EDEE 490: Student Teaching  
Fall 2014 Syllabus  
Co-requisite: Concurrent enrollment in EDEE 492, Student Teaching Seminar

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COURSE DESCRIPTION

EDEE 490 Student Teaching (12 credits)

Student Teaching is a full-time, 15-week, supervised classroom experience. A gradual release of responsibility by the mentor teacher leads to a minimum of 15 days of solo teaching. Emphasis is placed on the application of best practice methods and materials learned during methods course work with practicum. Mandatory CR/NC

Student Learning Outcomes:

1. Demonstrate a minimum “Acceptable” rating in all areas of the Student Teaching Evaluation instrument.*
2. Display competency in all three formal observations conducted by your university supervisor and mentor teacher.
3. Successfully complete 15 day solo teaching requirement.
4. Perform at the highest level of professionalism expected of a pre-service teacher entering the profession of teaching.

*The Student Teaching Evaluation instrument can be found in this syllabus on pages 9-15 and in your Field Experience Handbook. To review the institutional (ILO,) divisional (DLO) and concentration (CLO) outcomes that are addressed by student learning outcomes (SLO) see pages 10-11 of this syllabus.

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

CONCEPTUAL FRAMEWORK. The Conceptual Framework (CF) serves as a guide 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`ahu Bachelor of Education degree program develops teacher candidates who have the knowledge, skills, and dispositions to...
• **Be willing to accept constructive criticism** and work towards improving one's pedagogical and content knowledge, skills, and professional dispositions.

• **Dress in the attire becoming of a professional educator** and in accordance with school policy.

• **Follow up on health related issues** that impede your progress.

These expectations are qualitative in nature. You and your mentor teacher will review your progress in this area using the *Professional Dispositions Rubric and Evaluation criteria* **midterm and at the end of the semester.** If you have questions about how they are being evaluated, consult your mentor teacher, university supervisor or course instructor.

To view the UHWO Student Code refer to http://www.uhwo.hawaii.edu/conduct.

**Student Teaching Policies**

1. Student teachers are expected to be familiar with and adhere to the same rules, policies, and regulations practiced by the school personnel in the school to which they are assigned. They are expected to adhere to the DOE and school schedule (including holidays and other special scheduling) of their mentor teacher. Promptness is recognized as professional behavior.

2. Use of personal cell phones or any other communication device, email communication or text messaging belong outside the school and must not take place while in your assigned field experience classroom.

3. Required hours are Monday through Friday: 30 minutes before school starts until 30 minutes after school ends (student teachers follow the teacher’s schedule, not the student’s schedule). Student teachers are required to sign in and out at the school office everyday as well as keep their course log. The log will be collected at the end of the semester. The UHWO student identification is expected to be worn and visible while in your school. Parking is often at a premium at each of the school sites. Please follow the parking rules provided by the administrator in the school building where you are assigned.

4. If illness or an emergency should require absence during any scheduled experience, it is the responsibility of the student teacher to let the mentor teacher, university supervisor and course instructor know as soon as possible. Unexcused absences are not allowed during field experiences. Repeated absences should be reported to the course instructor. In cases of prolonged or repeated absence, the course instructor will, after consulting with the mentor teacher, principal, and university supervisor determine whether the student teacher’s experience will be terminated or extended. The course instructor also serves as the Coordinator of Field Experience for UHWO, Division of Education.

5. Students should inform the Coordinator of Field Experience of special health conditions (pregnancy, temporary medication, etc.) prior to placements for field experiences if possible or as soon as identified. This affords the school principal and the coordinator an opportunity to secure appropriate assignments or make needed adjustments.
6. **Professional attire and good grooming is expected.** Consult with mentor teacher and/or administration on appropriate attire for your school. You are representing the university. Therefore, if you are still unsure on appropriate attire, a good rule is to dress conservatively.

7. The schools will normally cover all photocopy costs of materials used by the children during lessons that you teach. Seek the advice of your mentor teacher for other photocopy policies that may affect your practicum assignments.

8. The importance of **confidentiality** cannot be overstated. A student teacher 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.

**Roles and Responsibilities**

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

1. Log field hours and include notes in the comments section on the *Student Teaching Field Experience Log sheet*.
2. Schedule your 3 formal observations and 15 days of solo teaching in a timely manner. Dates are due to your course instructor by September 10, 2014.
3. Follow these deadlines for observations:
   - Observation #1: No later than September 30, 2014.*
   - Observation #2: No later than October 31, 2014.*
   - Observation #3: No later than November 26, 2014.*
4. Follow this deadline for solo teaching.
   - **The last day of solo teaching is to occur no later than November 26, 2014.***
   
   *Exceptions to this deadline are approved by the course instructor.*
5. Submit lesson plans 2 weeks in advance to the mentor teacher, cc’d to the university supervisor and course instructor. If after submitting your lesson plan you and your mentor teacher anticipate significant changes to the lesson, inform your supervisor and course instructor as soon as possible.

*Responsibilities of the mentor teacher include:*

1. Mentor the student teacher, as he/she emerges into the profession.
2. Be present in the classroom when the students and student teacher is present.
3. Provide opportunities for the student teacher to plan and engage in a variety of developmentally appropriate instructional and institutional activities.
4. Facilitate opportunities with other professionals on campus to give the student teacher a broader view of teaching. Whenever possible and appropriate, we encourage the opportunities that exist in articulation or grade level meetings; faculty meetings; consultation or discussion with Special Education or English Language Learner resource specialists and teachers, and technology coordinators; as well as, in participating at parent
5. Guide, as well as collaborate with, the student teacher in the cycle of teaching. Specifically, student teachers are expected to gain a deeper understanding regarding the processes involved in lesson planning, delivery, and assessment that are designed to meet the needs of the children.

6. Advise the student teacher with regard to school policy and procedures re: videotaping lessons, for purposes of self-analysis and reflection; confidentiality; parent conference protocol, just to name a few.

7. Allow the student teacher to solo teach for a minimum of 15 days. A minimum number of 5 consecutive days is acceptable, but not required. For example, the student teacher could solo teach for 5 days in September, 5 days in October, and 5 days in November. This allows for the student teacher to receive feedback, engage in self-reflection, and make adjustments, if necessary. However, no less than 5 consecutive days should occur.

8. Discuss the student teaching experience and observations with the student teacher on a consistent and continual basis.

9. Report to the university supervisor, and/or course instructor any problems that appear to be non-negotiable in a timely manner. This allows the team to create a plan to support the student teacher and mentor teacher.

10. Inform the course instructor if your mentor teacher will be absent for an extended period of time.

11. Complete a minimum of three, formal evaluations of lessons observed (30-minute minimum). The mentor teacher may select an evaluation format with which she/he is most comfortable.

12. Meet with the student teacher mid-term to discuss his/her progress. Use the Student Teaching Evaluation and Professional Dispositions Rubric and Evaluation to highlight strengths and areas to improve by the next evaluation. Sign the mid-term Professional Dispositions Rubric and Evaluation.

13. After meeting with the student teacher, sign the final Professional Dispositions Rubric and Evaluation prior to the end of the semester.

14. Complete the electronic version of the Student Teaching Evaluation Form by December 10, 2014. An electronic link will be sent to the mentor teacher two weeks before the end of the semester. The student teacher will need a hard copy to submit to the HIDOE.

**Suggested Schedule/Guideline for Student Teaching Responsibilities**

One of the most commonly asked questions during student teaching has to do with the timing of the student teacher’s teaching responsibilities. The student teacher should assume and release teaching responsibilities in a gradual fashion. The following chart reflects a schedule that can be applied and is recommended for use by both the student teacher and the mentor teacher. Each of the areas may be compressed or extended according to the readiness of the particular teacher candidate and the judgment of the mentor teacher.

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<th>Week</th>
<th>Suggested Tasks and/or Activities</th>
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<td>1</td>
<td>Build Relationships- Create a timetable for assigned duties; familiarize self with classroom and children; meet faculty, staff, parents, administrators; observe</td>
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management strategies; examine available curricular and instructional resources; become familiar with school handbook; review evaluation methods; be aware of school statistics; observe and discuss mentor teacher's lesson presentations; and assume administration of procedural tasks in the classroom (such as attendance).

2-3 Knowledge of Students and Learning Environment- What are those community, district, and classroom factors that contribute to student learning? Continue to plan with mentor teacher; prepare a lesson plan; teach a small group of students; choose 2 focus students; monitor, assist, and/or tutor individuals or small groups; begin with 1 content area; and identify connections between instructional strategies and learning activities.

4-7 Student Learning and Assessment- Continue to plan and assume responsibilities; teach lessons daily; use computers/audiovisual materials and equipment when appropriate; participate in guided observation in other classrooms (if available); design an assessment and rubric; analyze the results of an assessment; have students conduct a self-assessment; plan and teach 5 days of solo teaching; and describe the impact when modifications are made.

8-9 Differentiated Instruction- Prepare plans and teach lessons daily, continue to add teaching responsibilities (playground/lunch, etc.) until full responsibilities are realized; participate in guided observations in other classrooms (if available); plan and teach 5 days of solo teaching; reflect and create lesson plans according to student progress data; and facilitate progress toward meeting the learning goals of the 2 focus students.

10-15 Lesson Planning, Student Learning, and Reflection- Plan and teach 5 days of solo teaching; attend IEP meetings if possible; attend articulation, faculty, open house and school/community meetings; continue to participate in guided observations in other classrooms; identify connections between standards, learning objectives, instruction, and activities; provide relevant and meaningful feedback to students; analyze student work samples; gradually release responsibilities back to the mentor teacher; and plan and say good-bye to the children.
TITLE: What am I going to teach?

GRADE LEVEL: Who is my audience?

TIME FRAME & SETTING: How much time (minutes/days) will this lesson take and where will I teach it?

CONCEPTUAL/PROCEDURAL KNOWLEDGE: What content/skills do I expect my students to learn?

STANDARDS: What Hawai`i Standard(s) for the English Language Arts, Social Studies, Science, or Math will my lesson plan address?

OBJECTIVES: Do my objectives contain observable and/or measurable outcomes that demonstrate the students have met the standard(s)?

MATERIALS: What will I need to teach my lesson?

TECHNOLOGY: How will I use technology in the service of teaching and learning?

PROCEDURES:

- ENGAGE & MOTIVATE:---How will I . .
  1. motivate the students' interest in the topic(s)?
  2. activate prior knowledge of concepts and skills?
  3. establish a purpose for the lesson?

- EXPLORE & EXPLAIN:---How will I . .
  1. involve the students in the learning process?
  2. encourage critical thinking and application of concepts/skills?
  3. clearly explain the concepts and skills under study?

- REINFORCE & WRAP-UP:---How will I . .
  1. reinforce the concepts and skills under study?
  2. conclude the lesson in a logical and meaningful way?

DIFFERENTIATION: How will I differentiate the content, process and products of my lesson to meet the needs of all students, including culturally and linguistically diverse learners, students with special needs, and advanced learners?

ASSESSMENT: How will I know if the students have achieved my objectives and met the standards? This includes formal and informal, formative and summative assessment data.
**ELABORATION & EXTENSION:** What will I do for students who may not have achieved my objectives? How will I encourage extension of conceptual and procedural knowledge into new areas?

**RESOURCES:** What resources (books, websites, etc.) did I use in creating this lesson plan?
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Total Hours:

Mentoring Teacher Signature:

Mentee Signature/UHWO teacher candidate:
LEARNING OUTCOMES & STANDARDS ALIGNMENTS

Student Learning Outcomes (SLO)
UHWO Institutional Learning Outcome (ILO)
Division Learning Outcomes (DLO) (HTSB/InTASC Standards)
Concentration Learning Outcomes (CLO) (ACEI Standards)

Student Learning Outcomes:

1. Demonstrate a minimum “Acceptable” rating in all areas of the Student Teaching Evaluation instrument.*
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4. Perform at the highest level of professionalism expected of a pre-service teacher entering the profession of teaching.

ILO 1. Effective communication: Use relevant information to communicate clearly and effectively with an intended audience through written and spoken language.

ILO 3. Critical thinking: Demonstrate critical thinking skills by applying information to make well-reasoned arguments or solve a problem.

ILO 4. Disciplinary knowledge: Demonstrate knowledge of the purview, processes and contributions associated with an academic discipline.

DLO 1: Learner Development: The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

DLO 2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

DLO 3: Learning Environments: The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

DLO 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

DLO 5: Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

DLO 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

DLO 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
DLO 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

DLO 9: Professional Learning & Ethical Practice: The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

DLO 10: Leadership and Collaboration: The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

CLO: Development, learning, and motivation
CLO: Curriculum
CLO: Instruction
CLO: Assessment
CLO: Professionalism