Our Course: EDEE 446
This course is a field-based experience which taken concurrently with Social Studies Methods (EDEE 442) and Teaching Culturally Linguistic Diverse Learners (EDEF444). The focus is on developmentally appropriate and culturally relevant pedagogy in grades K through 6th. As part of the coursework, teacher candidates put into practice standards-based methods and materials that have been studied in their on-campus classes. Teacher candidates complete their practicum experience in an elementary classroom where they are jointly supervised by the classroom teacher/mentor and the university instructor/supervisor.

No less than 45 hours are spent in the classroom observing and interacting with children and executing developmentally appropriate lesson plans that reflect current theory and research into the teaching of social studies and culturally relevant materials. Throughout the practicum experience, teacher candidates will learn to become reflective practitioners as they evaluate and articulate their experiences through written assignments and participation in the practicum setting.

Prerequisite: Admission to Professional Teacher Education Component
Co-requisite: Students must register for EDEE 442, Social Studies Methods and EDEF 444, Teaching Culturally Linguistic Diverse Learners and this course, EDEE 446 concurrently.

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 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

Mission Statement
The University of Hawaii 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.

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Primary Text
No textbook is required for this course. 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.

NOTE: This course is aligned with the following standards
UHWO ILOs 1 & 2: Oral and Written Communication
Essential Disposition: ‘AuamoKuleana (responsible & responsive)

UHWO ILO #4: Global and Indigenous Perspective
Essential Deposition: Aloha (compassion, empathy & kindness)

ACEI 1.0: Development, learning, & motivation [HTSB#1]
ACEI 2.1-2.7: Curriculum Standards [HTSB#5]
ACEI 3.2: Adaptation to diverse students [HTSB#3]
ACEI 4.0: Assessment for instruction [HTSB#8]
ACEI 5.2: Collaboration with families, colleagues, & community agencies [HTSB#10]

Course Objectives:
By successfully participating in this course, you will be required:

1. To spend no less than 45 hours in the regular classroom setting; minimum 3 hours per week
2. To plan and deliver three, 30-minute lesson plans on topics related to the teaching integrated lesson plans
3. To interact with elementary school children (grades K-6th) through formal and informal conversation and discussion
4. To apply knowledge of content, as well as pedagogical content knowledge, throughout the process of planning and delivering developmentally appropriate lessons.
5. To assist the mentor teacher in the teaching social studies and other content areas
6. To incorporate technology in developmentally appropriate ways whenever possible
7. To become an integral part of the elementary school environment by assisting the mentoring teacher in the daily routines of classroom life
8. 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
9. To participate in regular conversation and discussion about becoming a teacher
10. To elicit feedback regarding interactions with children
11. To take part in discussions on practicum experiences
12. To demonstrate professional behaviors and dispositions expected of individuals who have chosen teaching as a profession.
13. To revisit, revise, and reflect upon one of the three required lesson plans
14. To maintain an active Taskstream account. During the semester you will be required to upload one lesson plan which will be your “The Signature Assignment”
Teacher candidates do not choose the mentor teacher or practicum 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.

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.

**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.
4. Evaluating written assignments.
5. 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 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 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 not allowed during field experiences or practicum. 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:
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* 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 20%. Percentage 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 the percentage taken away.

The number of percentage 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.

Photo Copy 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 photocopy 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 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.

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 of the UHWO Student Handbook.

Achievement Requirements

Credit hours: The UHWO Credit Hour Policy states that students in a 3-credit course are expected to devote a minimum of 9-hours a week (135 hours/semester) on course related work (see UHWO General Catalog). In accordance with the UHWO Credit Hour Policy, the work assigned to achieve the stated student learning outcomes meets the credit hours that would be required for a comparable in-person course section. To achieve adequate learning in this course, it is expected that students will need to devote a minimum of 9 hours a week completing scheduled lessons, completing assigned readings, participating in discussions, completing worksheets, researching and writing papers, and studying for scheduled quizzes. To that end, students in EDEE426 will be required to complete the following:
Three Lesson Plans and Reflections, 20 points each (Total = 60 points)

In collaboration with the mentor teacher, university supervisors oversee the development of three 30-minute (minimum) lesson plans to be delivered during the practicum experience.

- Teacher candidate consults with mentor teacher for advice regarding lesson plan content and date(s) of delivery during the practicum experience.
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- Teacher candidates utilize pedagogical content knowledge and developmentally appropriate methods and materials, in the context of developing social studies lesson plans.

- Teacher candidates learn the value of collaborative teamwork, working in cooperation with a peer mentor throughout the process of writing and teaching effective lesson plans.

- University supervisor oversees the drafting of the plan, prior to delivery.

- Teacher candidates use the UHWO lesson plan template when writing their plans.

- Final draft lesson plans provided to mentor teacher no later than one week prior to delivery.

- Mentor teachers formally observe, assess, and provide feedback on one-lesson plan.

- University supervisors observe, assess, and provide feedback on one-lesson plan.

- Teacher candidates will then write a reflection for each lesson taught.

Six Practicum Discussions, 10 points each (Total = 60 points)
Teacher candidates complete a minimum of 6 discussions during their practicum experiences. Discussions are submitted to the university supervisor via Laulima. The university supervisor will read and respond. Your discussions will focus on teaching and learning in the elementary classroom environment. The discussions will be treated as formal writings, with a framework provided, yet the content will reflect an informal dialog between you and your instructor.

Signature Lesson Plan and Reflection (Total = 20 points)
Teacher candidates will revise one lesson plan and reflection and upload these documents to Taskstream. More about this will be discussed in class.

Professionalism/Disposition, 60 points (Total 60 points)
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. Candidate will be evaluated on the following: Professionalism, Reflective, Sensitivity, Willingness, Communication, Responsive, Skillful, Responsible, Lifelong learner, and Respectful. End-of-semester evaluations by both mentor teacher and university supervisor rank the teacher candidate’s professionalism benchmarks along the following continuum: Met, Approaching, Not Met

GUIDELINES FOR LESSON PLANNING AND TEACHING
Each practicum student is expected to plan for, teach, and reflect upon his or her cultural, social studies, and one of mentor’s choice lesson plans. Lesson plan length and content will depend upon the classroom where the student is working. **You are required to teach a minimum of three (3) formal lessons**, lasting a minimum of 30 minutes (1 lesson must be an integrated Social Studies lesson).

Both short and long-range planning is necessary to accommodate the needs of the children inside the classroom. It is therefore critical to communicate weekly with your mentor teacher.

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This blocked practicum is not designed to be prescriptive in nature. We do expect your lesson planning and instruction to reflect current thinking in the teaching of reading, language arts, and social studies. Your methods instructor, and your on-site mentor teacher are valuable resources as you plan lessons using research-based methods and materials. Your mentor teacher takes the lead in advising you of the objectives that must be met in any given lesson for which you are responsible.

**Grading Criteria**
1. Completed 45 hours or more (Required)
2. Six Discussions (60 pts)
3. Three Lesson Plans (60 pts)
4. Signature Lesson Plan & Reflection (20 pts)
5. Professionalism (60 pts)
Total 200 points

Your failure to complete any assignments in this course may result in you receiving an “F” or an “Incomplete” in this course.

**Grading Scale**
A= 200-195
B= 195-185
C=185-170
D=169 and below

**Course Calendar**

Sept 3 - Reading and Discussion
Sept 10 - Commentary 1: Culture and the Classroom
Sept 17 - Reading and Discussion
Sept 24 - Commentary 2: Diversity in the Classroom
Oct 1 - Reading and Discussion
Oct 1 - Teaching Schedule
Oct 8 - Commentary 3: Differentiation and Cognitive Development
Oct 8 - Lesson Plan 1
Oct 15 - Reading and Discussion
Oct 22 - Commentary 4: Assessment
Oct 29 - Reading and Discussion
Oct 29 - Lesson Plan 2
Nov 3 - Commentary 5: Linguistic Development
Nov 12 - Reading and Discussion
Nov 12 - Lesson Plan 3
Nov 19 - Commentary 6: Differentiated Instruction
Nov 25 - Reading and Discussion
Nov 25 - Signature Assignment uploaded to Taskstream
Dec 8 - Completed 45 hours
Dec 8 - Professional Dispositions Evaluated