L

Office: CPS Room 236 Office Hours By appointment

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**Course Description and Purpose:**

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

Prerequisite: Approval of department; concurrent registration in FCS 398 or 498.

**Credit**: 2-Pass/Fail

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

* January 17, 2019 9:30 am - 3 pm (CPS 317)
* February 22, 2019 9:30 am - 3 pm edTPA
* April 5, 2019 9:30 am - 3 pm edTPA worktime & submission
* May 17, 2019 9:00 am - 3:30 pm

**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.

**Required Activities**

* Attend and actively participate in all seminar activities
* Submit a course schedule form/log and signed Statement of Expectation 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 D2L discussions
* Provide handouts for each formal observation (4 of them) as well as a completed pre-observation sheet 24 hours in advance of observation.
* Complete the edTPA
* Make sure the “Student Teaching/Interning Final Evaluation Report” is submitted to me at the end of each experience (for each experience). **Hard copy with original signatures**.
* Demonstrate the knowledge, skills and dispositions of the teaching profession
* Complete the student teaching ePortfolio by **May 10** prior to your portfolio presentation on **May 17**

**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 & FCS 391 writing

2. Student Teaching/edTPA page: a link to your edTPA submission

3. Credentials page:

* 4 (3 minimum) supervisor formative assessments
* 1 Cooperating Teacher Final Evaluation for each placement

4. Artifacts with description and reflection for Standards 9 & 10

5. 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 (weekly logs and reflections), 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.

**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**

Breaux, A.L. (2011). 101 “answers” for new teachers and their mentors: effective teaching tips for daily classroom use 2nd ed.. Larchmont, NY: 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 2nd ed. Alexandria, VA: ASCD Gill, V. (2005). The ten commandments of professionalism for teachers: Wisdom from a veteran teacher.

Thousand Oaks, CA: 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. Thousand Oaks, CA: Corwin Press

Marzano, R.J. (2017). The new art and science of teaching. Bloomington, IN: Solution Tree

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

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

Sargent, J.W., Smejkal, A.E. (2000). Targets for teachers: a self-study guide for teachers in the age of

standards. Winnipeg, Manitoba, Canada: Portage & Main Press

Stronge, J.H.(2002). Qualities of effective teachers. Alexandria, VA: 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. Larchmont, NY: Eye On Education

Wong, H.K. and R.T. (2009). The first days of teaching. Mountain View, CA: Harry K. Wong Publications, Inc. Whitaker, T. (2012). What great teachers do differently: seventeen things that matter most. 2nd ed. New York, NY: Eye on Education Whited, A.M., Trujillo, P.A. (2005). ARRIVE: A reflective journal. Englewood, CO: Advanced Learning Press Wyatt, R., White, J.E. (2002). Making your first year a success: The secondary teacher’s survival guide. Thousand Oaks, CA: Corwin Press.

**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

The Professional Development Plan

Note: PDP Redesign

QEI (Quality Educator Interactive)

WECAN

Wisconsin Educator Effectiveness System