COURSE DESCRIPTION
EDEE 201: (2 cr.) Prerequisites: Placement into ENG 100 or concurrent enrollment in ENG 22. Restricted to EDUC majors. Concurrent enrollment in EDEE 200, "Early Field Experience."

This 2-credit course introduces teacher candidates to the process of becoming a credentialed classroom teacher in the State of Hawaii. Topics include: Introduction to Hawai‘i and national standards of teaching and learning; Philosophy of Teaching and Learning; Reflections on Teaching and Learning, an Early Field Experience (EDEE 200); Initial development of the Professional Portfolio, via Taskstream. 45 hours of supervised field experiences that engage the teacher candidate in a Professional Development School-based teaching and learning environment. Requires weekly reflections that are grounded in critical thinking about issues on teaching and learning, along with attention to the ethical standards of the teaching profession.

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 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.
**COURSE OBJECTIVES**

The following course objectives are aligned with Hawai‘i Teacher Standards Board (HTSB) Standards and UHWO Institutional Learning Outcomes (ILOs), thus enabling our teacher candidates to become *knowledgeable, skillful, responsive* educators in a global society.

1. Students will be able to demonstrate their understanding of teaching and learning standards for Hawai‘i and nationally (ILO-4, DLO-8)
2. Students will be able to design and implement meaningful learning experiences. (DLO-1,5,6,7)
3. Students will be able to effectively reflect on their classroom experiences. (ILO-1, ILO-3, DLO-8)
4. Students will be able to demonstrate their understanding of foundational ideas of active teaching and learning. (ILO-4, DLO-1,8)

**READINGS**

Readings will be made available on Laulima

**COURSE REQUIREMENTS AND EXPECTATIONS**

**Attendance**

Attendance at all class meetings is required and you are held responsible for engaging with and understanding the material for that day. Please see the Professionalism section concerning attendance and points.

**Late assignment policy**

I recognize that there are many different circumstances under which an assignment may be turned in late. If notification with a valid excuse is given to the instructor prior to the assignment being due (conversation, hand-written note, email, phone message) points will not be deducted. Without a prior notification 5 pts. per day will be deducted from the assignment. Not turning in a quiz, paper or project will result in a failing grade for the class.

**Readings**

You are responsible for all information contained in all reading assignments. The assignment schedule found in Laulima indicates the chapters and dates on which they will be discussed. All readings are extremely important in that they will prepare you to understand the theoretical and practical issues related to teaching, learning and the teaching profession that we will be discussing in class.

**Taskstream**

You are expected to maintain an active electronic portfolio while attending the teacher education program at UHWO. Each course requires you to upload a “Signature Assignment” to Taskstream. More about Taskstream will be discussed in class. Failure to upload an assignment to Taskstream will result is failure (F) for this course. This decision is at the discretion of your instructor. Please see the extended statement and directions for creating a Taskstream account on the course Laulima site in the Resources section in the folder labeled TaskStream.
**Professionalism:** EDEF 200-201 is the first course in your path to becoming a teaching professional. As a professional level course I will expect professional behavior from you in both your 200 field placement and 201 course. Points will be deducted from your overall course points for unprofessional behavior. If unprofessional behavior is noticed I will reserve the right to deducting.

**Professional expectations include:**
- Attending all class periods and designated field placement times
- Being on time for class and field placement
- Being prepared (all assignments and readings completed on time)
- Professional communication.
- Proper use of technology (no phones or web browsing in class)
- Attentiveness in class and field experience

**ASSIGNMENTS**

**200:**

1. **Field placement:** 45 hrs. Time log with mentor teacher’s signature required to validate time spent in the classroom. You must complete all of your required hrs and cannot pass the class without doing so. **50pts.**

2. **Teaching a Lesson and Lesson Plan**: *Teaching a Lesson:* You are responsible for teaching one lesson during your field placement. This is a first introduction to teaching so the lesson may be as simple as reading aloud a book to a group of students. Options other than a read aloud are available. Please check with the instructor for possible options. *Lesson Plan:* For your lesson you will create a lesson plan. The template that you must follow for the lesson plan is available on the Laulima course site. A draft of the lesson plan must be turned into me two weeks prior to actually teaching the lesson. I will provide feedback, and you will use it to improve your lesson plan and turn it in to me and given to your mentor teacher one week prior to teaching the lesson. **Draft Lesson Plan 10pts.**
   **Final Draft Lesson Plan 40 pts.**
   **Total = 50pts.**

3. **Teaching Reflection**: Upon completion of your lesson you will write a 3-4 pg. reflection on the lesson including the planning, implementation and wrap-up phase of the lesson. In your reflection the majority of your writing should be focused on analyzing your lesson and assessing the effectiveness of your teaching and providing significant recommendations for improvement. **50pts.**

   *These are signature assignments and the lesson plan and reflection must be posted by you to Taskstream.*

**201:**

5. **Field placement reflections/discussion:** During the semester you will engage in an ongoing conversation about your field placement experience. In the Laulima discussion section you will post 4, 1pg. (250 word) reflections regarding your field placement. Each reflection will be on a different topic in which you will be asked to focus on a particular
aspect of your classroom experience. You will then respond to a minimum of two of your classmate’s postings.

1. Focus on the learning environment. Curriculum, instruction, classroom management, discipline.
2. Focus on the student as learner. Must have a conversation with a student(s)
3. Focus on teaching and teachers work. Must conduct a conversation with your mentor teacher.
4. Focus on yourself. What have you learned about yourself as a teacher and a learner?
   40pts.

5A. Some students do not need to take EDEF 200 because they fulfilled this requirement in the community college program. If you are not currently enrolled in EDEF 200 you will not be able to fully complete 201 assignment 5. You are still required to participate in the discussion, however you will not be responsible for the initial reflection post. Instead you will be required to respond to 6 of your classmate’s posts.

6. **Online class discussions**: For the days that we do not meet face to face, you will be responsible for participating in an online discussion on the topic for that day. 10 pts. ea. day, **20pts**.

7. **Scavenger hunt**: On the Laulima site in the Resources link is a file titled “Scavenger Hunt”. This is a list of questions to which you are to conduct some internet research to find responses. Please put the list and your responses into the Scavenger Hunt drop box of the assignments link. **5pts**.

8. **In class assignments and work**: Often during our class meeting time we so some work to illustrate the topic for that day that will create a product of some kind. If you are in class that day and finish the assigned work you will get credit for that assignment. If you are not in class that day you can make up the points by writing a 2-3 pg. paper on the topic covered that day.
   **40pts**

   **GRADING**

   Lesson Plan: 50pts.
   Teaching Reflection: 50pts
   Field Placement Reflections/discussions: 40pts
   Online Discussions: 20pts
   In class assignments and work: 40pts
   Scavenger Hunt: 5pts
   
   **Total** 205pts.

   **Grading scale**
   A = 184.5-205 pts.
   B = 164-184 pts.
   C = 143.5-163.5 pts
   D = 123-143 pts
   F = 102.5-122.5
## CALENDAR

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Links/Notes</th>
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<tbody>
<tr>
<td>Aug. 27</td>
<td>Introduction, Syllabus course expectations</td>
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<tr>
<td>Sept. 3</td>
<td><strong>No class meeting</strong></td>
<td>View the film, “Ferris Buehler’s Day Off” (YouTube)</td>
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<td></td>
<td>Participate in online discussion</td>
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<td>Sept. 10</td>
<td>Facts about the teaching profession and teaching in Hawai‘i</td>
<td><strong>Scavenger hunt due</strong></td>
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<td>Sept. 17</td>
<td>Learning standards in Hawaii: Common Core and HCPS III</td>
<td><a href="http://www.corestandards.org">www.corestandards.org</a></td>
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<td><a href="http://standardstoolkit.k12.hi.us/common-core/">http://standardstoolkit.k12.hi.us/common-core/</a></td>
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<td>Sept. 24</td>
<td>Teaching standards in Hawai‘i, HTSB</td>
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<td>Oct. 1</td>
<td>DOE Principals guest speakers</td>
<td><strong>Field Placement Reflection/Discussion # 1 Due</strong></td>
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<td>Oct. 8</td>
<td>The Hawai‘i State Teachers Association HSTA. Guest Speaker Will Okabe</td>
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<td>Oct. 15</td>
<td>Teacher Assessment Charlotte Danielson model. EES</td>
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<td>Oct. 22</td>
<td>Manulani Meyer</td>
<td><strong>Field Placement Reflection/Discussion 2 Due</strong></td>
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<td>Oct. 29</td>
<td>Theories of Instruction, Piaget, Vygotsky, Bruner</td>
<td><a href="http://www.simplypsychology.org/cognitive.html">http://www.simplypsychology.org/cognitive.html</a></td>
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<td>Nov. 5</td>
<td>Bloom’s Taxonomy Bloom’s taxonomy</td>
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<td>Nov. 12</td>
<td>Differentiated Instruction</td>
<td><strong>What is differentiated instruction?</strong></td>
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<td>The goals of differentiation</td>
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<td><strong>Field Placement Reflection/Discussion 3 due</strong></td>
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<td>Nov. 19</td>
<td>Engaging the Imagination</td>
<td><strong>Engaging Imagination and Developing Creativity in Education</strong></td>
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<td>Nov. 25</td>
<td>School reform and school policy</td>
<td>Nation at Risk</td>
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<td><strong>No Class Meeting: online discussion</strong></td>
<td>No Child Left Behind</td>
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<td>Race to the top</td>
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<td><strong>First Draft of Lesson Plan Due</strong></td>
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<td>Dec. 3</td>
<td>Kokua Hawaii Foundation presentation Project learning and school gardens</td>
<td><strong>Field Placement Reflection/Discussion 4 due</strong></td>
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<td>Dec. 8</td>
<td>Teaching Reflection Due</td>
<td>Lesson Plan Due (both must be uploaded to TaskStream)</td>
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STANDARDS ALIGNMENT

Institutional Learning Outcomes

ILO-1. **Effective Communication:** Communicate clearly and effectively to an intended audience through written and spoken language. (3,5,6,7)

ILO-3. **Critical Thinking:** Demonstrate critical thinking skills by applying information to make well reasoned arguments or solve a problem. (2,3,5,6)

ILO-4. **Disciplinary Knowledge:** Demonstrate knowledge of the purview, processes, and contributions associated with an academic discipline. (1,2,3,5)

Division Learning Outcomes

1. HTSB Standard 1: Focuses on the child
   - ACEI Standard 1: Development, learning, & motivation (1,2,3,4,5,6)

2. HTSB Standard 2: Creates & maintains a safe and positive learning environment
   - ACEI Standard 3.4: Active engagement in learning (1,2)

3. HTSB Standard 3: Adapts to learner diversity
   - ACEI Standard 3.2: Adaptation to diverse students (2,3,5,6)

4. HTSB Standard 4: Fosters effective communication in the learning environment
   - ACEI Standard 3.5: Communication to foster collaboration (1,2,3)

5. HTSB Standard 6: Designs and Provides Meaningful Learning Experiences
   - ACEI Standard 3.1: Integrating and applying knowledge for instruction (2,3,4)

6. HTSB Standard 7: Uses active learning strategies
   - ACEI: Standard 3.3: Development of critical thinking & problem solving (2,3,4, 8)

7. HTSB Standard 8: Uses assessment strategies
   - ACEI Standard 4: Assessment for instruction (2,3,4)

8. HTSB Standard 9: Demonstrates professionalism
   - ACEI Standard 5.1: Professional growth, reflection, & evaluation (1,2)