



University of Hawai`i at West O`ahu Department of Education
Spring 2012

COURSE Information

EDEE 436 Block 2 Practicum with Seminar
Building D 102
Wednesday 5:15 – 6:30

INSTRUCTORS

Dr. Richard M. Jones rmjones7@hawaii.edu
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PHONE & OFFICE

Dr. Jones: (808) 454-4811, Building E 108B

OFFICE HOURS

Tuesday & Thursday 1:30 - 2:30 Other hours by appointment.

COURSE DESCRIPTION

The purpose is to provide teacher candidates an opportunity to focus on developmentally appropriate and culturally relevant mathematics and science pedagogy for grades K through 6th and to put into practice standards-based methods and materials that have been studied in their on-campus classes.

The practicum portion of this 3-hour portion of Block 2 will involve 45 hours in the classroom observing and interacting with children and executing developmentally appropriate lesson plans that reflect current theory and research into the teaching of Mathematics and Science under the supervision of their classroom teacher/mentor and the university methods instructor/supervisor.

During the embedded seminar teacher candidates will have multiple opportunities to become thoughtful, creative, and effective teachers with special attention is given to issues related to curriculum and instruction, classroom management, assessment, and home/school/community relations. Through these experiences teacher candidates will gain a deeper understanding of how children learn regarding K-6 Mathematics and science curricula, give them the skills needed to address curriculum adaptations to meet the needs of all students, and learn to become reflective practitioners. Teacher candidates will do this as they evaluate and articulate their experiences through blogging with one another and writing reflections based on their observations and evaluating their own teaching.

PREREQUISITES Admission to Professional Teacher Education Component and completion of Block 1

Co-requisite: EDEE 432 Mathematics Methods and EDEE 434 Science Methods.

TEXT(S)

There are no required texts for this portion of Block 2

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.

NOTES:

1. As part of the seminar portion of this course you will periodically participate in groups to facilitate study and to implement cooperative activities. The structure of these groups will vary during the semester to provide opportunities for you to work with a variety of individuals in the seminar. Several of the group projects will include a peer evaluation as part of the overall assessment of the group activity. An evaluation rubric specific to the project will be provided at the conclusion of activities including peer evaluation.

2. **Regular participation in, and completion of seminar activities is required.** You are entitled to one (1) excused absence. Additional absences (**without adequate medical documentation**) will result in 7% reduction per absence of your total grade.
Attendance is a disposition issue. Professionalism requires that you plan ahead for personal/family occurrences that might upset your schedule. It is important to note that simply telling the instructor that you will be absent does not excuse you from this grade reduction.
3. Penalties will be imposed for assigned work, which is submitted late at **10% per day** after the due date. Again, timeliness is a professional disposition.
4. **This syllabus is a living document and the instructor reserves the right to alter, edit, or modify activities and/or assignments based on the learning needs of the individuals in the course.**

STANDARDS & BENCHMARKS Your practicum course is aligned with Hawai'i Teacher Standards Board (www.HTSB.org) as well as Association for Childhood Education International ACEI <http://acei.org/>. For Seminar special attention will be given to the following: HTSB 1/ACEI 1, HTSB 2/ ACEI 3.4, HTSB 6/ACEI 3.1, HTSB 9/ ACEI 5.1

COURSE GOALS

01. Become an integral part of the elementary school environment by assisting your practicum mentor with daily routines of classroom life and in the teaching of Mathematics and science by **completing 45 hours** of observation in a regular classroom setting. (Ideally 3 hours per week)
02. Interact with elementary school children (K-6) through formal and informal discussion and conversation.
03. Examine personal assumptions, beliefs and values about the teaching and learning of elementary Mathematics and science.
04. Explore, understand, and implement Common Core Standards for Mathematics and state and national standards for science.
05. Apply content knowledge (CK) and pedagogical content knowledge (PCK), as well as increase theoretical knowledge and practical experience in planning, teaching and assessment of Mathematics and science in grades K-6.
06. Create and implement instructional activities that will improve learning opportunities for *all* students.
07. Identify and use a range of resources to support teaching and learning Mathematics and science.
08. Observe, reflect on and evaluate teaching and learning of Mathematics and science in K-6 classrooms.
09. Become more confident in your abilities to do and to teach Mathematics and science by **designing, preparing, and presenting three lessons** on topics related to Mathematics and or science. (One lesson must focus on Mathematics, One lesson must focus on science, and One lesson must be a Mathematics/Science Integrated lesson)
10. Become a reflective practitioner through self-evaluations, peer reviews, mentor teacher and university supervisor observations, and articulation of practicum experiences through conversation, **two** written reflection, and blogs.
11. Demonstrate professional behaviors and dispositions expected of individuals who have chosen teaching as a profession.
12. Upload to Taskstream your Mathematics/science integrated lesson with reflection as your Signature Assignment

COURSE POLICIES:

Student Conduct: For information on what is expected of UH-West O`ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct please refer to sections (pp. 29-30) of the UHWO 2011 – 2012 Catalog (<http://westoahu.hawaii.edu/pdfs/UHWOCatalog1112.pdf>).

Accommodations: Students with disabilities, whether physical, learning, or psychological, who believe that they may need accommodations in this class are encouraged to contact a counselor in Student Services or your instructor as soon as possible to ensure that accommodations can be arranged for you to fully participate in all components of this course. If you question the appropriateness of an accommodation or wish to discuss the nature of a disability directly or exclusively a counselor in Student Services is available to answer any questions and to consult on access, disability and universal design. The instructor strongly encourages you to seek any help that might be needed to support your success.

PRACTICUM/SEMINAR REQUIREMENTS

A. Field Experience: (30%)

All assignments associated with Block 2 Practicum, EDEE 436, are fully integrated into Block 2 courses: Math Methods (EDEE 432) and Science Methods (EDEE 434). Therefore, you will be required to implement instructional experiences designed in EDEE 432 and EDEE 434 as part of the requirements of the Block 2 Practicum. This includes three lessons with at least one being an integrated Mathematics/science lesson. At a minimum, you should be formally observed, assessed, and receive feedback from your mentor teacher on **three** lessons, and a university supervisor on one lesson. You must document and complete 45 hours of observation in a regular classroom setting. (Ideally 3 hours per week)

B. Blog Responses: (15%)

In addition to obvious participation requirements within your field experience, you will be required to read and respond to the blog entries of your fellow teacher candidates. Responses should include thoughts, opinions and questions about what you read in the blog entries, and should be thoughtful and respectful in nature. A total of 16 responses are required throughout the semester, with no more than 4 responses for any given week.

C. Signature Assignment: (15%)

As part of your practicum experience you will design and teach a science/Mathematics-integrated lesson. You should contact your mentor teacher immediately to determine the science or science/math topics that will work within her/his scope and sequence. The lesson plan format is flexible and may follow the format use previously in Block 1 or another format, such as 5E. This lesson should address both Mathematics and science standards as well as include appropriate forms of INQUIRY that focus on making science and Mathematics meaningful and rewarding to students. After you teach your lesson, you will be required to provide a reflection, which incorporates feedback from your university supervisor and/or your mentor teacher and any peers, and revise the lesson plan accordingly. For your signature assignment you should submit the reflection and the revised lesson plan to Taskstream.

D. Reflections: (20%)

Teacher candidates will complete two critical reflections focused on teaching and learning mathematics and science in the elementary classroom environment. These reflections must include description, analysis, and application. Each piece will be submitted via the EDEE 436 site on Laulima.

Begin by choosing **two** of the following topics:

Topic 1 (Math & Science in home/school/community relations): Observe in your mentor teacher's classroom and interview him/her about his/her thoughts on how teaching mathematics and science fits within the realm of home/school/community relations. *How does he/she math and science home/school/community relations in his/her teaching? What does he/she see as the benefits of doing so? What does he/she see as the challenges of doing so?* From your observations, do you see evidence of home/school/community relations in the classroom?

Topic 2 (Classroom Management in the Math & Science Classroom): Observe in your mentor teacher's classroom and interview him/her about the types of classroom management practices that he/she believes encourages all children to learn mathematics and science, and, if so, what it would take to make this happen. *How does this method of classroom management help him/her meet the diverse learning styles of students when teaching math and science. What types of classroom management are being used to accommodate and motivate students of all abilities and learning styles?* How do you see this happening, or failing to happen, in the classroom?

Topic 3 (Math & Science Curriculum and Instruction): Spend some time familiarizing yourself with the curricula and instructional methods used to teach mathematics and science in your mentor teacher's classroom. What are your impressions of these curricula and teaching methods? Interview your mentor teacher about *the strengths and/or weaknesses of the curricula and the methods they chose to deliver the curriculum.*

Topic 4 (Math & Science Assessment): Interview your mentor teacher about *his/her philosophy of assessment. What role does assessment play in his/her teaching? How does he/she assess student learning in mathematics and science?* How have you observed assessment being used, both formally and informally, in your mentor teacher's teaching of mathematics and science?

Before writing, time should be spent observing, interviewing your mentor teacher, taking notes on the selected topic, researching, reflecting, and trying to understand the topic more in depth. Once you have thoroughly done the above, you will write your critical reflection using the following three sections:

1. **Description:** The description should include a detailed narrative of what you have observed and what your mentor teacher has told you regarding the topic. This is a *purely factual* description of what have observed and heard from your mentor teacher. Avoid analyzing and/or critiquing! Additionally, make sure that the information you provide in the description is pertinent to the topic you have chosen.

2. **Analysis:** The analysis should include a thoughtful scrutiny of what you described in the description section, and should include ideas, theories, concepts, and/or strategies presented in the course. How do you feel about what you have

heard and observed? Do you agree? Do you disagree? Is what the mentor teacher told you reflected in what you see in the classroom? Think of the analysis as an opportunity to integrate concepts and principles from articles, textbooks, and class discussions with your real-world experience. If you use outside resources, please provide a list of references at the end of your paper.

3. Application: The application should include the implications this knowledge has on your professional growth as a future teacher. Now that you have made your observations, conducted your interview, did your own research and analyzed what you have learned, it is time to apply your new insights in planning for your own future practice. What implications will the things you have learned have on your practice as a teacher? In other words, how will you use what you have learned in your own teaching?

E. Professionalism: (20%)

Teacher Candidates are expected to be professional at all times during their field-based experiences. Assessment of professionalism is continuous. At any time during the semester, a report of unacceptable professional behaviors by mentor teacher or university supervisor could result in the teacher candidate’s removal from the field experience placement. End-of-semester evaluations by both mentor teacher and university supervisor rank the teacher candidate’s professionalism benchmarks along the following continuum:

Not Observed Unacceptable Acceptable Target

<u>GRADING</u>	%
A. Field Experience	30
B. Blogs	15
C. Integrated Mathematics/Science lesson and Reflection (Sig. Assignment)	15
D. Reflections	20
E. Professionalism	20
Total	100

Mandatory CR/NC. The course grade is based on the sum of the scores obtained on the above requirements.

Note that late assignments will not be accepted for full credit.

A/CR: 90-100	B/CR: 80-89	C/CR: 75-79	D/NC: 60-64	F/NC: 0-59
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UHWO TEACHER EDUCATION 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.

STANDARDS COVERED IN THIS COURSE

This Course Meets UHWO ILO 1 Written Communication, ILO 3 Oral Communication, and ILO 5 Critical Thinking

HTSB Standard 1: Focuses on the Learner

ACEI Standard 1: Development, learning, and motivation

The effective teacher consistently engages students in appropriate experiences that support their development as independent learners. (A, B, C, D, E, F, G)

HTSB Standard 2: Creates and maintains a safe and positive learning environment

AECI Standard 3.4: Active engagement in learning

The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation. (A, B, C, D, E, F, G)

HTSB Standard 3: Adapts to learner diversity

AECI Standard 3.2: Adaptation to diverse students

The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners. (B, D, E, F, G)

HTSB Standard 4: Fosters effective communication in the learning environment

AECI Standard 3.5: Communication to foster collaboration

The effective teacher consistently enriches communication in the learning environment. (A, B, C, D, E, F, G)

HTSB Standard 5: Demonstrates knowledge of content

AECI Standard 2.2 and 2.3: Science Content and Mathematics Content

The effective teacher consistently demonstrates competency in content area(s) to develop student knowledge and performance. (A, B, C, D, E, F, G, H)

HTSB Standard 6: Designs and provides meaningful learning experiences

AECI Standard 3.1: Integrating and applying knowledge of instruction

The effective teacher consistently plans and implements, meaningful learning experiences for students. (A, B, D, E, F, G)

HTSB Standard 7: Uses active learning strategies

AECI Standard 3.3: Development of critical thinking and problems solving

The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem-solving and learning skills. (A, B, C, D, E, F, G)

HTSB Standard 8: Uses assessment strategies

AECI Standard 4: Assessment for instruction

The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner. (B, D, F, G, H)

HTSB Standard 9: Demonstrates professionalism

AECI Standard 5.1: Professional growth, reflection, and evaluation

The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally. (A, B, E, F, G, H)

HTSB Standard 10: Fosters parent and school community relationships

AECI Standard 5.2: Collaboration with families, colleagues, and community agencies

The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning. (B)

TaskStream

To aid in the assessment of our program and provide you with a venue for demonstrating your attainment of the standards and showcasing your work, the UHWO Teacher Preparation Program has adopted an electronic portfolio system that is being implemented in TaskStream (<http://www.taskstream.com>). TaskStream is an electronic portfolio, assessment management and performance based instruction tool. As part of the UHWO Teacher Preparation Program, you must submit work from each of your education courses into your electronic portfolio. The assignment you submit from each course will be assessed according to the course-specific rubric in TaskStream.

In addition to the course-specific portfolio you will create based on the standards, your TaskStream account will also allow you to create a separate Presentation portfolio that you can share with potential employers or others to whom you wish to showcase your work. Training opportunities for creating such a portfolio will be offered on campus through the Education Club and are frequently offered online through TaskStream. You are encouraged to save electronic or hard copies of all notable assignments or other work you complete for possible inclusion in a presentation portfolio.

Practicum Policies & Procedures

Field Placements: Teacher Candidates are placed in the field by the UHWO Field Experience Coordinator. To the greatest extent possible, teacher candidates will be placed in *Professional Development School* (PDS) sites where UHWO Education Faculty and Elementary School administration and staff work collaboratively to train highly qualified teachers.

The following policies guide the placement process for Block A-D practicum:

- Teacher Candidates are placed in pairs in an elementary classroom, under the direct supervision of a Mentor Teacher in whose classroom they have been invited.
- Teacher Candidates do not choose the mentor teacher or the practicum site.
- Practicum pairs work cooperatively with the mentor teacher to schedule a minimum of 35 practicum hours during the semester.
- Teacher Candidates who are either full-time Elementary Classroom Teachers or full-time Educational Assistants may complete their practicum experience in the school where they are employed. Full-time workers are not necessarily paired with other teacher candidates during the practicum experience.

Practicum 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 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.
4. Evaluating written assignments.
5. Assigning the final course grade.

Criminal History Check: Under Hawaii Revised Statutes, the Department of Education has authorization to perform criminal history checks on teacher trainees that come in close proximity to public school students. This criminal history check ensures that teacher trainees in public schools do not pose a risk to the health, safety and well-being of students. The procedures for fingerprinting are below:

- Students are required to bring their Social Security Card and a valid picture ID (e.g. driver's license, student ID, state ID, etc.) at the time of fingerprinting.
- Students are required to complete Employment Suitability Check for Department of Education Employees (Personnel Form 90 in section III)
- Students will be assessed a \$19.25 fee for fingerprinting services. Personal checks or cashier checks only.
- Fingerprinting will take place at the following location:

Hawaii Department of Education
Office of Human Resources – EBC Section
680 Iwilei Road, Suite 490
Honolulu, HI 96817
Hours: Monday through Friday: 8 AM – 4 PM

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 in 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 & 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 and get the mentor teacher's initials on the field experience time log after every visit.

Absences: Unexcused absences are 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

Teacher candidates are to demonstrate professional behavior at all times. Professional behavior includes, but is not limited to the following:

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.

Photo Copy Policy: The practicum student is responsible for all photo copy 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 photo copy 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 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 2 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.

Academic Honesty

Statement on Plagiarism: Copying the work of professional writers or other students and then turning it in as one's own constitutes plagiarism and will not be tolerated. Plagiarism and cheating are serious offenses and, at the discretion of the instructor, may be punished by failure on the exam, paper, or project; failure in the course; and/or expulsion from the university.

Lesson Planning: Copying any portion of a lesson plan or activity directly from the Internet and turning it in as one's own, original work is a form of plagiarism and will not be tolerated. For example, Lesson Plans.com may be used only as a professional resource, and text from this or any other similar website may not be copied and turned in as one's original work. Always give credit where credit is due, appropriately citing authorship and source.

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