SPRING 2015  EDEE 426: BLOCK 2 PRACTICUM WITH SEMINAR

Mondays 3:30-4:50PM
January 12—April 27

David W. Kupferman, Ph.D., & Linda Oba, M.Ed.
Office: D-231
Tel: 689-2389
Email: kupferma@hawaii.edu, loba2@hawaii.edu
Office hours: By appointment.

"You teach a child to read, and he or her will be able to pass a literacy test."
—George W. Bush
Key Ideas
Professionalism         Classroom Management
Literacy                Community Engagement
Reading and Writing     Standards
Curriculum and Instruction    Integrated Teaching & Learning
Lesson Planning         Differentiated Instruction

Course Description:
Pre: APTE approval*; prior or concurrent enrollment ENG 383
Coreq: EDEE 422 and EDEE 424
Block 2 Practicum with Seminar focuses on developmentally appropriate and culturally relevant pedagogy, K-6. Teacher candidates complete 45 hours of supervised practicum in an elementary school classroom, where they put into practice methods and materials that have been studied in their on-campus reading and language arts courses. During the embedded seminar, special attention is given to issues related to curriculum and instruction, classroom management, assessment, and home/school/ community relations.

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 UHWO Institutional Learning Outcomes (ILO), Division Learning Outcomes (DLO), and Concentration Learning Outcomes (CLO), enabling our teacher candidates to become knowledgeable, skillful, and responsive educators in a global society.

After completing this course, students will be able to:
1. Plan and deliver lesson plans on topics related to the teaching of integrated lessons
   (ILO 1, 2, 3, 4; DLO 1, 2, 6, 8; CLO 1, 3.2, 3.5, 4)
2. Apply pedagogical content knowledge to the process of planning and delivering developmentally appropriate lessons (ILO 1, 2, 3, 4; DLO 4, 5, 7; CLO 2.1, 3.1)
3. Incorporate technology in developmentally appropriate ways in the classroom (ILO 3, 4; DLO 2, 7, 8; CLO 3.1, 3.2, 3.3)
4. Reflect critically on one’s teaching practice, both orally and in writing (ILO 1, 2, 3; DLO 9; CLO 5.1)
5. Demonstrate professional behaviors and dispositions expected of individuals who have chosen teaching as a profession (ILO 1, 4; DLO 9, 10; CLO 5.1, 5.2)

Standards Covered in this Course:
Institutional Learning Outcomes (ILO)
ILO 1. Effective Communication: Communicate clearly and effectively to an intended audience through written and spoken language.
ILO 2. Cultural Awareness: Demonstrate knowledge of different cultures, sub-cultures or cultural phenomena.
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.

Attendance and Punctuality:
For the Seminar:
Regular attendance and participation is expected. It is professional courtesy to be on time (or even early) to class and to come prepared.

Students should inform the instructor prior to being absent for family or business emergencies. Such pre-arranged circumstances will be left to the discretion of the instructor and student involved. It is up to the student to make up all work missed when absent from class. Students who have a valid add slip to begin class after the first day of instruction will not be penalized for classes missed during the add/drop period.

Attendance at all class meetings is required and you are held responsible for engaging with and understanding the material for that day. If a class is missed for any reason you will be required to write a 3 to 4 page summary of the information covered for that day. The paper is due at 5 P.M. on Friday of the week in which class was missed. Completion of the paper or attendance in class allows you to keep your points. Missing a class and not turning in the summary paper will result in the loss of credit for that week’s work.

For the Field Placement:
You must complete a minimum of 45 hours in your field placement classroom. It is expected of professionals that they are both on time (or better yet, early) and make every appointment scheduled. If you miss any time in your field placement classroom, you must inform your mentor teacher beforehand and ensure that you make up the missed time as soon as possible. Completing at least 45 hours in your field placement classroom is not negotiable, and there is no such thing as an absence that does not need to be made up in the field placement classroom.
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. However, without such prior notification, one (1) point will be deducted each calendar day from the assignment.

Academic Dishonesty:
Academic dishonesty and plagiarism will not be tolerated. These acts defeat the purpose of education and carry severe penalties. Do your own work. Whenever you use information from a printed source—including textbooks and the assigned readings—always identify the source and the page in the reading where you found the information. Whenever you use the words of a printed source, always use quotation marks. This includes self-plagiarism, where you turn in work done previously or for another class. Penalties for academic dishonesty and plagiarism may include: 1) failing grades for those assignments that were plagiarized; 2) a failing grade for the course. 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.

Learning Challenges and Accommodations:
In keeping with University policy, any student with a disability who needs academic accommodations for testing, note taking, reading, classroom seating, or other services, should contact Student Services as early as possible and speak with Dr. Steven Taketa (email: taketas@hawaii.edu).

Hybrid Course Contact Hour Requirements:
EDEE 426 is a hybrid, 3-credit course. For fifteen weeks there are 1.5 face-to-face contact hours and an additional 1.5 hours online. For every contact hour, UHWO students are expected to spend 2 hours per week engaged in scholarly work associated with the course. Therefore, you should plan to devote a minimum of 6 hours per week outside of class to course requirements, for a grand total of 9 hours per week of attention to the course.

Personal Liability Insurance Requirement:
Teacher candidates must obtain and provide evidence of personal liability insurance prior to participating in any field experience in the UHWO Bachelor of Education (B.Ed.) degree program. Proof of insurance will be verified at the start of each academic year. Personal liability insurance must be maintained throughout the early field experience, all practicums, and student teaching. Uninsured candidates will not be granted a field placement, therefore delaying timely progress towards program completion.

Teacher candidates are free to purchase personal liability insurance from the vendor of their choice. Insurance is available through the UHWO Education Club, as well as most private insurance companies. Because of its affiliation with the Student National Education Association (SNEA), the UHWO Education Club includes personal liability insurance with membership. An application is available online at: https://sites.google.com/site/uhwosnea/.
**Required Texts:**
There are no required texts for this course. Assigned readings are available on Laulima.

**Assignments:**
In this class, we will engage with the art of teaching, discuss our understanding of the material, develop lesson plans, present our ideas, and write about them. We are all students in this class, and we are all teachers. Additionally, this course is designed to build your practical teaching skills, so expect to teach, and be taught by, your peers.

**In Class Discussion/Participation**
Your participation and contribution to discussions in class are essential to helping you make sense of the material. Make sure that you are both present for each class meeting, and that you actively engage with and contribute to the content of class discussions. You are expected to conduct yourself as a professional while in class.

Total points: 5

**Online Discussion/Participation**
Since we will be communicating both face-to-face and online, you will need to show your participation by fully engaging in online discussions as well as those in class. Each week you are expected to pose at least one (1) question in the Laulima online discussion, and to respond to at least one (1) of the questions posed by your colleagues. While this form of communication is necessitated by the hybrid online nature of the course, it is my hope that you will also hone your communication skills; since all we will have is our written word, you will need to write exactly what you mean to say. Please write academically, do not use this as a texting tool, and remember that I am allergic to emoticons (and please do not LOL me). In addition, such an online discussion group is good practice for future stages in your careers when you may need some good professional advice from a fellow student or colleague who is only accessible electronically. Your one (1) weekly response must be at least 250 words in length.

Total points: 5

**Working Bibliography**
Education is an academic profession, and you should get yourselves in the habit of periodically conducting research and learning about new innovations and ways of thinking in the field. To that end, over the course of the semester we will all build a bibliography of resources for each of the weekly topics together. You will be expected to contribute at least one resource to the ongoing bibliography discussion thread on the Laulima site each time we cover a new topic; this exercise will count towards your total online discussion grade (see above). If two people have the same citation, the first one to post it will receive credit; this way, it is in your best interests to participate in the discussion threads earlier in the week rather than later. If you find the same citation already posted, you will need to find another one. (We are building a bibliography, and in order to do so, we need multiple references, not the same one five times.) Since the field of education uses APA style, that is the only format you should follow for this course. For a quick and easy guide to citations in APA, see the following website (and the tabs to the left of the webpage): [https://owl.english.purdue.edu/owl/resource/560/05/](https://owl.english.purdue.edu/owl/resource/560/05/)
Commentaries
You will write six (6) commentaries based on various topics covered over the course of the semester. Commentaries are responses to observations you make in your field placement classroom as well as the material covered in the seminar, and need to address the following elements: a description of the topic, an analysis of the topic, and the implications for teaching and learning. Prompts will be given to guide your responses. Commentaries are formal writing assignments; as such, they need to use Times New Roman, size 12 font (the same font you are reading now), double-spaced, one-inch margins, with page numbers centered at the bottom of each page. Your commentaries should not exceed two pages in length. Commentary #1 is due by class time on Monday, Jan. 26; Commentary #2 is due by class time on Monday, Feb. 9; Commentary #3 is due by class time on Monday, Feb. 23; Commentary #4 is due by class time on Monday, March 16; Commentary #5 is due by class time on Monday, March 30; and Commentary #6 is due by class time on Monday, April 13. Topics for each commentary are listed below in the Schedule of Topics by Class. Each Commentary is worth 5 points.
Total points: 30

Peer Observation
Part of meaningful professional practice is to observe your peers in action; additionally, the best teachers are those who can steal the best ideas, and the best way to think of new ideas is to see them in practice. In order to get you in the habit of actively collaborating with your fellow student teachers, you will observe one (1) other student in the course while they are teaching in their field placement classroom. The observation is intended to give you the opportunity to develop your critical analysis skills while also providing positive and constructive feedback to your peer. You will use the observation rubric employed by your university instructor, and we will practice this skill in class early in the semester. There is no firm due date for this assignment; however, you must turn in your peer observation no later than Monday, April 20. Each peer observation must be signed by both the observer, the student teacher, and the mentor teacher present in the field placement classroom.
Total points: 10

Lesson Plans and Reflections
You will plan three (3) 30-minute lessons, deliver those lessons in your field placement classroom, and reflect on each of those lessons in writing. Each of your lessons must be integrated with literacy/reading and another content area of your choice. Your lesson plans must be turned in to your university instructor no later than one (1) week before you deliver the lesson; your reflection must be turned in no later than one (1) week after you deliver the lesson. The reflection is a formal writing assignment, and needs to adhere to the conventions covered in the instructions for the Commentaries (above). Your reflection should be no longer than two (2) pages. You are welcome to submit lesson plans well in advance; the absolute last days to submit your lesson plans are as follows: Lesson plan #1 – Monday, Feb. 16; Lesson plan #2 – Monday, March 9; and Lesson plan #3 – Monday, April 6. Each lesson plan and reflection (taken together) are worth 10 points.
Total points: 30
Signature Assignment: Your Best Lesson and Reflection (and Presentation)
Your signature assignment is the best lesson plan and reflection (revised) that you develop and deliver over the course of the semester. You will also present this lesson plan and your reflective analysis of its effectiveness to the class at the end of the semester. Both the lesson plan and reflection need to be uploaded to TaskStream no later than 5PM on Monday, May 4.
Total points: 20

Total class points: 100

Grading:
Final course grades are assigned based on a 100-point total as follows:
A = 90-100  B = 80-89  C = 70-79  D = 60-69  F = below 60

Proposed Schedule of Topics by Class*
Jan. 12  Introduction, course overview, syllabus, dispositions and expectations
Jan. 19  No Class – Martin Luther King, Jr. Holiday  *Assignment: Email field placement schedule to UHWO instructor
Jan. 26  Observing teaching  *Assignment: Commentary #1 (Common Core / standards) due
 Signed Field Placement Handbook signature page
Feb. 2   Lesson planning: overview and objectives
Feb. 9   Lesson planning: linking objective and activities  *Assignment: Commentary #2 (writing objectives) due
Feb. 16  No Class – Presidents’ Day Holiday  *Assignment: Lesson plan #1 due
Feb. 23  Curriculum and instruction: selecting resources  *Assignment: Commentary #3 (planning activities) due
March 2  Differentiated instruction
March 9  Integrated teaching & learning  *Assignment: Lesson plan #2 due
March 16 Community engagement  *Assignment: Commentary #4 (integrated teaching / learning) due
March 23  No Class – Spring Break
March 30  Lesson planning: assessment  *Assignment: Commentary #5 (community) due
April 6  Lesson planning: linking assessment and objectives
        Assignment: Lesson plan #3 due

April 13  Classroom / teacher management
        Assignment: Commentary #6 (assessment) due

April 20  Model Lesson Presentations

April 27  Model Lesson Presentations
        Assignment: Signature Assignment Lesson Plan and Reflection due (uploaded to Laulima), Monday, May 4

*Please keep in mind that this syllabus is a working document, and that changes may need to be made over the course of the semester. If a change is required, I will inform the class prior to the change, and where possible and appropriate I will solicit input from the class as a whole beforehand.

**Taskstream**

To aid in the assessment of our program and provide students with a venue for demonstrating attainment of standards and showcasing work, the UHWO Teacher Preparation Program has adopted an electronic portfolio system that is being implemented in TaskStream (www.taskstream.com). TaskStream is a web-based, content manager that allows for assessment management using electronic portfolios. As part of the UHWO Teacher Preparation Program, students will upload assignments to their UHWO Direct Response Folio (DRF) in most education courses. DRF is the name given to the specific UHWO Electronic Portfolio.

While enrolled in the UHWO Teacher Preparation Program, students are required to maintain an active subscription to Taskstream. This means that students must purchase a Taskstream subscription that lasts for the length of time they are taking courses in the UHWO Teacher Preparation Program. Students should purchase a subscription that begins during their first education course (EDEE 200/201), and ends when they have completed their final education course (EDEE 490/490s).

Taskstream provides different subscription lengths depending on the amount of time needed for each individual user. Below are the current subscription lengths and prices form which to choose.

1 Semester - 5 Months ($25)
1 yr. account ($42)
2 yr. account ($69)
3 yr. account ($91)
4 yr. account ($105)
5 yr. account ($119)
6 yr. account ($129)

An active subscription to Taskstream is necessary because students are required to upload “signature assignments” into their UHWO DRF in all education courses. Signature assignments are specific assignments required in many education courses as part of the UHWO Teacher Preparation Program. These signature assignments reflect the student’s ability to meet specific Hawaii State Teaching Standards that have been aligned with each course’s content and expectations. Students are expected to demonstrate competency on each criteria, and may not be allowed to proceed in the program if they receive unacceptable ratings. Examples of signature assignments include lesson plans, unit plans, and essays. Signature assignments such as these are typically uploaded by the end of the students’ semester.

Failure to maintain an active subscription or upload a signature assignment to Taskstream may result in a failing course grade or an incomplete course grade. Repeated failures to maintain an active
subscription or upload a signature assignment may result in a student receiving an alert letter regarding professional dispositions and/or the student being asked to leave the UHWO Teacher Preparation Program.

Students are encouraged to explore the various education-related resources available in Taskstream. In addition to the UHWO DRF, students can choose to create separate electronic portfolios that can be shared with potential employers. Students can also create standards-based lesson plans, evaluation rubrics, and entire instructional units. Training opportunities for creating such resources are frequently offered online through TaskStream. For more information about Taskstream, please visit www.taskstream.com.

There are documents in the Resources section of the course website that describe the steps needed to: (1) register for a Taskstream account, (2) create a guest account in Taskstream, (3) enroll in the UHWO Teacher Preparation Program within Taskstream, and (4) upload documents to the UHWO DRF. Should you have questions about Taskstream or require further assistance, please call Taskstream at 1-800-311-5656, email Taskstream at help@taskstream.com, or email your course instructor. Answers to more frequently asked questions can be found at the Help Index at www.taskstream.com.