



# UNIVERSITY OF HAWAI'I - WEST O'AHU

Spring 2012

EDEE 426: Practicum

Room E102

Course meeting on Wednesdays from 6:30 to 7:45pm

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## **CATALOG COURSE DESCRIPTION**

EDEE 426 Block 1 Practicum with Seminar (3)

Pre: APTE approval\*; prior or concurrent enrollment ENG 383

Coreq: EDEE 422 and EDEE 424

Block 1 Practicum with Seminar focuses on developmentally appropriate and culturally relevant pedagogy, K-6. Teacher candidates complete 45 hours of supervised practicum in an elementary school classroom, where they put into practice methods and materials that have been studied in their on-campus reading and language arts courses. During the embedded seminar, special attention is given to issues related to curriculum and instruction, classroom management, assessment, and home/school/community relations. Mandatory CR/N

NOTE: You are prohibited from selling any materials related to this course. This includes syllabus, handouts, lectures, online modules, and PowerPoint presentations. Students are also prohibited from selling (or being paid for taking) notes during this course to (or by) any person or commercial firm without the expressed written permission of the professor teaching this course. No portion of this syllabus, all handouts, lectures, online modules, and Power Point

presentations may be reproduced by a candidate or other instructor without the expressed written permission of Dr. Jonathan Schwartz.

## **UHWO TEACHER EDUCATION MISSION STATEMENT**

The University of Hawai'i West O'ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O'ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O'ahu communities.

## **CONCEPTUAL FRAMEWORK**

The Conceptual Framework (CF) serves as a guide to fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

- delivering high quality instruction that addresses the needs of the whole child
- embracing social justice and equity for all
- becoming reflective practitioners and life-long learners.

*Preparing Knowledgeable, Skillful, Responsive Educators for a **Global Society***

## **ACADEMIC HONESTY AND TURNITIN POLICY**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

**Use of Turnitin:** UH West O'ahu has a license agreement with iParadigms, LLC for the use of their plagiarism prevention and detection service popularly known as Turnitin. Faculty may use Turnitin when reading and grading your assignments. By taking a course where Turnitin is used, you agree that your assigned work may be submitted to and screened by Turnitin. Turnitin rates work on originality based on exhaustive searches of billions of pages from both current and archived instances of the internet, millions of student papers previously submitted to Turnitin, and commercial databases of journal articles and periodicals. Turnitin does not make a determination if plagiarism has taken place.

It makes an assessment of the submission's originality and reports that to the course instructor. These Originality Reports are tools to help your teacher locate potential sources of plagiarism in submitted papers.

All papers submitted to Turnitin become part of Turnitin's reference database solely for the purpose of detecting plagiarism. Use of Turnitin is subject to the Usage Policy as posted on the Turnitin web site [www.Turnitin.com](http://www.Turnitin.com).

(For complete text of student responsibility please see the University of Hawai'i – West O'ahu Home Page under Policies)

### **LEARNING CHALLENGE AND ACCOMODATIONS**

In keeping with University policy, any student with a disability who needs academic accommodation for testing, note taking, reading, classroom seating, etc., is to call Student Services, as soon as possible, and speak with Janice Takaki, Student Services Specialist – 454-4700 email: [takaki@uhwo.hawaii.edu](mailto:takaki@uhwo.hawaii.edu).

### **TEXTBOOKS**

There are no required textbooks for the practicum. Nevertheless, you may wish to begin your professional library at this time and therefore may be purchasing a variety of children's literature and other appropriate teacher resources available at many local and state bookstores. Your classroom teacher mentor and your university supervisor will guide you in the selection of books and materials, as needed.

### **STANDARDS, INSTITUTIONAL LEARNING OUTCOMES, & OBJECTIVES**

#### **HAWAII TEACHER STANDARDS BOARD (HTSB)**

Standard I: Focuses on the child  
Standard II: Creates and Maintains A Safe and Positive Learning Environment  
Standard III: Adapts to learner diversity  
Standard VI: Fosters effective communication in the learning environment  
Standard V: Demonstrates knowledge of content  
Standard VI: Designs and Provides Meaningful Learning Experiences  
Standard VII: Uses active learning strategies

#### **Association for Childhood Education International (ACEI)**

ACEI Standard 1: Development, learning, & motivation  
ACEI Standard 2.1-2.7: Reading, Writing, Oral Language; Science; Mathematics; Social Studies; The Arts; Health Education; Physical Education  
ACEI Standard 3.1: Integrating and applying knowledge for instruction  
ACEI Standard 3.2: Adaptation to diverse students  
ACEI Standard 3.3: Development of critical thinking & problem solving

ACEI Standard 3.4: Active engagement in learning  
ACEI Standard 3.5: Communication to foster collaboration

### **UHWO Institutional Learning Outcomes (ILO)**

UHWO ILO 2: Oral Communication

#### **Course Objectives & Outcomes:**

To observe elementary school children (grades K-6) during the process of learning to read, write, and think.

- To complete 45 hours in the regular classroom setting; minimum 3 hours per week
- To plan and deliver **three, 30-minute lesson plans** on topics related to English, language arts, and reading
- To interact with elementary school children (grades K-6) through formal and informal conversation and discussion
- To apply knowledge of content, as well as pedagogical content knowledge, throughout the process of planning and delivering developmentally appropriate lessons.
- To assist the mentor teacher in the teaching English, language arts, and reading
- To incorporate technology in developmentally appropriate ways whenever possible
- To become an integral part of the elementary school environment by assisting the mentoring teacher in the daily routines of classroom life
- To become a reflective practitioner through self-evaluations, mentor teacher and university supervisor observations, and articulation of the practicum experiences conversation, discussion, and written journal reflections
- Participate in regular conversation and discussion about becoming a teacher
- Elicit feedback regarding interactions with children
- To demonstrate professional behaviors and dispositions expected of individuals who have chosen teaching as a profession.
- Revisit, revise, and reflect upon one of the three required lesson plan: "The Signature Assignment"
- Upload to Taskstream one of the three required lesson plan which will be the Signature Assignment

### **COURSE REQUIREMENTS**

This class meets both online and face-to-face. Keep this in mind as you read the Course Requirements below.

### **Technology**

You will need access to a computer with Internet for this course. Though there will be weekly class meetings, much of the course work will be online. Discussions, written assignments, and exams will be completed and/or submitted using Lulima. Failure to take an exam, participate in a Lulima discussion board, upload an assignment to Lulima, or satisfactorily complete the Early Field Experience may result in an incomplete (I) or failure (F) in the respective courses. This decision is at the discretion of your instructor.

### **Attendance**

Good class attendance is essential to the learning process and role will be taken every class period. Students are expected to attend all sessions. More than one absence will lower your final grade one grade level – *there are no exceptions*. There are no excused absences. If you do miss a class session, talk to your peers about the information you missed.

As a courtesy to peers and the instructor, turn off all cell phones and pagers prior to the start of class.

### **Readings**

You are responsible for all information contained in all reading assignments. The assignment schedule found in Lulima indicates the chapters and dates on which they will be discussed. All readings are extremely important in that they will prepare you to understand the theoretical and practical issues related to reading and writing instruction that we will be discussing in class.

### **Discussion**

Participation is essential to this course. Each person's unique responses and insights help our class to reflect and grow in new ways. While participation styles will vary, in class and online discussions are essential to the learning process. Active participation will require reading all assigned readings for group discussions as well as preparing for discussion by critically reflecting on your thoughts and connections about your reading. Reading, writing, and sharing in small groups or with the whole class helps create and sustain our community of learners. All online discussion postings are due on the date listed in this syllabus. Late postings will not be accepted.

### **Assignments**

Each week, you will have at least one assignment due. All assignments will be submitted via Lulima. Assignments are meant for you to connect theory with practice. All assignments are due on the date listed on the Lulima course website. Late assignments will not be accepted.

## **UHWO FIELD EXPERIENCES: REQUIREMENTS & POLICIES**

Teacher Candidates *do not choose* a mentor teacher or a practicum site. Teacher Candidates are placed in an elementary classroom setting under the direct supervision of a Mentor Teacher in a classroom to which they have been invited. Every effort is made to provide Teacher Candidates with a wide range of field experiences, within and across grades K-6 and throughout their field-based coursework. It is important for you to always remember, you are a guest in your mentor teacher's classroom.

### **RESPONSIBILITIES**

#### **Responsibilities of the teacher candidate include:**

1. Providing his/her own transportation.
2. Completing the required number of hours for field experiences.
3. Notifying the principal/teacher prior to an absence.
4. Maintaining a professional appearance and attitude.
5. Submitting written assignments related to the field experience.

#### **Responsibilities of the mentoring teacher include:**

1. Providing opportunities for the candidate to plan and engage in a variety of appropriate instructional and institutional activities.
2. Reporting to the university coordinator and/or course instructor any problems that appear to be non-negotiable.
3. Discussing the field experience and observations with the candidate.
4. Completing and returning the evaluation form.
5. Signing the candidate's time log.

#### **Responsibilities of the principal include:**

1. Determining the number of candidates his/her school will accommodate.
2. Selecting the mentoring teachers.

#### **Responsibilities of the university include:**

1. Providing a sound theoretical base in professional education.
2. Coordinating and monitoring field placements.
3. Communicating with mentoring teachers regarding questions and issues.
3. Evaluating written assignments.
4. Assigning the final course grade.

Teacher Candidate/Mentoring Teacher Initial Contact: Upon the teacher candidate's placement, *he/she should immediately contact his/her mentoring teacher* and set up a meeting to discuss the field experience.

Schedule: It is the teacher candidate's responsibility to set up a mutually agreed upon time for regularly scheduled field experiences. This should take place at the first meeting and the schedule should be adhered to except under extenuating

circumstances.

Parking: Parking is often at a premium at each of the practicum school sites. Please follow the parking rules provided by the administrator in the school building where you are assigned.

First Day at School: The teacher candidate should report to school shortly before the agreed upon time. Unless otherwise instructed, the teacher candidate should report to the school office to sign in, then to the mentoring teacher.

Signing In and Out: The teacher candidate should continue to sign in and out at the school office at every visit. He/she should also wear his/her UHWO student identification in a lanyard that will be available at the school office. This process helps the school identify teacher candidates from UHWO.

Logging Hours: The teacher candidate should log his/her hours in the log contained in this handbook. Hours will be verified with the hours in the sign-in log at the school office.

Absences: Unexcused absences are unacceptable not allowed during field experiences. If illness or an emergency should require the teacher candidate to be absent during any scheduled experience, it is the responsibility of the teacher candidate to let the mentoring teacher and UHWO field experience coordinator know as soon as possible. Repeated absences should be reported to the UHWO field experience coordinator. In cases of prolonged or repeated absence, the UHWO field experience coordinator will, after consulting with the mentoring teacher and principal, determine whether the teacher candidate's experience will be terminated or extended.

Students with Physical and Sensory Disabilities: In keeping with Section 504 of the 1973 Vocational Rehabilitation Act and with The Americans with Disabilities Act, students with physical handicaps, who have successfully completed all necessary prerequisites, will be allowed to participate in field experiences. Only if the student's disability would prevent the performance of the essential functions of the field experience would placement be denied. In order to assist in securing an appropriate placement and arrange any necessary accommodations, such candidates should consult with the UHWO Field Experience Coordinator.

Temporary Physical Conditions: Students should inform the UHWO Field Experience Coordinator of special health conditions (pregnancy, temporary medication, etc.) prior to the negotiation of placements for field experiences. This affords the school and the coordinator an opportunity to secure appropriate assignments.

**Professional Behavior:**

Promptness: Teacher candidates are expected to be in the school on time.



Teachers cannot ignore the responsibilities they have to the students in their classroom. They do not have the luxury of asking the class to wait while they deal with a teacher candidate's late arrival. If something unexpected comes up (illness, car trouble, etc.), the teacher candidate should call the school and leave a message for the mentoring teacher.

Attire & Grooming: The school setting is a professional workplace. Thus, UHWO practicum students should dress in an appropriate manner whenever they are working with children in the schools. Comfortable, casual dress is always appropriate when it does not defy common sense. When in doubt about what may or may not be appropriate, ask your mentor teacher, school administrator, or university supervisor. A good rule is to dress conservatively and to observe the school's informal or otherwise stated dress code. Use the following as a guide:

- \* Clothes should be clean and neat.
  - \* Avoid wearing tops with low necklines, shorts, skirts or dresses that are too short, or  
other clothing that may be considered revealing or in poor taste.
- \* Shirts with advertisements for alcohol or tobacco are not permitted.
- \* Shirts with pictures or words that are not appropriate for children should not be worn.
- \* Hats are not permitted inside the school building.
- \* Gum chewing is not allowed.

Attitude/Disposition: Teacher candidates should enter field experiences with a positive attitude, and should try to learn as much as possible, with the goal of becoming the best teacher possible. Both negative and positive examples can enrich a teacher candidate's professional development, and every experience can provide for learning. Although all have opinions about what should happen in schools and classrooms, and the feelings and opinions of teacher candidates are valid and require discussion and thought, the discussion should not take place in the school or with students or teachers in the school. Teacher candidates are encouraged to share observations with mentor teachers in a professional manner; however, a teacher candidate's role is as an observer and questioner, not an evaluator.

*Disposition Policy:*

Dispositions are "the professional virtues, qualities, and habits of mind and behavior held and developed by teachers on the basis of their knowledge, understanding, and commitments to students, families, their colleagues, and communities" (Sockett, 2006, p. 23). Professionalism is at the heart of dispositions expected of UH West O`ahu teacher candidates.

Everyone begins Practicum with a Disposition score of 100 points. Points will be deducted from your final score for unprofessional behaviors that have been documented and reported in writing by your classroom Teacher Mentor or your

University Instructor. You also will have the opportunity to respond to points taken away.

The number of points deducted will be determined on a case-by-case basis. However, at any point in the semester it is determined that a teacher candidate is not behaving in a manner consistent with the standards of the teaching profession, he/she will be counseled out of the program.

Photocopy Policy: The practicum student is responsible for all photocopy costs attributed to professional materials for personal use. Examples of professional materials include handouts loaned to you by the classroom teacher or staff members, in addition to handouts that may be available during in-service presentations that you might attend on an optional basis. The schools will normally cover all photo copy costs of materials used by the children during lessons that you teach. Seek the advice of your school principal for other photocopy policies that may affect your practicum assignments.

Confidentiality: The importance of confidentiality cannot be overstated. A teacher candidate may learn things about both teachers and students while in the school – some of them highly personal; some based on opinion; some based on fact. These things should, obviously, not to be discussed outside of the learning environment. Although situations and students will be discussed and reflected upon within university courses, the names of students and teachers should not be used under any circumstances. A misplaced comment has the potential of great harm to others and to one's future professional career.

### **Taking or Retaking Block 1 Courses**

All Blocked Methods courses and practicum must be completed at the University of Hawai'i West O`ahu. [Exceptions will be considered on a case-by-case basis]. A 2.75 grade point average is required in the blocked courses, and **no grade lower than a "C"** will be accepted. Since Blocked courses are taken as a unit with an integrated practicum experience, students needing to retake a content course or the Practicum will generally need to retake the entire Block of courses, regardless of the grades earned in other courses. Exceptions and extenuating circumstances will be dealt with on an individual basis.

### **Probationary Student Teaching:**

Students earning a grade of "C" for practicum in any of the methods blocks will be placed on probation during the first **five weeks** of their student teaching semester. During the probationary period, the student will participate in an individualized plan designed to strengthen professional areas identified as weak or unacceptable during practicum. Upon notification of a final grade of "C" in practicum, the student will meet with the practicum teacher mentor and university supervisor to discuss his/her probationary status. At this time the student will be advised of the process necessary to get ready for student teaching, which will

include developing an individualized plan and communicating with the teacher mentor, field experience coordinator, and university supervisor.

## **Course Calendar**

Module 1 – January 9th

Module 2 – January 16th

Topic: Lesson planning

Module 3 – January 23rd

Topic: Classroom Management

DUE: Lesson plan 1

Module 4 – January 30<sup>th</sup>

Topic: Classroom Management

DUE: Lesson plan 2

Module 5 – February 6<sup>th</sup>

Topic: Classroom Management

DUE: Lesson plan 3

Module 6 – February 13<sup>th</sup>

Topic: Assessment

DUE: Analysis of peer lesson plan

Module 7 – February 20th

Topic: Assessment

DUE: Article analysis

Module 8 – February 27th

Topic: Bloom - part 1

DUE: Completed worksheet

Module 9 – March 5th

Topic: Bloom - part 2

DUE: Lesson plan 4

Module 10 – March 12

Topic: Community

DUE: Lesson plan 5

Module 11 – March 19<sup>th</sup>

Topic: Community

DUE: Lesson plan 6

Module 12 – April 2

Topic: Community

DUE: Analysis of peer lesson plan

Module 13 – April 9  
Presentations

Module 14 – April 16  
Presentations

Module 15 - April 23  
Presentations