

University of Wisconsin-Stevens Point
Course Syllabus
EDUC 398/498 (All Sections) and
PHED 398/498 (All Sections)

Student Teaching

Director: Cathleen Olds
College of Professional Studies
Room 464

Meeting Location
Various sites, *as assigned*
colds@uwsp.edu

Office Hours: Tuesdays 9:30- 11:30 a.m. or by appointment 715.346.2449

Required Reference: [Handbook for Student Teaching \(Summer 2018\)](#)

Valuable resource (not required): Daniels, K. N., Patterson, G. C., Dunston, Y. L. (2015). *The Ultimate Student Teaching Guide*. 2nd Edition. Sage Publications. Thousand Oaks, CA.

Course Description and Information

Student Teaching comprises certifiable field experiences in actual school settings where the teacher candidate participates in planning, instructing, and evaluating educational programs with the cooperation of certified teachers and administrators.

The experience is a cooperative endeavor in which host schools work closely with UWSP to provide quality experiences for teacher certification candidates. The university supervisor and cooperating teacher provide supportive guidance to help enhance professional growth. Other school personnel also play crucial roles in this mentoring process.

Prerequisite: Approval of department(s); completed application with Field Experiences Office; concurrent registration in EDUC 400.

Credit: *Variable*. Pass/Fail

InTASC Model Core Teaching Standards addressed by this course: All

Course Learning Outcomes

Teacher Candidates demonstrate

1. the knowledge, skills and dispositions of the InTASC Model Core Teaching Standards required for certification and licensure in an SOE ePortfolio.¹
2. the ability to be successful in a co-teaching classroom experience.
3. the ability to be a reflective practitioner through journal assignments submitted weekly to assigned university supervisor and in ePortfolio entries.
4. the ability to impact student learning through the design, implementation, and assessment of a teacher work sample.

Responsibilities of Teacher Candidates

- abide by standards of professional decorum established by the local education agency for personal comportment in interactions with students, staff, administrators and community members
- design, deliver and assess instructional programs and participate in their supervision and evaluation
- maintain written plans for all lessons taught in a collection that is available for review upon request
- submit a weekly schedule and reflective journal to the assigned university supervisor
- maintain records of the above activities (i.e., lesson plans, Statement of Expectations, evaluations) as directed by the cooperating teacher and university supervisor.
- attend all edTPA Workshops and Student Teaching Seminar dates

¹ Including the importance of using understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Grading

The course is graded **Pass/Fail**. To earn a grade of **Pass** students must:

- complete minimum student teaching requirements for initial teacher licensure (see [Undergrad Advising](#))
- Satisfactorily complete a student teaching placement of a full semester, full days according the host school district's professional calendar
- participate in a minimum of four classroom supervisory visits of at least one hour in length
- present evidence of InTASC-based proficiencies in weekly reflections and edTPA completion
- attend all edTPA Workshops and Student Teaching Seminar dates or alternative assignment
- receive an overall evaluation of **'ready'** on the cooperating teacher's final evaluation

*Failure to meet performance expectations or fulfill responsibilities outlined in this syllabus and in the **Handbook for Student Teaching** may result in removal from this experience. The Director of Field Experiences, in consultation with the Associate Dean & Head of the School of Education, the university supervisor and other professionals, will determine the necessary follow-up plan. Options include, *but are not limited to*, establishing a remediation plan for possible continuation, extending or repeating the student teaching experience, graduating without teaching intent, or immediate termination from the education program. Future admission to student teaching may include contingencies.

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

Burke, J. 2006. Letters to a new teacher: A month-by-month guide to the year ahead. Heinemann. Portsmouth, NH.

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

Danielson, C. 2013. The framework for teaching evaluation instrument. The Danielson Group.

Danielson, C. 2007. Enhancing professional practice: A framework for teaching. 2nd ed. ASCD. Alexandria, VA.

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.

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](#)

