

# **Student Teaching**

**EDEE 490**  
**9 credits**

**Fall 2010**

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

**STUDENT TEACHING PROFESSIONAL SEMESTER**  
**EDEE 490**  
**9 Credit Hours**  
**Fall 2010**

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**COURSE DESCRIPTION**

**The Professional Student Teaching Semester (EDEE 490, 9 credits)**

**Prerequisites** Admission to *Student Teaching Professional Semester*; successful completion of all education field experience, practicum, and methods courses with a grade of “C” or higher; 2.75 or higher GPA for methods and co-requisite practicum courses; 2.5 overall GPA.

Student Teaching is a full-time, 15-week, supervised classroom experience: August 23-December 10. A gradual release of responsibility by the mentor teacher leads to a *minimum* of 15 consecutive school days of solo teaching. Emphasis is placed on the application of best practice methods and materials learned during methods coursework with practicum.

**Books & Curriculum Resources**

Evertson, C., Emmer, E., Worsham, M. (2006). *Classroom management for elementary teachers* (8<sup>th</sup> ed.) Boston, MA: Allyn & Bacon.

Wong, H.K. & Wong, R. T. (2004). *The first days of school*. Mountain View CA: Harry K. Wong Publications.

**Other Essential Requirements**

*Taskstream* Online Account (Current).

**Liability Insurance.** Candidates are required to maintain an active membership in the UHWO Education Club. Doing so allows student to access products and services offered through the National Education Association (SNEA).

Most important, membership provides \$1 million in professional liability coverage and legal services. This coverage protects you every time you step into a classroom! Additional products and services can be found at <http://www.nea.org/student-program/membership>.

For more information, or to enroll as a member, email Dr. Jonathan Schwartz at [jonathan.schwartz@hawaii.edu](mailto:jonathan.schwartz@hawaii.edu) or go to <https://sites.nea.org/JoinNea/>

### **UHWO TEACHER EDUCATION MISSION STATEMENT**

The University of Hawai 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.

### **UHWO CONCEPTUAL FRAMEWORK**

The Conceptual Framework (CF) serves as a guide for 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 key values underlie the professional studies philosophy and objectives: (1) standards-based education, (2) student-centered learning, and (3) an orientation to social justice. Within this framework, the UH West O hu Bachelor of Education degree program develops teacher candidates who have the knowledge, skills, and dispositions to

- meet the rigorous professional standards for teaching and in order to help their students meet high standards for learning,
- teach in a caring, student-centered manner, differentiating instruction as needed to enable all learners to succeed, and
- understand issues of equity, use culturally responsive instruction, and build bridges between school and community.

## **STANDARDS & BENCHMARKS (Objectives)**

Performance-based Standards and Benchmarks (Objectives) recommended by the Hawai`i Teacher Standards Board (HTSB.org) form the basis for evaluating teacher candidates during their respective Student Teaching experiences. The HTSB standards and benchmarks are fully aligned with the Association for Childhood Education International (ACEI) standards for the accreditation of elementary teacher education programs.

Evidence of high quality teaching and learning is collected and documented throughout the semester, via observations and interactions with the teacher candidate. Additionally, teacher candidates develop an electronic portfolio (via Taskstream) that further documents the quality of teaching and learning that took place throughout the semester. (See required assignments for EDEE 490).

Mentor teachers provide a mid-term evaluation of the teacher candidate's progress; this evaluation is to be discussed with the teacher candidate and also submitted to the university supervisor. Additionally, mentor teachers and university supervisors prepare separate final evaluations, all of which are to be provided to the teacher candidate and discussed. Mentor teachers and university supervisors may also write letters of recommendation for placement in the candidates' professional credentials file.

The following evaluation form serves as a guide for candidates, mentor teachers, and university supervisors, throughout the Student Teaching professional semester. The same form is to be used for both mid-term and final evaluations.

**STUDENT TEACHING  
TEACHER CANDIDATE EVALUATION FORM**  
Separate forms to be completed by Mentor Teacher & University Supervisor

**Instructions**

- Mentor teachers and university supervisors independently prepare and discuss mid-term and final evaluations with the teacher candidate.
- Mentor teachers provide e-mail or hard copy to teacher candidate and the university supervisor.
- University supervisor submits final evaluations to UHWO Field Experience Coordinator

**Mid-term Evaluation DUE: October 15**                      **Final Evaluation DUE: December 10**

**Teacher Candidate:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

**Mentor Teacher:** \_\_\_\_\_ **Grade:** K 1 2 3 4 5 6

**School:** \_\_\_\_\_

**University Supervisor:** \_\_\_\_\_

*Directions: For each item below, please check on the appropriate box that best describes the teacher candidate's skill level. The numbers on the scale apply to the following descriptors:*

*N – Not Observed                      0 – Unacceptable                      1 – Emerging                      2 – Developing                      3 – Refining*  
*(Acceptable)                      (Target)*

*Please provide evidence in support of ratings in the designated spaces.*

STANDARDS/INDICATORS	N	0	1	2	3	EVIDENCE
<b>HTSB Standard 1: Focuses on the child</b>						
<b>ACEI Standard 1: Development, learning, &amp; motivation</b>						
The extent to which the teacher candidate:						
Provides opportunities for students to assume responsibility for their own learning, shaping tasks and pursuing their own goals and aspirations.						

Nurtures students' desire to learn and achieve.						
Demonstrates concern and interest by taking time to listen and respond to students.						
Uses student experiences, interests and real-life situations in instruction.						
Uses developmentally appropriate activities to promote student success.						
Makes instructional decisions which consider students' physical, social, emotional and cognitive development.						
<b>HTSB Standard 2: Creates &amp; maintains a safe and positive learning environment</b>						
<b>ACEI Standard 3.4: Active engagement in learning</b>						
The extent to which the teacher candidate:						
Promotes empathy, compassion, and mutual respect among students.						
Uses effective classroom management techniques that foster self-control, self-discipline and responsibility to others.						
Models a caring attitude and promotes positive interpersonal relationships.						
Promotes students' intrinsic motivation by providing meaningful and progressively challenging developmentally appropriate learning experiences that enable student success.						
Provides learning experiences which actively engage students as individuals and as member of collaborative groups.						
Manages a classroom where students are encouraged to reflect, express interests, make choices, set goals, plan and organize, self-evaluate and produce quality work.						
<b>HTSB Standard 3: Adapts to learner diversity</b>						
<b>ACEI Standard 3.1: Adaptation to diverse students</b>						
The extent to which the teacher candidate:						
Develops rapport with all students.						
Fosters an appreciation of human and cultural differences						

Helps every student achieve success						
Adapts instruction to students' differences in development, learning styles, strengths and needs						
Seeks additional resources to support student achievement.						
Fosters trust, respect and empathy among diverse learners.						
<b>HTSB Standard 4: Fosters effective communication in the learning environment</b>						
<b>ACEI Standard 3.5: Communication to foster collaboration</b>						
The extent to which the teacher candidate:						
Communicates openly with all students and others working in the learning environment.						
Develops communication skills for active inquiry, collaboration and supportive interaction.						
Encourages self-expression, reflection and evaluation.						
Models and promotes clear and logical oral and written expression, using Standard English or a target language as appropriate.						
Applies principles of language acquisition and development to the teaching of communication skills.						
Fosters sensitivity to variations in meaning in verbal and non-verbal communication.						
Engages students in different modes of communication.						
Uses the school's current technologies to enrich student literacy.						
<b>HTSB Standard 5: Demonstrates knowledge of content</b>						
<b>ACEI Curriculum Standards 2.1-2.7: Reading, Writing, Oral Language; Science; Mathematics; Social Studies; The arts; Health education; Physical education</b>						
The extent to which the teacher candidate:						
Keeps abreast of current developments in content area(s).						
Teaches mastery of language, complex processes, concepts and principles unique to content area(s).						

Utilizes the school's current technologies to facilitate learning in content area(s).						
Connects knowledge of content area(s) to students' prior experiences, personal interests and real-life situations.						
Possesses an understanding of technology appropriate to the content area, e.g. computer-assisted instruction.						
<b>HTSB Standard 6: Designs and Provides Meaningful Learning Experiences</b>						
<b>ACEI Standard 3.1: Integrating and applying knowledge for instruction</b>						
The extent to which the teacher candidate:						
Plans and implements logical, sequenced instruction and continually adjusts plans based on learner needs.						
Provides learning experiences & instructional materials that are developmentally appropriate & based on desired outcomes, principles of effective instruction & curricular goals.						
Incorporates a variety of appropriate assessment strategies as an integral part of instructional planning.						
Links concepts and key ideas to students' prior experiences and understandings, using multiple representations, examples and explanations.						
Applies concepts that help students relate learning to everyday life.						
Provides integrated or interdisciplinary learning experiences that engage students in generating knowledge, using varied methods of inquiry, discussing diverse issues, dealing with ambiguity and incorporating differing viewpoints.						
<b>HTSB Standard 7: Uses active learning strategies</b>						
<b>ACEI: Standard 3.3 &amp; 3.5: Development of critical thinking&amp; problem solving; Active engagement in learning</b>						
The extent to which the teacher candidate:						
Involves students in setting goals and standards, selecting tasks, planning, implementing and evaluating to produce quality performance and quality products.						



Helps students to question, problem-solve, access resources, use information to reach meaningful conclusions and develop responsibility for their own learning.						
Provides challenging learning experiences which develop higher order thinking skills.						
Varies instructional roles (e.g., instructor, facilitator, coach, co-learner, audience) in relation to the content and purpose of instruction and students' needs.						
Engages students in active, hands-on, creative, open-ended, problem-based learning experiences.						
Provides opportunities for students to apply and practice what is learned.						
Uses the school's current technologies as tools for teaching and learning.						
<b>HTSB Standard 8: Uses assessment strategies</b>						
<b>ACEI Standard 4: Assessment for instruction</b>						
The extent to which the teacher candidate:						
Evaluates students' performances and products objectively and fairly.						
Uses a variety of appropriate assessment strategies to enhance knowledge of learners & appropriately modifies teaching & learning strategies.						
Involves students in developing assessment standards and criteria.						
Engages students in self-assessment activities and encourages them to set personal achievement goals.						
Obtains and uses information about students' experiences, strengths, needs and progress from parents, colleagues and students themselves.						
Uses assessment data to monitor and evaluate students' progress toward achieving the Hawaii Content and Performance Standards.						
Maintains appropriate and accurate records of student achievement and communicates students' progress to students, parents and colleagues as needed.						

<b>HTSB Standard 9: Demonstrates professionalism</b>						
<b>ACEI Standard 5.1: Professional growth, reflection, &amp; evaluation</b>						
The extent to which the teacher candidate:						
Engages in relevant opportunities to grow professionally, e.g., taking university/college or in-service coursework, actively participating in a professional organization, serving on a cadre, council, or committee or serving as a cooperating teacher, mentor or advisor.						
Reflects on practices and monitors own teaching activities and strategies, making adjustments to meet learner needs.						
Provides and accepts evaluative feedback in a professional manner.						
Conducts self ethically in professional matters.						
Models ethical behaviors, including honesty, fairness and respect for individuals and for rules.						
Demonstrates good work habits including reliability, punctuality, and follow-through on commitments.						
Maintains current knowledge in issues and trends in education.						
Practices effective listening, conflict resolution and group-facilitation skills as a team member.						
Works collaboratively with other professionals.						
Participates actively and responsibly in school activities.						
<b>HTSB Standard 10: Fosters parent and school community relationships</b>						
<b>ACEI Standard 5.2: Collaboration with families, colleagues, &amp; community agencies</b>						
The extent to which the teacher candidate:						
Collaborates with parents and school community members to support student learning.						
Consistently seeks opportunities to build strong partnerships with parents and community members.						
Supports activities and programs which encourage parents to participate actively in school-related organizations and activities.						

Establishes open and active lines of communication with parents.						
Utilizes community resources to enhance student learning.						

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## UHWO FIELD EXPERIENCES REQUIREMENTS & POLICIES

### STUDENT TEACHING

Teacher Candidates are placed in the field by the UHWO Field Experience Coordinator. The following policies guide the placement process for the Student Teaching Semester:

- Teacher candidates do not choose the mentor teacher or classroom site.
- Teacher candidates are placed in an elementary classroom setting, under the direct supervision of a mentor teacher in whose classroom they have been invited.
- Teacher Candidates are also observed and mentored by a UHWO supervisor.
- Teacher candidates student teach full-time for a period of 15 consecutive weeks, in cooperation with their mentor teacher, school staff, and administration.
- Teacher candidates complete a minimum of 15 consecutive school days of solo teaching, under the direct supervision of their mentor teacher.
- Teacher candidates who are full-time, non-highly qualified elementary classroom teachers with baccalaureate degrees may have their student teaching "validated" in the DOE school where they are employed.
- Educational Assistants (EAs) may complete the Student Teaching professional semester in the school where they have been employed; however the professional semester is a full-time commitment and precludes simultaneous, full-time employment as an EA or any other full-time position.

### RESPONSIBILITIES

Responsibilities of the teacher candidate include, but are not limited to the following:

1. Providing his/her own transportation.
2. Completing the required number of weeks (15) and a minimum 15 solo teaching days.

3. Notifying the principal/teacher prior to an absence.
4. Maintaining a professional appearance and attitude.
5. Submitting lesson plans on time to the mentor teacher, cc'd to the university supervisor, and written assignments to the Student Teaching seminar instructor.
6. Communicating with mentor teacher and university supervisor all concerns and professional needs.
7. Uploading the Signature Assignment to Taskstream by the designated DUE date.

Responsibilities of the mentoring teacher include: (August 23 to December 10, 2009)

1. Mentoring the teacher candidate, as he/she emerges into the profession.
2. Providing opportunities for the teacher candidate to plan and engage in a variety of developmentally appropriate instructional and institutional activities.
3. Guiding, as well as collaborating with the teacher candidate in the process of lesson planning and implementation, in order to meet the children's needs.
4. Advising the teacher candidate with regard to school policy and procedures re: videotaping lessons, for purposes of self-analysis and reflection.
5. Allowing the teacher candidate to solo teach for a minimum of 15 days
6. Discussing the student teaching experience and observations with the candidate.
7. Providing the candidate with feedback and copies of the mid-term and final evaluations.
8. Reporting to the university coordinator, supervisor, and/or seminar instructor any problems that appear to be non-negotiable.
9. Completing a minimum of three, formal evaluations of lessons observed (30-minute minimum). These evaluations would occur at the beginning, middle, and end of the student teacher experience. Mentor Teacher selects an evaluation format with which she is most comfortable; examples will be provided.
10. Completing and returning the final student teaching evaluation form to the university (see pp. 5-10).

Responsibilities of the principal include:

1. Determining the number of teacher candidates his/her school will accommodate.
2. Selecting the mentoring teachers.
3. Communicating with university supervisors concerns and professional needs

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  
& teacher candidates regarding concerns professional needs
4. Supervising/observing teacher candidates teach three (3) lessons
5. Evaluating lesson plans and seminar oral/written assignments.
6. Assigning final course grades

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 Student Teaching Semester.

Schedule: The Teacher Candidate adheres to the regular school day schedule that all staff are required to follow. He/she should learn and understand the school day routines, prior to the first day of Student teaching.

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. Candidates wear identification that is required (and typically provided) by the school. This process helps the school identify UHWO teacher candidates who are present throughout the semester.

Logging Days/Hours: The teacher candidate should log his/her days/hours in the log provided by the university supervisor.

Absences: Unexcused absences are not allowed during field experiences, including the Student Teaching semester. 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, checked in at the main office, as required by the school. Mentor 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 mentor teacher.

Attire & Grooming: The school setting is a professional workplace. Thus, UHWO Teacher Candidates 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 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.

## **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.

For further information on what is expected of UH-West O'ahu students, please refer to the student Academic Responsibilities and student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

**The Student Teaching Portfolio.** Throughout the Student Teacher semester, Teacher Candidates develop a Portfolio of professional artifacts that provide evidence of meeting Standards and Objectives. Selected artifacts are uploaded as "Signature Assignments" to Taskstream for inclusion in the candidate's electronic portfolio. These selections, evaluated by the university supervisor serve as the basis for assigning a grade for EDEE 490, 9 credits.

## ACHIEVEMENT REQUIREMENTS

### Student Teaching Observations by University Supervisor Fall 2010

#### Minimum Requirements

Three (3), 45-60 minute lessons

Advance scheduling at beginning, middle, & end of semester

Balance direct instruction & student-centered Learning

Lesson plan e-mailed to university supervisor in advance of observation

Hard copy of plan & all handouts provided on-site

On-site debriefing after each observed lesson

Mentor teacher has option of attending

**Observation Schedule:** In order to provide timely and coordinated scheduling of university supervisor observations, please provide your supervisor with a detailed schedule (days/times) of your teaching responsibilities, according to the following deadlines:

1. **Initial Observation: September**      **Daily Schedule & Subjects Taught DUE 9-3**
2. **Mid-Term Observation: October**      **Daily Schedule & Subjects Taught DUE 10-01**
3. **Final Observation: November**      **Daily Schedule & Subjects Taught DUE 11-01**

### EDEE 490: The Student Teaching Electronic Portfolio

#### Professional Documents

Classroom Management Toolkit (50) Minimum 1 entry per category below, uploaded to Laulima Discussion Board by posted DUE date; compile all class contributions and upload to Taskstream by DUE Date.

- My mentor teacher's best management strategy
- Planning & Conducting Instruction
- Effective Discipline
- Differentiated Instruction
- Managing assessment & evaluation
- Home-school communications
- An idea "to die for"



\_\_\_ **Teacher & Student Work Samples + Reflection (150) Signature Assignment** Uploaded to Laulima assignment link by DUE date and to Taskstream by DUE Date.

- My best/favorite lesson plan that I taught during student teaching
- Three evaluated examples (high, medium, low) of my students' work completed during the plan
- My professional reflections on all of the above

\_\_\_ **Professional Reflections (100):** Minimum one page, double-spaced posted at Laulima assignment link by DUE date.

- \_\_\_ Ethical Dilemma(s) (Response to Module 1) (20)
- \_\_\_ Assessment & Evaluation of Student Work (20)
- \_\_\_ Technology in the Service of Learning (20)
- \_\_\_ Diversity in Education (20)
- \_\_\_ On Becoming A Teacher (20)

**Professionalism:**

We expect teacher candidates to maintain professionalism throughout the student teaching semester. Professional behavior and attitudes are exhibited both inside and outside the classroom setting, as candidates interact with children, mentor teachers, university supervisors, peers, school faculty, administration, and staff. Failure to meet the standards of professional behavior and attitude, as documented on the mentor teacher and/or university supervisor's mid-term and/or final evaluation, will result in lowering of the final grade by one grade level per "unacceptable" (0) rating on benchmarks assigned to HTSB Standard 9/ACEI Standard 5.1.

**Total Points: EDEE 490 Student Teaching = 300**

**Grading Scale:**

**270-300 = A**

**240-269 = B**

**210-239 = C**

**Below 210 = D-F: Student Teaching semester must be repeated**