

Student Teaching Seminar

**EDEE 492 [WI]
3 credits**

**Dr. Mary Heller
Professor**

Fall 2010

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

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STUDENT TEACHING SEMINAR
EDEE 492
3 Credit Hours
Fall 2010

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COURSE DESCRIPTION

The Student Teaching Seminar (EDEE 492 WI)

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.

Co-requisite: EDEE 490 Student Teaching. Student Teaching is a full-time, 15-week, supervised classroom experience: August 23-December 10.

Taken during the Student Teaching professional semester, the *Student Teaching Seminar* is a writing intensive course (WI) that examines current issues in education, including contemporary ethical issues in education. The seminar fulfills the UHWO E-focus (Ethics) graduation requirement. E-focus topics include Trust: The Basic Moral Obligation of Teachers; The Ethic of Care; The Teacher as Advocate; Student Self-advocacy; Teacher-to-Teacher Ethical Considerations; The School as Ethical Community; Ethical Behavior; Code of Ethics; Standards of Professional Practice; Ethical Use of Technology; Personal Versus Professional Beliefs.

Teacher Candidates engage in further study of foundations, classroom organization and management, and disciplinary methods applied to classroom teaching and learning. A critical component of the Seminar is preparing for and taking the Praxis II exams: Elementary Content Knowledge, 0014, and Principals of Learning and Teaching (PLT). At the end of the semester, teacher candidates upload artifacts from their Student Teaching. Portfolio to Taskstream and share their finished electronic portfolio with peers and staff.

Required Textbooks

Evertson, C., Emmer, E. (2008). *Classroom management for elementary teachers* (8th ed.) Boston, MA: Allyn & Bacon.

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

Strike, K.A. & Soltis, J. F. (2009). *The ethics of teaching*, 5th Edition. New York: Teachers College Press

Other Essential Requirements

Taskstream Online Account (Current).

Liability Insurance. Students 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 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, INSTITUTIONAL LEARNING OUTCOMES, & OBJECTIVES

Performance-based Standards, Learning Outcomes, and Objectives recommended by the Hawai'i Teacher Standards Board (HTSB), the Association for Childhood Education International (ACEI), and the University of Hawai'i West O'ahu Institutional Learning Outcomes courses inform Teacher Candidate evaluation during the Student Teaching Seminar.

The UHWO Teacher Candidate will be able to. . .

UHWO Institutional Learning Outcome 1: Written Communication

- **Demonstrate clear and effective written communication to an intended audience.**

HTSB Standard 9: Demonstrates professionalism

ACEI Standard 5.1: Professional growth, reflection, & evaluation

- **Provides and accepts evaluative feedback in a professional manner.**
- **Conducts self ethically in professional matters.**
- **Aware of resources available for professional learning**

Objective #1. The teacher candidate will write an ethics-focused research paper on a topic of choice. Minimum: two drafts. The paper will be peer reviewed during in-class writers' workshop and undergo instructor review. The final draft will be a minimum 10 pages, double-spaced. Standards-based rubric will be applied.

Objective #2. The teacher candidate will write their Philosophy of Teaching & Learning. The paper will be a revised version of the one submitted for credit in EDEE 310, Education in a Global Society. The paper will be peer reviewed during in-class writers' workshop and undergo instructor review. The final draft will be 1-2 pages, double-spaced. Standards-based rubric will be applied.

Objective #3. The teacher candidate will develop a professional resume. The resume will be peer reviewed during in-class writers' workshop and undergo instructor review. The final draft will be 1-2 pages.

Objective #4. The teacher candidate will prepare for and take their Praxis II exams: Elementary Content Exam 0014 and Principles of Learning and Teaching (PLT).

UHWO Institutional Learning Outcome 1: Oral Communication

- **Demonstrate clear and effective oral communication to an intended audience.**

Objective #5. The teacher candidate will present his/her Student Teaching Portfolio during the performance-based final exam. The presentation will be clear, well-organized, and interesting to the audience of peers.

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.

Academic Honesty. The following examples of unethical behavior on the part of teacher candidates are expressly forbidden:

1. Collaborating with one or more students in order to: a) conduct research, write a research paper, response paper, unit of study, or lesson plan; b) write journal entries or video responses; c) develop portfolios or activity files; d) falsify attendance in class or at an educational event that is part of the course requirement.
2. Turning in for credit a duplicate research paper, response paper, unit of study, lesson plan, portfolio, or journal that was used for credit in another class at UHWO or elsewhere.
3. 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.
4. Copying any portion of a professionally written trade book summary or annotation is also considered to be plagiarism. For example, summaries of books in print provided by Amazon.com should be used only as a professional resource and may not be copied and turned in as one's own work.

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.

Students with Disabilities

You should speak with a counselor in Student Services or your instructor if a reasonable accommodation is needed 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.

ACHIEVEMENT REQUIREMENTS

The following required assignments are DUE at the Laulima [Assignment](#) link on or before the **DUE** date. Late papers will not be accepted.

DUE DATES

Philosophy of Teaching & Learning (25)

<u>Initial Draft</u>	10-12
<u>Peer Review</u>	10-19
<u>Final Draft</u>	10-26

Resume (25)

<u>Initial Draft</u>	11-23
<u>Peer Review</u>	11-30
<u>Final Draft</u>	12-07

Ethics-Focus Research Paper (100)

<u>Initial Draft</u>	11-2
<u>Peer Review</u>	11-9
<u>Writer's Workshop (2nd Draft)</u>	11-16
<u>Final Draft</u>	11-30
<u>Uploaded to Taskstream</u>	12-14

Online Module Responses (**checkmark)

<u>Module 1: The Ethics of Teaching</u>	8-31
<u>Module 2: Classroom Organization & Management</u>	9-17
<u>Module 3: Ethical Dilemmas</u>	10-01
<u>Module 4: Technology in the service of Learning</u>	10-15

Praxis Exam II* (Credit/No Credit) 12-14

<u>Elementary Content Exam 0014</u>
<u>Principles of Learning & Teaching</u>

Final Exam (50)

Portfolio Presentations 12-14

Grading Scale: 180-200 = A 160-179 = B 140-159 = C Below 140 = D-F

IMPORTANT REMINDER:

All un-graded (checkmark or pass/fail) assignments are required, as follows: Preparing for and taking the Praxis II exams; module responses, peer reviews, and initial draft postings. Candidates who do not meet any one of these requirements will receive an I-F in the course.

Student Teaching Seminar, EDEE 492, Fall 2010
Co-requisite EDEE 490, Student Teaching

ASSIGNMENT SCHEDULE At-A-Glance
Subject to minor changes

August 24	Orientation to Student Teaching Seminar Introduction & Overview Achievement Requirements Praxis Preparation/Updates E-Focus Research Paper Student Teaching Portfolio Module I: The Ethics of Teaching
August 31	Introduction to the Ethics of Teaching Ethical Behavior & Codes of Ethics Strike & Soltis, Chapter 1 Module I Response: The Ethics of Teaching E-Focus Research Paper: Topic Generation Talk Story
September 3	Discussion Board Topic #1: My Mentor Teacher's Best Management Strategy
September 7	The Ethical, Effective Teacher Wong & Wong, Unit A E-focus Research Paper Update Talk Story
September 14	Trust: The Moral Obligation of Teachers The School as an Ethical Community Strike & Soltis, Chapter 2 Talk Story
September 17	Discussion Board Topic #2: Planning & Delivery of Instruction Module 2 Response: Classroom Organization & Management
September 21	Philosophy of Teaching & Learning, Initial Draft Revisited Positive Expectations Wong & Wong, Unit B Talk Story
September 28	Intellectual Freedom The Ethic of Care: Teachers as Advocates; Students as Self-Advocates Strike & Soltis, Chapter 3 Reflection #2: Assessment & Evaluation of Student Work Talk Story

- October 1 **Discussion Board Topic #3:**
Effective Discipline
Module 3 Response: Ethical Dilemmas
- October 5 **Writing Effective Resumes**
Guest Speaker: Dr. Emily Nye (TBD)
Philosophy of Teaching & Learning Initial Draft DUE
- October 12 **Classroom Organization & Management**
Wong & Wong Unit C
Evertson & Emmer, Chapter 9
Managing Behavior Problems
Myeducation lab: Bullying
Peer Review: Philosophy of Teaching & Learning
- Talk Story**
- October 15 **Discussion Board Topic #4:**
Differentiated Instruction
Module 4 Response: Technology in the Service of Learning
- October 19 **The Ethical Use of Technology**
The Internet & Multi-media Resources
Strike & Soltis, Chapter 4
Reflection #3: Technology in the Service of Learning
- Talk Story**
- October 26 **Philosophy of Teaching & Learning Final Draft DUE**
HDOE Presentation & One-on-one Interviews [TBD]
- October 29 **Discussion Board Topic #5:**
Managing Assessment & Evaluation
- November 2 **E-Focus Research Paper Draft #1 DUE**
Standards of Professional Practice
Lesson Planning as an Ethical Exercise
Wong & Wong Units D & E
- Talk Story**
- November 9 **Diversity in American Education: Ethical Considerations**
Strike & Soltis, Chapters 5 & 6
Reflection #4: Diversity in Education
Peer Reviews: E-Focus Research Paper

	Talk Story
November 12	Discussion Board Topic #6: Home-School Communications
November 16	E-Focus Research Paper: Draft #2 for Discussion Writer's Workshop Small groups
November 23	"SNOW DAY" Resume: Initial Draft (Online at Laulima Assignment Link) Reflection #5: On Becoming A Teacher
November 25	HAPPY THANKSGIVING
November 26	Discussion Board Topic #7: A Management Idea "To Die For" Peer Review: Resume
November 30	HTSB Presentation by Lynn Hammonds [TBD] E-Focus Research Paper Final Draft DUE Praxis II Update Graduation Preparations The Professional Portfolio: Final Touches Talk Story
December 7	<i>EXIT INTERVIEWS</i> Teacher & Student Work Samples + Reflection DUE at Laulima assignment link Reminders: Assignments Uploaded to Taskstream by 12-14 <ul style="list-style-type: none"> ○ Complete Professional Portfolio Philosophy of Teaching & Learning Resume Classroom Management Toolkit Teacher & Student Work Samples + Reflection ○ Final draft E-focus Research Paper
December 14	Performance-based Final Exam: Student Teaching Portfolio Presentation