

Seminar in Student Teaching

MUED 400 (Spring 2018)

University of Wisconsin-Stevens Point

Instructor: Dr. Michael S. Butler

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Course Objective:

MUED 400, Seminar in Student Teaching is the capstone music education course. Student teachers will discuss and reflect on their field experiences at the seminar meetings. In addition, students will complete and submit an EdTPA portfolio, and present their electronic teacher portfolios, providing evidence of competency in all of the INTASC standards.

Course Grading Policies and Expectations

This class is Pass/Fail

Students are expected to act professionally and take their studies seriously.

To earn a "Pass" grade, students must:

- Attend all seminar meetings (unless excused by the instructor in advance)
- Complete and submit an EdTPA portfolio
- Complete and present an electronic portfolio at the final seminar

The on-campus seminar dates*: (all events in NFAC 201)

- **Friday, January 19, 1:00 p.m.**
- **Friday, February 23, TBD**
 - (Optional) SOE edTPA Work Time and Submission Support
 - edTPA Submission Due Date is **April 7, 2018**
- **Friday, May 18, Portfolio presentation - 9:30 a.m.**

*Please make your cooperating teacher aware early in the semester that you will be away.

InTASC Model Core Teaching Standards

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. Performances

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. Performances

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #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 adapts practice to meet the needs of each learner.