

Education Division Field Experiences Manual
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Dear Student:

The field experiences you complete as part of your Observation and Participation (O&P) assignments and your practicum in student teaching are important components of your preparation to be outstanding teachers.

Your student teaching experience with the accompanying seminar is the capstone of your teacher preparation experiences. In O&P you will apply the theories you have learned in your methods courses; in the student teaching practicum you will be placed full-time in a school to work with the Cooperating Teacher and the University Supervisor to apply the best practices from all of your coursework. You will also prepare an exit portfolio in your student teaching seminar that reflects the Hawaii Teacher Performance Standards as well as exhibits student learning.

Please read this Field Experiences Manual carefully. It contains important information and forms that you will use throughout your field experiences. You are required to sign and date the last page of this manual, and turn it in to the Education Division.

Best wishes for success in your program.

Education Division
Chaminade University- Honolulu

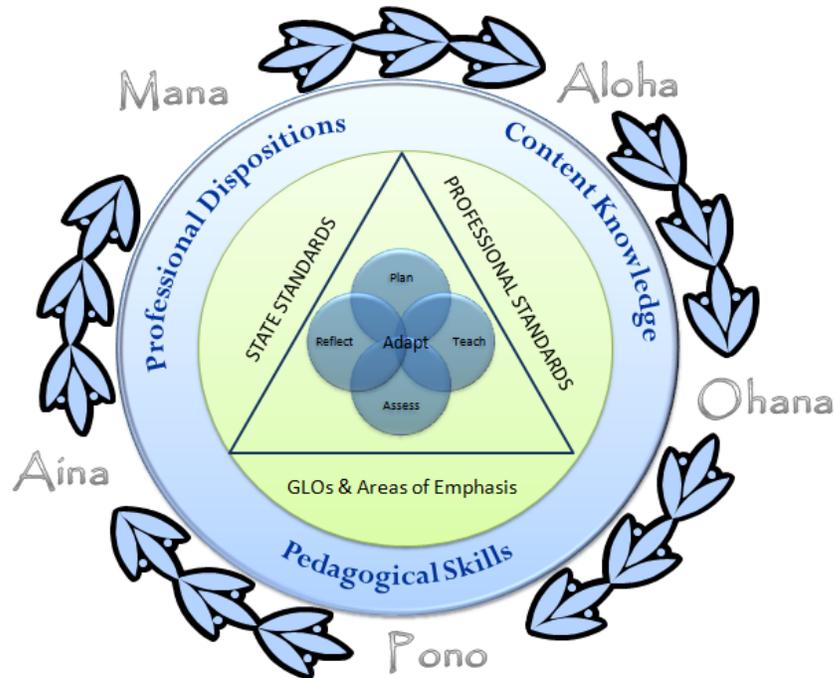
The Philosophy of the Education Division

The Education Division philosophy is structured by a set of beliefs that flow from the Chaminade University of Honolulu's vision and mission statements, the division's vision and mission statements, and the core academic beliefs of Chaminade University. These values and beliefs are based on the Catholic Marianist values, a commitment to mentor students to their fullest potential, a commitment to teaching, scholarship and research, and a commitment to serve the university and the larger community, through the community of learners in the Education programs. Further, the philosophy rests on current theories, research and best practice. It incorporates constructivism, active learning, inquiry, assessment, technology and reflection to prepare teachers who will be learning, growing and serving the community for many years. The following graphic summarizes our guiding conceptual framework.

Vision Statement for Chaminade's Education Division

The Education Division strives to build high quality educational programs guided by these Marianist principles:

1. **Education for Formation in Faith (Mana):** *In the community of learners, reason and personal faith are seen as mutually complementary roads to truth. All scholars are invited to join the larger community of faith, hope and love.*
2. **Integral, Quality Education (Aloha):** *The Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.*
3. **Education and the Family Spirit (Ohana):** *The community of learners is a second family, which encourages the personal development of each of its members. Mutual respect for all members of the family allows the Marianist-based scholarly community to share responsibility for decision making at all levels.*
4. **Education for Service, Peace and Justice (Pono):** *All members of the community strive to serve the university community and the larger community and to dispense and receive justice to and from each other and to the larger community.*
5. **Education for Adaptation and Change (Aina):** *True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and adapts to its time. This scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.*



Mission Statement for Chaminade’s Education Division

To foster the development of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist values, current research, best practice, and state and professional standards. Courses of study are aligned with Hawai’i Teachers Standards Board and the specific professional associations appropriate to each program and each field of study.

Proficiencies

Our expected teacher candidate proficiencies are linked to our key values and professional standards. Education Division programs equip teachers with knowledge, skills and professional dispositions that align with Hawai’i Teacher Performance and Licensing Standards, the Hawai’i Content and Performance Standards, Hawai’i General Learner Outcomes, specific areas of emphasis identified by the Department of Education, the standards of relevant professional organizations (for example, NCATE, INTASC, NAEYC, NCSS, NSTA, NCTM, NCTE, IRA, CEC), as well as the Catholic Marianist values that are the core of Chaminade education.

We summarize these proficiencies in the acronym **PTARA**. Successful teacher candidates in any of the licensure programs are able to Plan, Teach, Assess, Reflect, and Adapt. In other words, successful candidates are able to:

1. **(PLAN)** design meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment at appropriate grade levels;
2. **(TEACH)** have a competent grasp of content knowledge, employ appropriate pedagogical practices, and utilize resources to facilitate the learning process for students appropriate grade levels;
3. **(ASSESS)** apply a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the learner;

4. **(REFLECT)** engage in the process of continual and thoughtful reflection on their grade-appropriate teaching practices; and

5. **(ADAPT)** evaluate elements of change in the classroom and the wider world, actively bringing this awareness to work with students, faculty, and other members of the community.

Education Division's Core Academic Beliefs

These beliefs are at the foundation of our practice and are aligned with our mission and vision statements as well as our objectives and learning outcomes for the teacher candidates.

- All children can learn;
- Education is an active process;
- Creative problem solving, divergent thinking and effective communication are nurtured;
- Teaching and learning are reciprocal processes;
- Diversity enriches education by providing many different cultural values and viewpoints;
- Reflection facilitates learning;
- Technology enriches the learning environment and the learning experience;
- Varied instruction for individual differences and learning styles facilitates learning;
- Assessment improves instruction and increase student achievement;
- Learning is facilitated by integrating curriculum, using cooperative learning strategies, having high expectations of the learner, and making curriculum relevant to the world outside the classroom;
- Learning requires a safe, stimulating environment where each student is nurtured;
- Teachers are responsible for nurturing the student's desire to learn;
- Students must be educated for responsible citizenship, and self-directed lifelong learning;
- School, community and family collaboration support learning;
- Effective education is based on current research.

Knowledge Bases

The knowledge bases that inform the Conceptual Framework for Chaminade University's teacher preparation program includes the eight statements below:

- 1. Learning is an active process;**
- 2. Education courses are rooted in child and adolescent development;**

3. **Diversity enriches education;**
4. **Assessment is critical to the instructional process;**
5. **Technology is important for clear and efficient communication in the twenty-first century;**
6. **Critical and creative thinking and problem solving are important skills for teaching;**
7. **Reflection, professionalism and life-long learning are key dispositions for teacher candidates;**
8. **A strong content base is essential to a competent teacher.**

Professional Expectations of Preservice Teachers

Professional Obligations

Preservice teachers are expected to strive to meet the following professional obligations in their field experience and student teaching placements:

- Acquire liability insurance through Student NEA or similar organization, and maintain adequate medical insurance.
- Keep time commitments. Arrive to your field placement on time. Maintain the scheduled hours. Call your **host teacher** when you are going to be late or absent.
- Know and follow school and classroom procedures, including the school dress code.
- Establish and maintain frequent and positive communication with your mentor teacher. Be sure to clarify the roles, responsibilities and expectations that your mentor teacher has for you.
- Focus on the children and learn when you are in the classroom.
- Plan lessons and other activities in advance to ensure that students will have a quality learning experience. The mentor teacher needs your plans **at least two days** ahead of the lesson, to be able to effectively review the plan and discuss alternative strategies with you.
- Keep information about children, families, and colleagues confidential.
- Reflect on your participation. Accept feedback as an opportunity to learn and grow.

Professional Characteristics

Preservice teachers are expected to strive to meet the following professional characteristics in their field experience and student teaching placements:

- Dress appropriately for the setting;
- Communicate with the mentor teacher to ensure that your lessons are simultaneously relevant to the learning needs of students and the classroom curriculum goals;
- Make sure that written communication in the classroom and to the families is accurate and professional;
- Make efforts to communicate with children's families;
- Seek out opportunities to participate in extra curricular activities in the school;
- Seek out opportunities for professional development;
- Be resourceful. Learn about good resources for teaching. Begin to develop your collection of children's books and other teaching materials.

Continuous Assessments

Table 6
Unit Assessment System: Transition Point Assessments

Initial Programs	Admission	Transition point (before entry into clinical practice)	Transition point (before exiting clinical practice)	Before Program Completion	After Program Completion
Elementary: Undergraduate	1. Have a grade of B or better in all pre-licensure Ed. courses; with an overall GPA of 2.75. 2. Submit the following documents: Declaration of Major form to Acad. Adv. Ctr.; An application to the Ed. Div.; 3 Recommendation Letters; Passing Praxis I PPST scores; and Current TB clearance and Criminal History Check 3. Receive a letter of acceptance from the Ed. Div.	1. Attendance at a mandatory Student Teaching Orientation. 2. Written Application for Student Teaching submitted the semester before student teaching 3. 3 Rec. Letters from 3 Ed. Div. faculty 4. Completion of all courses, including 60 hours of Observation and Participation field experiences. 5. Active membership in SNEA to Field Services Director.	1. Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Eval. by the Cooperating Teacher and the Univ. Supervisor 2. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor 3. Completion of an Exit Portfolio which documents the teacher candidate's ability to demonstrate the 10 Hawai'i Teaching Stand., & demonstrates the teacher candidate's effect on the learning of K-6 learners.	1. Completion of all professional education courses with a grade of B or better 2. Maintaining an overall GPA of 2.75 or better in all university courses. 3. Successful completion of 60 hours of Observation and Practicum field experiences. 4. Completion of student teaching w/satisfactory or better evaluations from the Cooperating Teacher and the Univ. Superv. along with letters of rec. are required to exit the program. 5. Completion of all course work required for a Baccalaureate degree.	PLT

<p>Elementary: Graduate</p>	<p>1. Bachelor's Degree from an accredited college/university 2. Cumulative undergrad. GPA of 2.75 or better 3. Submit the following documents: Graduate Application to the Graduate Div. w/applicable fee; Original transcripts from all previous colleges/universities; 3 Recommendation Letters; Passing Praxis I PPST scores; and Current TB clearance, Criminal History Check and Declaration of Fitness 5. Receive a letter of acceptance from the Ed. Div.</p>	<p>1. Attendance at a mandatory Student Teaching Orientation 2. Written application for Student Teaching submitted the term before student teaching 3. 3 Rec. Letters from 3 Ed. Div. faculty 4. Completion of all licensure courses required by the program, including 40 hours of Observation and Participation field experience. 5. Active membership in SNEA to Field Services Director.</p>	<p>1. Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Eval. by the Cooperating Teacher and the Univ. Supervisor 2. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor 3. Completion of an Exit Portfolio which documents the teacher candidate's ability to demonstrate the 10 Hawai'i Teaching Stand., & demonstrate the teacher candidate's effect on the learning of K-6 learners.</p>	<p>1. Completion of all Ed. Div. courses with a grade of B or better. 2. Maintaining a GPA of 3.0 or better in all graduate courses. 3. Completion of 40 hours of O&P. 4. Completion of student teaching with satisfactory or better evaluation from the Cooperating Teacher and Univ. Superv. that are accompanied by letters of rec. 5. Completion of all coursework required for the M.Ed. degree in Elem. Ed. K-6, and passing the Comprehensive Exam. There's an option to submit a proposal to the Dean of Education requesting permission to research & write a Master's Thesis in lieu of taking the Comp. Exam.</p>	<p>PLT</p>
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<p>Secondary: Undergraduate (AEOP)</p>	<p>1. Application & acceptance to Chaminade Univ.'s Accelerated Undergrad. Program w/applicable fee 2. Original transcripts from all previous colleges/univer. 3. Submit the following documents: Education Division application; Passing Praxis I PPST scores & Praxis II scores for the content/discipline intended to teach; and Current TB clearance, Criminal</p>	<p>1. Attendance at a mandatory Student Teaching Orientation. 2. Written Application for Student Teaching submitted the semester before student teaching 3. 3 Rec. Letters from 3 Ed. Div. faculty 4. Completion of all courses, including 60 hours of Observation and Participation field experiences. 5. Passing Praxis I scores and Praxis II Content Area (in intended content area)</p>	<p>1. Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Eval. by the Cooperating Teacher and the Univ. Supervisor 2. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor 3. Completion of an Exit Portfolio which documents the teacher candidate's ability to demonstrate the 10 Professional Teaching Standards and the teacher candidate's effect on the learning of 7-12 learners.</p>	<p>Requires a minimum of 6 Assessment procedures including: Comprehensive Exam, Exit Portfolio, Transcript comparison w/ professional standards and the Hawai'i Teaching Standards, Praxis I and Praxis II Content Area, Transcript review for required content area courses, and student O&P and Student Teaching Evaluations.</p>	<p>PLT</p>
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<p>Secondary: Graduate</p>	<p>1. Bachelor's Degree from an accredited college/university 2. Cumulative undergrad. GPA of 2.75 or better 3. Submit the following documents: Graduate Application to the Graduate Div. w/applicable fee; Original transcripts from all previous colleges/universities; 3 Recommendation Letters; Passing Praxis I PPST scores & Praxis II scores for the content/discipline intended to teach; and Current TB clearance, Criminal History Check and Declaration of Fitness 4. Receive a letter of acceptance from the Ed. Div.</p>	<p>1. Attendance at a mandatory Student Teaching Orientation 2. Written application for Student Teaching submitted the term before student teaching 3. 3 Rec. Letters from 3 Ed. Div. faculty 4. Completion of all licensure courses required by the program, including 40 hours of Observation and Participation field experience. 5. Passing Praxis I scores and Praxis II Content Area (in intended content area) 6. Active membership in SNEA to Field Services Director.</p>	<p>1. Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Eval. by the Cooperating Teacher and the Univ. Supervisor 2. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor 3. Completion of an Exit Portfolio which documents the teacher candidate's ability to demonstrate the 10 Professional Teaching Standards and the teacher candidate's effect on the learning of 7-12 learners.</p>	<p>Requires a minimum of 6 Assessment procedures including: Comprehensive Exam, Exit Portfolio, Transcript comparison w/ professional standards and the Hawai'i Teaching Standards, Praxis I and Praxis II Content Area, Transcript review for required content area courses, and student O&P and Student Teaching Evaluations.</p>	<p>PLT</p>
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<p>Special Education: Graduate</p>	<p>1. Bachelor's Degree from an accredited college/university 2. Cumulative undergrad. GPA of 2.75 or better 3. Submit the following documents: Graduate Application to the Graduate Div. w/applicable fee; Original transcripts from all previous colleges/universities; 3 Recommendation Letters; and</p>	<p>1. Attendance at a mandatory Student Teaching Orientation 2. Written application for Student Teaching submitted the term before student teaching 3. 3 Rec. Letters from 3 Ed. Div. faculty 4. Completion of all licensure courses required by the program, including 40 hours of Observation and Participation field experience. 5. Passing Praxis I scores and Praxis II Content Area (in intended content area) depending on the area of emphasis; i.e. Secondary, Elementary (Content Area Exercises); all must be submitted prior to student teaching. 6. Active membership in SNEA to Field Services Director.</p>	<p>1. Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the Final Student Teacher Eval. by the Cooperating Teacher and the Univ. Supervisor 2. Evaluation and review of at least 5 formal classroom visits by the Univ. Supervisor 3. Completion of an Exit Portfolio which documents the teacher candidate's ability to demonstrate the 10 Professional Teaching Standards and the teacher candidate's effect on the learning of 7-12 learners.</p>	<p>Requires a minimum of 6 Assessment procedures including: Comprehensive Exam, Exit Portfolio, Transcript comparison w/ professional standards and the Hawai'i Teaching Standards, Praxis I and Praxis II Content Area, Transcript review for required content area courses, and student O&P and Student Teaching Evaluations. For those with an Elementary Ed. emphasis follow those guidelines.</p>	<p>PLT</p>
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Field Experiences

Observation and Participation Field Experiences

1. Undergraduate students are required to complete at least sixty (60) hours of observation and participation (O&P) in a classroom at the level of licensure the student is pursuing. Graduate students are required to complete at least forty (40) hours. Students participate in upper and lower level elementary, middle-school and high school placements.

2. O&P assignments are integrated into methods courses by the instructor of the course. Students must pass the course requirements for O&P, including completing the hours designated to successfully complete the course. All coursework, including required hours of O&P connected to coursework, must be completed BEFORE student teaching.

Student Teaching

Placement in Student Teaching in the Baccalaureate Education Program and the Post Baccalaureate Education Program (including MEd) is contingent on the following:

1. Reading Field Experiences Manual and answering the FAQs
2. Written application for Student Teaching submitted **six months prior to** student teaching;
3. Outstanding recommendations from three education faculty;
4. Completion of all courses, including required hours of Observation and Participation field experiences.
5. Student registration and/or passing of required Praxis tests. See advisor for details.
6. Attendance at the Orientation to the Student Teaching Program completed

Satisfactory completion of student teaching includes the following requirements:

1. Successful completion of 15 or more weeks of student teaching with satisfactory or higher ratings on the final student teacher evaluation by the cooperating teacher and the university supervisor.

The student teaching midterm and final evaluations reflect the ten Hawaii Professional Teaching Standards. The evaluation is first implemented at midterm to give the teacher candidate feedback on his or her strengths and areas that need improvement. The final evaluation is completed by the university supervisor and cooperating teacher and accompanied with a letter of recommendation from each.

2. Evaluation and review of **at least** five formal visits by the university supervisor. At least two (2) unscheduled visits by the supervisor will also be required as part of the program. The student teacher and the university supervisor consistently work together with the cooperating teacher throughout the field experience. At each assessment point/visit, the University Supervisor may require the candidate to complete additional practice, i.e., require an additional “bit,” “block,” or solo presentation. See page 51-52 in this manual for more details on visitations.

Exit from the Program

Exit from the Baccalaureate teacher education program requires the following:

1. Completion of all professional education courses with program required grades awarded
2. Maintaining an overall GPA of 2.75 or better in all university courses;
3. Successful completion of at least 60 hours of Observation and Participation field experience;
4. Completion of student teaching with satisfactory or better evaluations from the cooperating teacher and the university supervisor that are accompanied by letters of recommendation;
5. Student registration and/or passing of required Praxis tests. See advisor for details.
6. Passing score in Seminar course.
7. Completion of an Exit Portfolio which documents the teacher candidate's ability to demonstrate the ten Hawaii Professional Teaching Standards and demonstrates the teacher candidates' effect on the learning of K-6 learners;
8. Completion of all course work required for a Baccalaureate degree.
9. Acceptable Professional Dispositions rating by CT and University Supervisor.

Exit from the Post-baccalaureate program requires the following:

1. Completion of all professional education courses with a grade of B or better; with the exception of one C grade in a methods course, and one C in a non-methods course allowed.
2. Maintaining a GPA of 3.0 or better overall;
3. Completion of at least 40 hours of O&P;
4. Completion of student teaching with a satisfactory or better evaluations from the cooperating teacher and the university supervisor that are accompanied by letters of recommendation;
5. Completion of an Exit Portfolio which documents the teacher candidate's ability to demonstrate the ten Hawaii Professional Teaching Standards and demonstrates the teacher candidate's effect on the learning of K-6, and/or 7-12 learners
6. Passing score in Seminar course.
7. Student registration and/or passing of required Praxis tests. See advisor for details.
8. Acceptable Professional Dispositions rating by CT and University Supervisor.

Completer's lists to the DOE and HTSB will only be sent twice a year: May and December.

Field Experiences:
Observation and Participation (O&P)
Courses and Policies

O&P General Guidelines

- Students will be placed in one setting to complete assignments for each semester. Every effort will be made to provide a variety of settings and grade levels for O&P practicum in subsequent classes whenever possible.
- Students currently working in school settings during regular school hours may be able, contingent upon the instructor's approval, to have their workplace accepted as an O&P practicum site. Such acceptance is not automatic and must be approved in advance. Please contact Field Services Director or visit the website for details.
- Students enrolled in an O&P practicum must obtain student membership in the National Education Association (SNEA) or another similar organization, which provides liability insurance. Application forms can be found in the O&P paperwork on the Education Division website. Students need to turn in the request form immediately upon registration for the course.
- **It is the student's responsibility to ensure that all paperwork has been completed and returned to the Field Services Director in a timely manner. If forms are late, preference will not be given to the student's requests.**

Observation and Participation (O&P) Courses: Important Information- Students and Instructors

Selected pedagogical methods courses are tagged with Observation and Participation hours, which are required hours outside of the CUH classroom. These are hours required to be completed by the Chaminade student in an assigned public/private school classroom setting. The Chaminade student is responsible, upon registering for the course containing O&P, to submit all documentation so that he/she may be placed in a school setting by the Field Services Director. If the student has not completed and turned in all documents by the first day of the course, then he/she will not be given preference in placement. Visit www.chaminade.edu/education under Field Services for details regarding O&P.

Service Learning

Any instructor that desires to add a field component to their class that does not contain O&P may choose to do Service Learning. Service Learning directions and information may be obtained by contacting the Service Learning Director, Candice Sakuda at 735-4895 before the semester begins. This shall be coordinated between the instructor and the Service Learning Director. Please visit the following link for details: http://www.chaminade.edu/service_learning

Field Trips to K-12 Schools

The instructor of a CUH course may choose to set up a group field trip to a specific school only if the CUH instructor accompanies all of his/her students to that school at all times. This type of field experience will be organized by the instructor of the course.

Observation and Participation (O&P) Classes as Electives

O&P courses may be taken by MED only students as “electives”. However, priority registration for these courses is given to those students that are required to take it for a licensure program.

If an MED student wishes to register for an OP class, the following procedures will apply:

1. The MED student will ask his/her advisor to be put on a waiting list.
2. If there are openings the week that classes begin, he/she will be placed in the course and notified by the advisor.
3. If the MED only student is already a classroom teacher, he or she shall use their own classroom as an OP site. No stipend will be given.
4. If the MED only student is not already a classroom teacher, he or she will need to be placed by Field Services.

This will require the following additional fees:

- \$50 fee to be paid directly to Chaminade University to cover OP compensation for the host teacher.

Send check or money order to:
Chaminade University Education Division
attn: Kammie Wilson / Brogan Hall
3140 Waialae Ave.
Honolulu, HI 96816

- \$24 fee to Department of Education for the fingerprinting/background check that is required
- A copy of a current TB clearance, good for 2 years only
- \$22 for Student NEA membership, used for liability insurance

Students may approach the individual instructor for an alternative assignment instead. However, this arrangement must be agreed upon by both the instructor and the student, and the Field Services Director must be notified upon the agreement.

See details on our website at www.chaminade.edu/education under the Field Services link. Then click on the heading, Observation and Participation for details.

Roles of the OPT, Principal, Field Director, Instructor, and Student in O&P

Observation and Participation Teacher (OPT)

The OPT is the model teacher who exemplifies the best practices and current trends introduced in university courses. The OPT have the following responsibilities:

1. To model current trends and best practice for students to observe and reflect on;

2. To provide opportunities for the student to work with children to apply theory to practice;
3. To evaluate the student participant on his/her professional qualities.

Principal

The principal provides administrative support for the implementation of the O&P. When the Field Services Director contacts the school, it is the Principal who decides whether or not the school will participate. The Principal is also responsible for selecting qualified and exemplary teachers to serve as OPTs and communicating that information to the Chaminade Field Services Director.

The University Instructor

The University Instructor's role in the O&P is to integrate assignments into the course which will help students to apply practice to theory through the O&P, and to explain the role of O&P as it relates to the course. Assignments may directly reflect specific topics in the course or may be indirectly targeted to a variety of important areas of teaching. Instructors evaluate O&P assignments and students verify hours for completing assignments by turning in an hours log signed by both the OPT and the student to the Instructor of the course.

The instructor also facilitates and assists the Field Director in collection of paperwork needed. All needed paperwork is available online.

Field Services Director

The Field Services Director role is both collaborative and administrative, with faculty and students:

1. To connect with schools to arrange for O&P placements;
2. To notify participating students and schools of O&P placements;
3. To receive evaluation forms from teachers (or principals, in self-O&P) ;
4. To arrange for compensation for teachers (not available for self O&P);
5. To send appropriate lists to DOE.

Student Participant in O&P

During the O&P Practicum, the student will:

1. Participate in a variety of classroom activities possible including tutoring students or whole class instruction;
2. Discuss with the OPT the purpose and objectives of lessons being taught;
3. Observe the OPT in the classroom, noting the variety of techniques and strategies used in teaching concepts;

4. Meet with the OPT informally to discuss practical aspects of curriculum planning and other topics assigned by the instructor;
5. Observe student activity in the classroom and classroom management techniques implemented by the OPT;
6. Whenever possible, speak with the Principal and other teachers regarding areas assigned by the Instructor;
7. Examine curriculum guides and handbooks used in the school for teachers and students.

POLICIES REGARDING OBSERVATION AND PARTICIPATION (O&P)

1. **STUDENTS ARE NOT TO ARRANGE THEIR OWN O&P PLACEMENT unless he/she is a full time head classroom teacher. Students are placed by the Field Services Director into appropriate settings.**
2. Students must hold current SNEA or comparable membership and have completed Hawaii state requirements for fingerprinting and criminal background check with the Department of Education;
3. Students are required to complete at least 40 (post-bac students) or 60 (undergraduate students) hours of observation and participation (O&P) in a classroom. Students participate in lower and upper level elementary and middle-school and high school secondary placements.
4. O&P assignments are integrated into method courses for each area by the instructor of the course and evaluated by the instructor. Students must pass the course requirements for O&P, including completing the hours designated for the course to successfully complete the course.
5. All coursework, including required hours of O&P connected to coursework, must be completed **BEFORE** student teaching.

Field Experience:
Student Teaching With Capstone Seminar

PROCEDURE FOR ADMISSION TO STUDENT TEACHING PRACTICUM

STUDENTS ARE NOT TO ARRANGE FOR THEIR OWN STUDENT TEACHING PLACEMENT unless instructed to do so by Field Services. Students are placed into appropriate settings by the Field Services Director.

Students must:

1. Complete ALL prerequisite and licensure courses, including O&P assignments **before** student teaching;
2. Earn a minimum overall GPAs for appropriate program;
3. Submit an Application for Student Teaching and be officially accepted;
4. Receive a minimum of three (3) outstanding recommendations from full time education faculty; and/or have all outstanding disposition assessments on file with the division. These assessments are completed by instructors at the end of EACH course.
5. Provide copies of active membership in SNEA to Field Services Office, and clearance of criminal background check if not already filed;
6. Provide a copy of a valid TB Clearance form (24 month expiration) to Field Services;
7. Submit all above documentation ON TIME (**by March 15 for a Fall semester practicum and Oct 15 for a Spring semester practicum**) to the Field Services Office to be considered as candidates for student teaching by the program faculty. Late applicants will need to reapply for the following semester's student teaching.

SEE EDUCATION WEBSITE FOR STUDENT TEACHING APPLICATION

PLEASE NOTE: Students that do not have acceptable disposition evaluations or recommendations will not be admitted into Student Teaching.

Students accepted into the student teaching practicum will receive notification of student teaching acceptance and placement from Field Services.

STUDENT TEACHING

Introduction

This is generally regarded as the most important experience in the teacher education program. It is a transitional period between university life and the teaching profession. It is that time when candidates participate actively in an ever-expanding sequence of experiences that will develop competence and teaching values. As students take on the total responsibility of teaching, they have the guidance and support of the cooperating teacher, cooperating principal, and the university supervisor, who work jointly to help them meet certification standards.

Objectives

This experience offers student teachers the opportunity to:

1. Assess their strengths, weaknesses, and potential as a teacher;
2. Gain confidence in applying theory to practical situations;
3. Demonstrate the competencies they have acquired in carrying out the full responsibility of teaching;
4. Develop their own creative ways of teaching;
5. Determine what further study and practices are needed for the ever-continuing task of self-improvement and professional development.

Period Covered

Student teaching usually takes place in the final semester of the senior year for undergraduate Elementary students. Post-bac students may do their student teaching at the very end of the program. For students in the MEd Secondary or SPED programs, the student teaching portion may be completed after the entire licensure portion of the program is completed.

The beginning dates of this experience will be the first contracted date of the mentor (cooperating) teacher of that semester. The student teacher will be required to complete at least 15 full weeks (not including intercessions) of student teaching before completion. It is strongly encouraged that the student teacher remain in the classroom setting until the end of the term for that entire school semester. A student teacher may be required to extend his/her student teaching per the cooperating teacher, university supervisor, or the dean. Please see Field Services Director for exact start/end dates for the semester you qualify for.

Fall and Spring are only two semesters in which student teaching is completed. These semesters typically start in July/August and January, respectively. The end dates typically fall in December and May, respectively. Students are NOT allowed to take courses during the Student Teaching period. This includes courses that overlap into the beginning of Student Teaching (i.e. no summer courses prior to Fall Student Teaching).

Prior to beginning the school semester the student teacher is expected to:

1. Become acquainted with the school principal/director and the cooperating teacher;
2. Visit the school, become familiar with the building and grounds, and get to know as many of the school staff as possible;
3. Obtain the necessary textbooks, lesson-plan books, and other needed material to begin planning for the semester.

During student teaching, the student teacher is expected to:

1. Follow the same routine as that used by other teachers on arriving at school in the morning and leaving in the afternoon. Extra time to plan and create lessons should be allotted;
2. Be prompt in reporting to school;
3. Spend the entire school day on campus;
4. Attend all school functions in the same manner as regular staff members including faculty meetings and school board meetings;
5. Be responsible and anticipate the rare occasions when you must be absent or late by notifying the cooperating teacher and University Supervisor as soon as possible;
6. Attend all scheduled seminars on the University campus or at any designated location;
7. Take active interest in all learning activities involving pupils under your care;
8. Exhibit sensitivity to the role of the cooperating teacher and the University supervisor in upgrading your teaching competencies;
9. Demonstrate willingness to grow professionally.

GETTING INVOLVED

A. Routine Activities

Student teachers need to learn about the many routine matters, often essentially non-instructional tasks that are essential to the operation of schools. They need to become acquainted with forms, records, and procedures-with some of these activities starting from the very first day. A good general rule suggests that the student teachers be assigned responsibility for certain routines until they learn to do them efficiently.

B. Assistant Teacher

Helping with a teaching activity where the cooperating teacher can use an assistant is a good learning experience for each student teacher. For example, during the first week the “assistant teacher” can write for the teacher at the board, assist with demonstrations, record supervised study and other work periods, get acquainted with the records of pupils help returned absentees make-up work, and assist in a wide range of activities involved in locating, selecting, and preparing teaching materials.

The student teachers may now take the initiative for planning, preparing materials, obtaining books and other visual aids, seeking resource speakers, and doing whatever may be needed to make lessons successful.

Some helpful suggestions for the student teachers are to:

1. Be well prepared in the subject content;
2. Use various approaches to introduce lessons;
3. Plan for a variety of appropriate activities and materials which involves students in the planning;
4. Encourage discussion by asking “how,” “why,” and “what if” questions (being sure to give students time to think, respond, and ask questions);
5. Aim for full class participation by accepting responses in a positive, open-minded manner;
6. Use a problem-solving approach whenever possible and encourage alternative solutions to problems and situations;
7. Draw upon school and community sources;
8. Think of students as individuals with differing backgrounds, interests, abilities, and goals and plan with these in mind;
9. Maintain an attitude of interest, cooperation, and understanding, being fair and positive in relationships;
10. Recognize small success by reinforcement with praise when it is due;
11. Don’t assign more than students can handle at one time, i.e., it is better to do small bits frequently than too much for a long period of time, remembering to change/adjust activities when the students become tired or restless;
12. Make sure students understand what they are to do and that the content and activities are meaningful and relevant to their experiences;

13. Determine children's past experiences in a subject and use this information in deciding what the next step will be;
14. Learn to "think on your feet" because immediate decisions are often necessary;
15. **Be professional in thoughts, actions, and dress.**

Bit-Teaching

The Cooperating Teacher selects one curriculum area for which the student teacher will prepare a lesson (s)he will teach. The student teacher provides the Cooperating teacher with a lesson plan for review **at least two days before the lesson is scheduled to take place**. Student teachers may continue to teach this content area until ready to add another, or the Cooperating Teacher may ask the student teacher to do individual lessons in all of the curriculum areas. Approved lesson plans must be made available to the University Supervisor during the observation visits.

Block Teaching

Student teachers are expected to teach one or more content areas in consecutive time blocks. Detailed lesson plans will be prepared for each new area until teachers gain confidence. Then, brief weekly plans may be used. Plans should be discussed with and submitted to the Cooperating Teacher at least two days before the lesson is to be presented. The University Supervisor will request to see them on visits. Block teaching for secondary students would consist of teaching two or three (50 minute) class periods.

Solo Teaching

During the solo teaching period, student teachers assume full responsibilities for the entire day's activities. This period lasts at least four full weeks and does not include the last week of school. It begins when the student teacher has completed a block of planned teaching in the subjects usually taught by the Cooperating Teacher.

It is preferable to have the "solo" time early enough in the semester to give the student teacher an opportunity to visit other rooms involving different subjects or team assignments the last week or two (Science teacher may visit a language arts room, etc.) As student teaching situations vary, this scheduling is done on an individual basis.

Lesson Planning

A Clear and precise lesson plan is an important factor in successful teaching and the student teachers are encouraged to plan very thoroughly. Student teachers profit greatly from detailed lesson plans. They need help in making steady progress toward a type of planning which is also flexible enough for the many instructional patterns and programs in which they are involved. In keeping the quality of planning very high, cooperating teachers provide a protection for their

classes and a great spur of learning for their student teachers. In campus seminars, personal conferences, and in method courses, the University faculty gives considerable help with planning procedures. Student teachers should use the Chamiande Lesson Plan template for lesson planning. The Education Division has templates available on its website.

It is expected that all student teachers will have an opportunity to plan and unfold one major integrated curriculum unit after they and their cooperating teachers have agreed upon the objectives and the subject matter. However, the Cooperating Teachers always have the right to ask the student teachers to modify the plans to conform to the Cooperating Teachers' plans for the semester or the year. On the other hand, student teachers are expected to suggest ideas and projects, and it is hoped that Cooperating Teachers will respect and encourage such creative efforts. It is suggested that the Cooperating Teachers allow the student teachers to examine long range plans or project descriptions that their teachers are using, so that the student teacher can gain awareness of the developmental process that takes place in their execution.

Full Teaching Responsibility

Student teachers can differ greatly in their readiness for actual full-time teaching. It is expected that the Cooperating Teacher will feel that the student teacher is ready to assume some responsibility in teaching during the second week.

The secondary student teacher carries full responsibility as soon as possible. Under the supervision of the Cooperating Teacher, each should gain experiences that include contact with more than one group of students. A "full load" for the secondary student teacher is usually three-five courses with one to two preparations. As in the elementary level, arrangements for observation of other types of educational programs in the student teacher's major field are encouraged. Student teachers are also strongly encouraged to experience non-instructional school activities.

A SUGGESTED TIMELINE FOR STUDENT TEACHING-Elementary

The actual time schedule regarding the unfolding of the ST's teaching activities is dependent upon University Supervisor's CT's and ST's assessment of readiness.

Chaminade's expectation is that student teachers will complete **a minimum** of 15 weeks of student teaching. However, Student Teaching may be extended based on recommendation from the US and/or CT.

Week One:

Observe, makes notes and write journal reflections, and include any or all of the following:

- Routines: Morning business
 Transitions during the day
 End of the day routines
- Group Work: Contexts within which group work happens
 Kinds of activities
 Planning and organization
 Logistics and completion
- Discipline: Teacher expectations
 Control, Management, community
 Rules, regulations, agreements, feedback
 Student involvement and locus of control
- Homework: Appropriateness & value; preparation and clarity of directions
 Expectations for turn around time
 Handling of returned homework
 Use in teaching/re-teaching
 Know all students names

Week Two:

Continue the activities from Week One:

Assist CT in supportive fashion re: daily classroom activities when appropriate;

Begin reading stories to students;

Develop questions beyond the factual level in order to promote higher order thinking skills.

Prepare for/ begin bit teaching.

Weeks Three & Four:

Bit teaching planning, creating materials to support lessons;

Increasing number and frequency of bit lessons so as to transition easily into block teaching;

Plan for block teaching/ Begin block teaching.

Week Five:

Begin block teaching and continue making materials to support lessons;

Handle a block each day;

Determine unit plan; secure resources and gather materials.

Week Six:

Continue block teaching and attendant activities;

Turn in Unit Plan to CT and University Supervisor.

Week Seven:

Continue block teaching and attendant activities;

Prepare for transition to solo teaching;

Fine tune plans for solo teaching, conferring with CT

Complete Mid-Term Evaluation, University Supervisor turns into Field Services. Student keeps a copy for his/her records.

Week Eight:

Complete transition to solo teaching.

Weeks Nine-Twelve:

Engage in solo teaching period;

Unfold approved unit.

Week Thirteen:

Make the gradual transition in handling classroom back to CT;

Continue to support your CT in daily activities and lessons.

Week Fourteen:

Move back into observation mode, observing from the perspective of having “worn the teacher’s moccasins;”

Write daily journal responses, reactions, reflections, new awareness and insights: philosophical, psychological, and pedagogical;

Complete Final Evaluation form, sign, and University Supervisor turns into Field Services. Student keeps a copy for his/her records.

Week Fifteen:

Visit other classes and programs within the school, or plan to visit other schools with different programs/settings.

Suggested Student Teaching Timeline-Secondary

1. Student Teacher, guided by Cooperating Teacher, should become **involved, as soon as possible, in class activities and lesson planning**. It is suggested that Student Teacher begin **taking primary responsibility for one (1) class** at the beginning of the semester. This will help to establish a sense of bonding and “ownership” with the first group of students, which is then to be continued throughout the student teaching experience. Week 1-2. Plan for Bit Teaching.
2. Student Teacher should become **quickly, yet progressively involved** with the other classes in addition to continuing to have responsibility for the first. Week 3-5. Plan for Block Visit, unit plan.
3. Student Teacher should **continue to add an additional class to his/her loads** until s/he has taken full responsibility for all classes. Week 6-8. Plan for solo period and midterm evaluation, continue finalizing unit plan.
4. The Student Teacher **should be fully involved in the planning and instruction of all classes**, preferably with no more than three (3) preparations. Solo Period, week 9-13 and implementation of unit plan.

Completion of two (2) formal evaluations, are required to Cooperating Teacher/Mentor Teacher. These evaluation forms, provided by Chaminade University, are to be completed, signed and returned to the Field Services Director:

- After Cooperating Teacher and Student Teacher have **reviewed, discussed and reflected** upon the respective evaluation;
- After University Supervisor and Student Teacher have **reviewed, discussed and reflected** upon the respective evaluation;
- **Mid-term:** At or immediately following the seventh week and **before** the solo period;
- **Final:** at the completion of solo period. This final evaluation is to be accompanied by a narrative, which, on letterhead, can double as a letter of recommendation. The final evaluation will become part of Student Teacher’s permanent file. The student teacher should also keep his/her own copies for future need.

Completion of the mid-term is required of the Student Teacher by the end of the seventh week so as to be prepared to confer with Cooperating Teacher regarding the evaluation. In the process, the Cooperating Teacher and Student Teacher establish a common ground for understanding the document as an assessment tool, come to an understanding of each other's perspective, and dialogue as professionals.

The required minimum period of student teaching is at minimum fifteen (15) weeks, which does NOT include semester breaks or intercessions. While Chaminade's student teachers are highly encouraged to stay in their role of student teacher until Winter Break (fall) or Summer break (spring), it is not always possible. Therefore, Cooperating Teacher and Student Teacher must come to an agreement regarding the final date of student teaching, after the Chaminade requirements have been completed.

Placements

Dates of Student Teaching

The student teaching semester officially begins at the beginning of the school-year for the school of placement and when the school resumes after Winter break for those student teaching in Spring terms. **PLEASE NOTE: The student teacher's school of placement most likely does NOT have the same start and end dates as Chaminade University terms do.** Student teaching is a minimum of 15 weeks, not including breaks and intercessions. **The mentor teacher and university supervisor may extend the student teaching experience beyond the required minimum of weeks if they feel it is in the best interest of the student teacher.**

Attendance Policy

Student teachers are expected to keep the working hours of a regular teacher during the student teaching semester and to attend school every day. Absences other than illnesses or emergency should be cleared with the mentor teacher in advance. If a student teacher is absent more than two days, it will be necessary to extend the student teaching semester. Student teachers should not abuse this policy by missing school when it is not absolutely necessary. The decision to extend the experience will be made jointly by the mentor teacher and university supervisor. All absences must be reported ASAP to the University Supervisor the morning the absence occurs.

School Placements for Student Teaching

The Field Services Director makes the placements for student teaching. Students may make requests for specific placements to the Field Director, but are not to seek their own placements. Because final approval for placements is contingent upon the administration of the school, it is not always possible for students to be placed in their schools of preference.

Placements At Alternate Venues

PROCEDURES FOR STUDENT TEACHING ON THE MAINLAND

The Chaminade University policy statement regarding students teaching via another university is as follows:

1. CUH student inquires about student teaching on the mainland;
2. Given a positive response from Field Services, the student will find a university with a teacher education program willing to supervise and place the student as a courtesy. If the university will

not do a courtesy placement, the student will seek out an acceptable placement by directing his/her inquiry to the school district desired;

3. The student reports the results of the findings and gives contact information to Field Services.
4. Upon approval, the student performs student teaching at the given school and may have to pay tuition at the host university, covering any additional costs for supervision;
5. The student must satisfactorily complete a seminar that is attendant to the student teaching practicum with CUH.
6. The given university performs the supervision and takes responsibility for the evaluation of student teachers performance and professional behavior;
7. Upon completion of the student teaching practicum, the university sends the evaluation of the student's work to CUH Education Department.
8. Student is responsible for acquiring video recording devices and taping performances in the classroom, and will submit to CUH for review and approval.
9. A fee payable to Chaminade may apply in order to participate in student teaching on the mainland. See Field Services for details.

The reverse of the above policy is true for those students who apply to Chaminade for student teaching from another university.

PROCEDURES FOR STUDENT TEACHING ON A NEIGHBOR ISLAND

Students requesting student teaching placement on a neighbor island, follow the same procedures of applying for student teaching as those students requesting placement on Oahu. In addition, students may be responsible for:

1. A minimum three round trip tickets for the university supervisor's visits (should more visits be necessary , they are also the financial responsibility of the student);
2. Attendance at seminars (if not held online) and completion of all seminar requirements.
3. Acquiring video recording devices and taping of performances, to be sent to CUH.

Employment During Student Teaching

STUDENT TEACHING FOR IN-SERVICE TEACHERS

Pre-Requisite Requirement: MUST be teaching continuously for 6 months at the same school and classroom BEFORE you can be qualified for in-service student teaching. For Secondary majors you must be already teaching your concentration area at least $\frac{3}{4}$ of the time during the day. Principal and the Education Division Faculty MUST approve the in-service teaching situation before student is accepted to student teaching practicum.

Chaminade University Policy Statement:

In Service Student Teaching is an option to replace a semester of supervised student teaching for teachers who are employed full time in a private or public school.

1. All of the requirements of the Chaminade Education Program must be completed prior to the semester of in service student teaching (student teaching in your own classroom) , including passing scores on the Praxis.
2. In Service Student Teaching must be completed within two (2) years after the completion of course work at Chaminade.
3. The teacher should have already completed a minimum of six months of full time teaching in the same school, at the same grade level, and in the same subject for which s/he is requesting in service student teaching.
4. The teacher must be recommended in formal writing for in service student teaching by the principal of the school where s/he will be supervised. See sample letter on the website.
5. Supervision by an experienced teacher or principal is required. The supervising teacher / mentor will receive the same stipend as a cooperating teacher. Suggested mentors could be department chairs, principal or vice principal, or other veteran teacher that is licensed.
6. The practicum period is a 15 week minimum of full time teaching. This shall follow the Chaminade 15 week student teaching semester. See Field Manual or Field Services Director for details.

Responsibilities of persons involved in the In-Service student teaching process:

1. The principal is requested to write a recommendation to the Chaminade Education Department stating: the teacher requesting in service student teaching has completed the required semester in her/his school as a full time teacher with satisfactory ratings; the school is willing to provide the teacher a mentor for observation and evaluation of classroom procedures.
2. The teacher requesting completes the proper application procedure, including attendant forms, submits the above letter from his/her school administration, passes all Praxis I exams, and any other required exams, and is advised by the appropriate Chaminade advisor

by October 15th for Spring Semester and March 15th for Fall Semester. The Education Division will register the teacher for Student Teaching (6-9 credits) and a Seminar (3 credits).

3. The supervising teacher / mentor observes the teacher on a regular basis, ideally, at least one period a week with follow up critiques. The mentor completes the Chaminade mid-term and final evaluations, and includes a narrative and letter of recommendation with the latter evaluation. Upon the completion of the 15 week period, the in service student teacher receives a grade of Credit or No Credit.

The Chaminade University Supervisor advises the student teacher, supervises the student teacher and gives clearance for program completion. The CUH supervisor will make classroom visitations 5 times to observe and conference with the teacher and the supervising teacher / mentor, however, the coordinator is available to both the mentor and the teacher as needed.

Student Employed Off-Campus

Because student teaching is in itself a “full-time job,” outside employment is not permitted during student teaching without specific permission from the Field Services Director. Continuation of this exception is contingent upon satisfactory classroom performance. It is the student’s responsibility to make sure that the job does not interfere with his or her student teaching performance.

Policy on Student Teachers Acting as Substitute Teachers

Since student teachers are to be under the supervision and responsibility of their cooperating teacher at all times during their period of student teaching, the following stipulations need to be observed:

Student teachers cannot take responsibility for any class without the presence of the cooperating teacher and/or qualified substitute teacher hired by the school.

As long as student teachers are in the process of completing their commitment of student teaching, they cannot be used as a substitute for any other classroom other than the one in which they are doing their student teaching. In their own classroom, they may substitute for the cooperating teacher (without another substitute teacher present) for no more than three (3) days during the entire 15 week period. The student teacher must be registered as a substitute teacher with the school prior to being given the opportunity to substitute teach, and have liability insurance through NEA.

PLEASE CHECK WITH THE SCHOOL ADMINISTRATION FOR POLICY DETAILS REGARDING YOUR SITUATION.

**Satisfactory Completion
Of
Student Teaching and Seminar**

NOTE: Students understand that they may complete and receive credit for student teaching but NOT be recommended for licensure/certification based upon the evaluations of the Chaminade administration and Education faculty.

CRITERIA FOR SUCCESSFULLY COMPLETING AND RECEIVING CREDIT FOR STUDENT TEACHER AND FOR OBTAINING A RECOMMENDATION FOR LICENSURE/CERTIFICATION

1. Satisfactory evaluations of disposition and classroom performance as agreed upon by the Education Faculty, Cooperating Teacher, University Supervisor, and Seminar Instructor.
2. Positive interrelationships with fellow faculty members and peers as demonstrated by positive disposition, and student teaching evaluations.
3. Constructive interaction with students and demonstrated ease in working with student behavior.
4. Required attendance and participation in student teaching seminars. Passing portfolio requirement.
5. Scores of 4's and 5's on criteria included on student teaching Final Evaluation and Disposition Evaluation.

Grading/Evaluation

Student teaching is evaluated on a credit/no credit basis. Evaluation forms for the appraisal of the student teacher's performance are in this handbook. The University Supervisor encourages the Cooperating Teachers and student teachers to examine these forms together at the very beginning of the semester. Such a meeting provides an opportunity to insure that all items listed are understood, and that a sincere and frank exchange of comments, recommendations, suggestions, and reflections regarding the student teaching performance is understood to be necessary and important.

A midterm evaluation is done by the Cooperating Teacher and University Supervisor to assess the student teacher's progress. The narrative page is optional on the midterm evaluation, but highly encouraged. The same form is used for the final evaluation, **but a narrative from the Cooperating Teacher and the University Supervisor must be included.**

At the end of the practicum, the Cooperating Teacher fills out the evaluation form for the student teacher and adds brief comments that explain the rationale for the numerical appraisal. The student teacher, Cooperating Teacher, and University Supervisor adjust, agree and sign the evaluation form after they have discussed the matter at length. The final evaluation form is very important to the student teachers as it serves as a basis for recommendation for the state teaching certificate and the prospective teacher, and may be kept in the Career Development Office. The future employer of the student teacher

may also want a copy of this important document. Thus, the student teacher should keep a copy for his/her records, and turn in the original copy to Field Services by the deadline.

More than one University Supervisor and/or the Field Services Director may observe student teachers when conditions warrant, as in the case of subject area supervisors. Each supervisor writes up a qualitative evaluation. These reports are kept in the student teacher's personal file.

Addendum

Should a problem arise in the cooperating school, it should be dealt with at the lowest level possible. If necessary, a conference will be scheduled among the University Supervisor, the Cooperating Teacher, the student teacher, and the administrator of the cooperating school.



CHAMINADE UNIVERSITY-STUDENT TEACHER OBSERVATION CRITERIA

I. Focuses on the Learner

- Promotes students' independence and self-responsibility for learning;
- Relates instruction to students' interests, experiences and real-life learning;
- Plans developmentally appropriate activities and provides constructive feedback.

II. Creates/Maintains a Physically and Emotionally Safe Learning Environment

- Knows and follows school and classroom routines and procedures;
- Models tolerance, risk-taking and enthusiasm for learning;
- Builds a learning community with group collaboration and cooperative learning.

III. Adapts to Learner Diversity

- Varies instruction to suit the students' multiple intelligence and learning styles;
- Demonstrates appreciation for learners' human and cultural differences;
- Adapts instruction to learners' achievement levels and special need.

IV. Effective Communication

- Uses vocabulary that is appropriate for student's ages and interests;
- Fosters active inquiry and interactive communication and a climate of openness;
- Speaks and writes clearly in standard English, uses audible and expressive voice.

V. Demonstrates Knowledge of Content

- Demonstrates current knowledge of major concepts, content and methods;
- Links concepts and key ideas to students' prior experiences and knowledge;
- Provides interdisciplinary experiences and inquiry approaches.

VI. Designs and Provides Meaningful Learning Experience

- Plans cooperatively with cooperating/mentor teacher;
- Plans and implements logical, sequential and relevant lessons in a timely manner;
- Prepares and organizes materials or lessons in advance, using long term goals.

VII. Uses Active Student Learning Strategies

- Demonstrates creativity in teaching meaningful content; hands-on, open-ended, problem-based learning experiences;
- Helps students to question, problem-solve and focus on higher order thinking;
- Uses available technologies and varies instructional roles in relation to content.

VIII. Uses Assessment Strategies

- Incorporates a variety of assessment strategies, involves students in self-assessment and uses assessment as an effective tool;
- Evaluates students' performances and products objectively and fairly;
- Maintains appropriate and accurate records of students' work.

IX. Demonstrates Professionalism (Personal Attributes, Behaviors and Deportment)

- Displays appropriate appearance and evidence of good health;
- Exhibits honesty, fairness, respect and assumes responsibility for own behavior;
- Demonstrates an appropriate sense of humor and displays enthusiasm for teaching is punctual in attendance, planning and honors commitments;
- Builds upon personal strengths, demonstrates initiative and resourcefulness;
- Assumes responsibilities willingly and maintains appropriate relationship to mentor/cooperating teacher.

X. Fosters Parent and School Community Relationships

- Collaborates, cooperates and communicates in a positive manner with school personnel, parents and other adults in the community.
- Communicates in a positive manner with school personnel and parents
- Works with parents to support the learning needs of students
- Participates actively in school and community functions

PROCEDURES FOR TERMINATION OF STUDENT TEACHING AND SECOND PLACEMENTS

Second Placements. Termination of a student teaching placement does not automatically equate with failure by the student. Except in the case of failure, there are several situations that allow a second student teaching placement upon the recommendation of the Field Services Director and endorsement by the Dean. These situations include but are not limited to illness, emergency situations, and/or personality and/or philosophical differences between the student teacher and the cooperating teacher (CT). In each case, there is a review to determine what safeguards can be put into effect to ensure the success of a future placement.

Several conditions apply to situations where there a second placement for student teaching is made:

- i. When a second placement is approved within the first two weeks of the semester, every effort will be made to place the student teacher in another setting insufficient time to complete the term.
- ii. If a second placement takes place after the third week, it may be impossible for the student teacher to complete student teaching during that semester. Every effort will be made to place the student in another setting for the following term with credit given for the weeks already completed.
- iii. If a second placement is in another term, the reasons for the second placement will be considered to determine if the student's tuition payment will be credited to the following term. If the student's actions, for example, lack of attendance, lack of preparation, excessive tardiness, inappropriate behavior, failure to comply with the reasonable requests of the CT or university supervisor, are responsible for the termination, no credit will be issued.
- iv. Students will only be allowed a total of two teaching assignments. If a second teaching assignment is also terminated for any reason, the student will not be allowed a third placement.

Performance Issues. Where there is evidence that a student teacher is not demonstrating the proficiencies required by Chaminade and the Hawai'i Teacher Standards Board (HTSB), efforts will be made to resolve the situation in a collaborative effort that will include the student, the CT, the university supervisor, and the Field Services Director. In cases where the student teacher's performance has not improved to be satisfactory within the required student teaching period, the case will be reviewed by the Dean of the Education Division, who may recommend either an extension of the student teaching period or in extreme cases, failure.

Failure. Failure is a very uncommon situation, where despite efforts by the student, the CT, and the university supervisor, serious performance issues (including dispositions) cannot be resolved. Chaminade will NOT issue a second student teaching placement to a student who fails their first student teaching assignment.

Removal. The Education Division reserves the right to terminate a student teaching placement at any time during the term upon recommendation of the Field Services Director and endorsement by the Dean.

Seminars

Seminars are an integral part of the student teaching experience. Therefore, it is important that student teachers be present for these group sessions. They are graded courses that are attendant to the student teaching experience. A student must pass the seminar course in order to pass student teaching, and vice-versa. The purpose of the seminar is to provide opportunities for the student teachers to study the component parts of teaching as these relate to the daily experiences with pupils and school staff and to develop further the competencies required for teaching.

Among other things, seminars function as:

1. A forum for discussing classroom management principles and techniques as well as other pertinent topics;
2. An exchange of experiences which include appraisals of day-to-day applications of learning theories and methodology; analyses of individual behavior and of learning needs; charting individual pupil progress; effect of student teachers personality on pupil behavior; approaches to planning; staff relations; and discussion of problems arising in the classroom;
3. A clearing house of matters pertinent to student teaching which include scope and sequence of subject areas as contained in the DOE/Catholic Schools Guides and Master Plans; types, sources, and values of teaching aids; contacts with resource people from the DOE, the Catholic School Department; innovative schools, community leaders, and teachers' union spokesmen; regarding policies, and offerings.

Portfolio

During the student teaching seminar, students finalize components of the portfolio they have been developing throughout coursework to demonstrate achievement of specific skill competencies **aligned with Hawaii State Teacher Performance and Licensing Standards**. Recommendation for licensure is contingent on successfully completion, presentation, and review of the student portfolio.

Supervision Team

Supervision Team

There are many people involved in supervising and working with the student teacher, including the Field Services Director, the school principal, the cooperating teacher, the university supervisor, and the seminar leader.

The Field Services Director

The role of the Field Services Director is both collaborative and administrative, with faculty, students, and the school personnel:

1. To connect with schools to arrange for student teaching placements;
2. To notify student teachers, cooperating teachers, and school principals of the placements and the student teaching orientation visits;
3. To provide access to required forms and information to the student teacher, cooperating teacher, and university supervisor;
4. To receive evaluations and observation forms from university supervisors and cooperating teachers;
5. To arrange for compensation for teachers;
6. To send appropriate lists to the DOE
7. To facilitate any difficulties among the university supervisor, cooperating teacher and student teacher if needed;
8. To send forth recommendations for program completion and for licensure for qualified students after completion of student teaching.

THE COOPERATING SCHOOLS

Parochial, public, and private schools of Hawaii are important contributors to Chaminade University Education Programs. They provide the laboratory experiences and staff experts to work cooperatively with the students to put theory into practice.

Student Teaching

When a school agrees to accept student teachers, it also accepts the obligation of providing quality educational experiences for them. Adequate supervision is necessary as well as teaching methods that reflect exemplary educational practices. The primary criterion for learning experiences for student teachers must always be the continued educational development of the student teachers. Should there

be need; the University supervisor should be notified of any problem that might arise so that appropriate action may be taken.

The Principal

The principal is in a strategic position to influence the quality of the student teachers' experiences. Through in-service education, the screening of the cooperating teacher, and direct contacts with the student teachers, they set the tone for the teacher education program at their schools. The principal and the university supervisor confer to improve the program.

In this capacity as administrator, principals should:

1. Assist in the selection of qualified cooperating teachers (CT);
2. Encourage an atmosphere that will allow for maximum student teacher involvement in a variety of school experiences;
3. Encourage the CT to allow for student teacher experimentation and innovation;
4. Assist in the orientation of the student teacher to the school staff;
5. Interpret to the community the importance of the school's role in developing new teachers for continuation and improvement of teacher education programs in the community and in the state;
6. Keep communication lines open between the University and the school;
7. Arrange attendance at conferences and meetings; and
8. Arrange observations of teachers who are involved in outstanding classroom activities.

The Cooperating Teacher

The cooperating teachers are selected by the principals/directors on the basis of their excellent records as teachers. They are the pivotal persons in the student teaching program. The cooperating teachers provide, for the university supervisor, a resume of their professional preparation and experience.

Qualifications Of Cooperating Teachers

Cooperating teachers are expected to have:

1. A minimum of a B.A. or B.S. degree and a standard teaching certificate;
2. Minimum of two years teaching experience;
3. Strong recommendation from the principal;
4. Desire to work in Chaminade's Teacher Education Programs;

5. Willingness to participate in in-service training programs designed to improve instruction; and
6. High motivation for curriculum development and enrichment

General Responsibilities Of Cooperating Teachers

Cooperating teachers are expected to:

1. Define the roles of the student teachers;
2. Assign responsibilities within the classroom; and
3. Guide the professional growth of the student teachers.

Specific Responsibilities Of Cooperating Teachers

Cooperating teachers are expected to:

1. Meet weekly with the student teachers to discuss their professional growth and development. (This is over and above any meetings held to discuss children and school issues.)
2. Aid student teachers to observe, report, and guide the children under their care;
3. Preview student teachers' lesson plans at least 48 hours before presentation;
4. Allow student teachers to use manipulative and create learning centers;
5. Allow for the use of cooperative learning strategies;
6. Make a curriculum plan which encourages the student teacher to unfold and integrated curriculum unit during the solo teacher period;
7. Discuss student teachers' progress during the University supervisor's visit;
8. Be present in the classroom, fairly regularly, during the solo teacher period;
9. Evaluate, report, and write a letter of recommendation for student teachers at the completion of the program.
10. Collaborate in person or online with other student teachers and/or cooperating teachers.

It is expected that the cooperating teachers consider the student teachers as colleagues involving them in as many different levels of work as possible in the teaching field.

The University Supervisor

The university supervisor is the liaison between the cooperating school and the student teacher. The supervisor officially interprets the student teaching program to those with whom (s)he works. The supervisor's functions may be regarded as threefold: coordinator, consultant, and evaluator.

As coordinator the supervisor:

1. Visits the schools and confers with the principal, the cooperating teacher, and the student teacher;
2. Creates an atmosphere of warmth, friendliness, and cooperation with the student teacher and the host school personnel;
3. Is prepared to assist in the resolution of conflicts that might arise between the student teacher and the cooperating teacher.

As consultant, the supervisor:

1. Suggests source materials helpful to both student teacher and cooperating teacher;
2. Makes recommendations that may aid the learning process;
3. Offers suggestions based on observation of interaction in the classroom;
4. Takes back to the University staff information and suggestions for improving the teacher education program.

As evaluator, the supervisor:

1. Makes **at least five visits** to the school per semester in order to observe the progress of the student teacher;
2. Makes a courtesy visit early in the semester then makes arrangements to observe the student teacher during bit and block teaching;
3. Visits the student teacher several times during the solo teacher period and spends at least half of the day observing the student teacher;
4. Reflects on, with both the student teacher and the cooperating teacher, the strengths and weaknesses observed during visits to the school;
5. Provides written observations including commendations and recommendations that are reviewed with the student teacher and cooperating teacher, and provides a copy of each to the student and the Field Services Director; and
6. Works closely with the cooperating teacher and the student teacher to discern the latter's true potential as a teacher.

A CHECKLIST FOR STUDENT TEACHERS

This is a list of the kind of information student teachers need in a new teaching situation.

1. The name of the principal;
2. The locations of the principal's office;
3. The school and residence telephone numbers of the cooperating teacher;
4. The school and residence telephone numbers of the university supervisor;
5. How to keep a record daily attendance;
6. The school policy in regard to field trips and forms/producers for planning one;
7. How to locate the custodian and his/her room;
8. What services the custodian is supposed to perform in the classroom;
9. The responsibility of the teacher for housekeeping in the classroom;
10. Location of the library and other facilities, the rules for using them and services provided by specialists;
11. Materials the city or town library has which are available for use by teachers and pupils;
12. When and where faculty meeting are held;
13. Procedures for requesting classroom materials;
14. How much audio/visual or equipment is available for teacher use?
15. How to operate each piece of the above equipment;
16. Whether the school has computers, multimedia and related materials;
17. How arrangements are made for the use of technology and related materials;
18. The system of reporting to parents;
19. Fire drill rules and other emergency procedure policies; how to interpret them;
20. Responsibilities of the teacher for playground supervision;
21. What to do if a child becomes ill or gets injured;
22. Kind of insurance, if any, available to students;
23. How to handle lunch money;
24. How to handle money for school organizations;
25. Special rules for lunch room or cafeteria;
26. Special rules for visitors;
27. Special rules for students entering the school building;
28. When and where parent-teacher meetings take place;
29. The names of other teachers in the school;
30. Special personnel available to assist the classroom teachers such as an art teacher, music teacher, speech therapist, nurse, guidance counselor, or school psychologist;
31. School discipline policies and forms.

A STUDENT TEACHER'S 10 COMMANDMENTS TO COOPERATING TEACHERS AND UNIVERSITY SUPERVISORS

My experience is limited. I want to learn. Please don't expect perfection whenever I write plans, teach a lesson, or do bulletin boards. Be patient with me;

My eyes have not yet been trained to see all the students in the classroom most of the time;

Classroom responsibilities will always be there. I'm only with you for a semester-a short time. Please take time to explain things to me and do so willingly;

My feelings are real. Please be sensitive to my needs and don't get annoyed if I ask a lot of questions and am uncertain about what to do sometimes. Treat me as you would like to be treated;

I am a unique individual, like each one of your students. Please treasure my being, holding me accountable for my actions, giving me guidelines to follow, and disciplining me in a professional manner, if need be;

I need you support and encouragement to grow. Occasional praise can be reassuring. Please give me constructive criticism, criticizing the things I do, without criticizing me;

Please give me the freedom to make decisions and test them out as long as they don't jeopardize the well-being and safety of the students. If I fail, I can learn from my mistakes. Then I'll be better prepared to make decisions life requires of me;

Please don't do things over me. That would make me feel that my efforts didn't quite measure up to your expectations. I know it's hard, but please don't compare me with other student teachers;

Please don't be afraid to leave the classroom. Student teachers need to experience being with the students as the only teacher. Besides, it's a great way to show that you have confidence in my ability and competence as a teacher;

Please invite me to faculty meetings, seminars, workshops, PTA meetings and to join educational organizations, setting a good example for me to follow.

Learning is a life-long process and I know that I have much to learn.

Paraphrased from "Parenthood Without Hassles-Well, Almost," by Dr. Kevin Leman.

THE UNIVERSITY SUPERVISOR AND UNIVERSITY REQUIREMENTS

The University Supervisor- The role of the university supervisor is vital to maintaining a high quality student teaching program. As a liaison representing the Office of Professional Field Experiences, the university supervisor will observe, evaluate and confer with each mentor and student teacher team. The supervisor provides support to both mentor and student teacher, and encourages each team to develop the optimum working relationship.

Specific Responsibilities:

Interacts with mentor teacher- Initially, the supervisor reviews and clarifies student teaching requirements and expectations. To facilitate communication between triad members, the supervisor will exchange telephone numbers and email addresses with the mentor. During visits/observations the supervisor will ask the mentor for input about the student teacher's progress. The supervisor is also responsive to the needs and concerns of the mentor teacher (particularly first-time mentors). Finally, the supervisor offers to help the mentor teacher compose the summary narrative and complete the final evaluation.

Builds positive relationship with student teacher- Supervisors are sensitive to the needs and concerns of the student teacher and provide support and encouragement. The supervisor reviews and clarifies student teaching requirements and expectations. Supervisors open lines of communication with the student teacher by exchanging phone numbers and email addresses. Throughout the apprenticeship, supervisors provide guidance and feedback to student teachers about lesson plans, classroom interactions, instructional delivery, notebook, reflection entries, resume, district applications, portfolio, and philosophy statement.

Observes student teacher- The supervisor visits/observes the student teacher at least five (5) times during the student teacher experience. After each observation, the university supervisor provides specific, objective feedback. More observations may be required if the student teacher is experiencing difficulty. During the observation the supervisor will:

- Review and assess lesson plans, student teacher/mentor meeting notes, and weekly reflection entries;
- Observe and thoroughly document the actual lesson;
- Review areas of strength and identify an instructional focus;
- Participate in a three-way debriefing after each formal evaluation session.

University Supervisor Visitation Format

Visit I: Initial orientation to the school, classroom community, cooperating teacher, and the school principal;

Visit II: Observation of a “bit” lesson (i.e., 45-60 minutes in length + debriefing time) Scheduled approximately the 2nd or 3rd week of student teaching, once the student teacher has begun to teach single lessons. The lesson plan should be provided to the University Supervisor at least 2 days prior to the visit. The student teacher and cooperating teacher are observed together in the classroom environment. The university supervisor checks that all is running smoothly and answers any questions that might have arisen. The University Supervisor and the Cooperating Teacher will also confer to assess the progress of the teacher candidate;

Visit III: Observation of a “block” lesson (i.e., 90-120 minutes in length) Scheduled when the student teacher begins teaching lessons back-to-back. The student teacher is observed for a block of time, demonstrating competence at handling at least one transition from one lesson to another. Lesson plans are to be made available for the university supervisor at least 2 days prior to the visit. Midterm Evaluation Discussed at this time.

Classroom management is the particular focus of this visit; the University Supervisor and the Cooperating Teacher also confer to assess the progress of the teacher candidate.;

Visit IV: Solo Teaching (i.e. half of full day) Scheduled in the second through fourth weeks of solo teaching. Cannot be scheduled on the last day of the solo teaching. These visits will be unscheduled with the student teacher, but certainly **must be scheduled with the cooperating teacher and host school administration.**

Please note: The student teacher **must** include the cooperating teacher in planning for each visitation, and s/he needs to inform the school office/principal of the university supervisors pending visitation.

Each visitation is to be followed by a debriefing period of a **half-hour minimum**. An appropriate/private location for the debriefing will have been secured by the student teacher.

Visit V, and subsequent follow-up visits as needed (i.e. half of full day) Observation of the teacher candidate in the classroom most of the day, during the teacher candidate’s solo teaching. Each observation is followed by an extensive assessment by the University Supervisor. The University Supervisor and the Cooperating Teacher also confer to assess the candidate’s progress. Final Evaluation is completed and signed by all parties at this visit. Narratives from the Cooperating Teacher and the University Supervisor will be attached to the Final Evaluation. The student will make a copy of the document for his/her records, and the original document will be delivered by the University Supervisor to Field Services by the announced due date.

The above schedule represents the minimum number of visits. The university supervisor may believe it prudent/necessary to make more than one visit during the bit and/or block teaching periods. Additional visits may be deemed necessary during the solo period as well. The point is to provide the level of support necessary to insure the student teacher a successful practicum experience.

Between visitations the student teacher is required to be in weekly contact with his/her university supervisor, via email, telephone or in person. **Cooperating teachers are also invited to contact university supervisor with any interim concerns.**

During the solo teaching period, the cooperating teacher is expected to spend his/her time with the student teacher and students in observation mode, being an “invisible observe and listener”. This expectation reflects the program’s concern for the professional development of its student teacher. It holds that receiving feedback from the cooperating teacher is of prime importance.

Seminar Leader

The Seminar Leader for the capstone course in the licensure programs connects the practicum experience to the theory and strategies the teacher candidate has learned throughout the program. The faculty seminar leader:

- Facilitates weekly discussions for debriefing the classroom experiences;
- Assists the teacher candidate in developing an exit portfolio aligned with Hawaii Teacher Performance Standards;
- Evaluates each candidate’s exit portfolio through an established rubric;
- Communicates students’ strengths and potential issues of concern to the Field Director in regular meetings, and to the University Supervisor by regular phone or email.

Closure Procedures for Student Teachers

1. Student successfully completes the student teaching practicum;
2. University Supervisor returns signed final evaluation, other evaluation forms, and manual to the Field Services Director;
3. Completers' names are placed on an Institutional Recommendation form and forwarded to the CUH Record's Office, HTSB, and the DOE. ****NOTE:** Whether a student's name is forwarded to the licensure/certification body is at the discretion of the appropriate program advisor and the Field Services Director, in consultation with the University Supervisor and Cooperating Teacher.
4. **Student requests official transcripts from Chaminade's Office of the Registrar** to be sent to the DOE and to the Career Services Office, if desired. This request should be done online, or in writing. The transcripts should NOT be released until the SATEP stamp is put on the transcript by the Records Department. Please indicate this in your request for transcripts. There is a charge per transcript. **Processing takes 4-6 weeks, so please be patient.** Your advisor should notify you when your transcripts are ready for request. If you have questions regarding this transcript request, please call the Registrar/Records office at 735-4722. The Education Division does not issue/copy transcripts. **Always keep a personal copy of your transcripts, and remember that transcripts are not considered official unless sealed.**
5. Student establishes a professional placement file with the University Career Services Office, completing the form that authorizes the Education Division to release midterm and final evaluations to that office. Contact Career Services at 739-4654 for an application, if this is desired.
6. Student files an employment with the DOE and signs up for an interview, if DOE employment is a goal. Mass interviews usually take place in early Spring for DOE;
7. Student applies for a teaching license from the HTSB if all Praxis tests have been taken and passed. See www.htsb.org for application and directions.

HTSB Licensing requirements to be met:

- Submit passing scores on the appropriated PRAXIS examinations. Use code R8620 for HTSB when you register to take any of the PRAXIS exams.
- Remit required fees.
- Turn in application to HTSB, following all directions on the forms.
- NOTE: The online applications are known to be given priority processing.

Students leaving for the mainland can, via the HTSB:

- Apply for a Hawaii teaching license;
- Apply for a license in another state;
- Apply for a Hawaii teaching license as well as one from another state.

HTSB Information and Updates: Go to <http://www.htsb.org> to verify requirements and see whether rules have been approved by the Attorney General and Governor.

What is the Hawaii Teacher Standards Board?

The Hawaii Teacher Standards Board is an autonomous professional and regulatory board responsible for setting the standards for who becomes and remains licensed to teach in Hawaii's public schools. The Board consists of 13 members of whom not less than six are licensed teachers. The members also include three educational officers, the chairperson of the board of education (or the chair's designee), the superintendent (or designee), a representative of independent schools, and the dean of the University of Hawaii college of education (or the dean's designee from the member institutions of the Teacher Education Coordinating Committee).

The Board is responsible for: a) approving teacher preparation programs in Hawaii; b) issuing, renewing, revoking, suspending, and reinstating licenses and special permits; c) participating in efforts relating to teacher quality issues, conducting professional development related to the board's standards, and promoting high teacher standards and accomplished teaching; d) administering the National Board Certification candidate support system.

Since 2000 the Board has been active in proponent of the reform agenda developed by the National Commission on Teaching and America's Future (NCTAF). The Chair of the Hawaii Teacher Standards Board is a member of the NCTAF Hawaii Policy Group. IN 2001 the HTSB published *The Magic Weavers: Securing the Future of Hawaii's Children*, and inventory of all policies impacting teacher quality in Hawaii. This work has served as the basis for major recommendations and legislative initiatives encompassing five key areas:

- Establishing and implementing standards for students and teachers;
- Teacher preparation and professional development;
- Teacher recruitment and placing qualified teachers in every classroom;
- Encouraging and rewarding teaching knowledge and skill; and
- Creating schools that are organized for student and teacher success.

Hawaii Teacher Standards Board
650 Iwilei Road #201
Honolulu, Hawaii 96817

808-586-2600
1-800-270-HTSB (toll free)

<http://www.htsb.org>

Hawaii Teacher Standards Board

The Hawaii Teacher Standards Board was established in 1995 to make the teaching profession self-governing to make the teaching profession self-governing and accountable for who becomes and remains licensed to teach in Hawaii's public schools. In the beginning, the Board was given responsibility for setting licensing standards while the Department of Education retained the responsibility for issuing licenses. In 2001, the Board gained full responsibility for issuing, renewing, revoking, suspending and reinstating teacher licenses-much like other professional boards has in their respective professions.

Thus, effective July 1, 2002, all teacher licensing functions will reside with the Hawaii Teacher Standards Board. Licensing and employment functions will be clearly separated and the licensing procedure will be different from the past procedure in some ways, yet similar in other ways.

One way teacher licensing will be different is that the Hawaii Teacher Standards Board is committed to using modern technology to facilitate the licensing application and renewal process. So, become familiar with the HTSB website at www.htsb.org, it will help you to access the most current information available. We hope to launch the system in September 2002. Until the official launch, we may need to continue to use hard copy application forms, etc. Nevertheless, please visit us at www.htsb.org on a regular basis to access information about HTSB and its activities.

License Required

Effective July 1, 2002, no person shall serve in Hawaii public school as a teacher or other employee covered under the provisions of Collective Bargaining Unit 05 without license or special permit issued by the Hawai'i Teacher Standards Board (HTSB). (Section 302A-602 and Section 302A-801 through 302A-810, HRS). Any person who engages in the profession of teaching in a public school without first being issued a license and any person who employs an individual as a public school teacher who does not possess a valid license are subject to a penalty of up to \$500.

Purpose

Teacher licensing ensures that education professionals possess the appropriate competencies, i.e., education, preparation, knowledge and skills, for meeting the performance standards established by the Hawaii Teacher Standards Board. The Board is autonomous and responsible for setting the licensing standards for the teaching profession in Hawaii as well as for issuing, renewing, revoking, suspending and reinstating teacher licenses.

License Validity

The Board will issue licenses valid for a five-year period and these licenses must be renewed according to procedures set by the Board. Failure to renew one's license results in the individual being ineligible for hire or rehire by the Department of Education. The law requires the payment of fees to keep one's license valid. These fees help to pay for the operations and activities of the HTSB.

Name _____ CUH ID # _____ Date _____

FIELD EXPERIENCES MANUAL FAQ's

A. Directions: *Please read the Field Experiences Manual, and respond to the questions below. You are required to turn this sheet in to Field Services prior to your first Field Experience (O&P/ Student Teaching).*

1. In the Continuous Assessments section, what is the GPA that one must maintain while in the Teacher Education Program for undergraduate students? _____. For post-baccalaureate students? _____
2. What is Observation and Participation, and when do I turn in my request form to Field Services?
3. If the form is not turned in to Field Services by the appropriate due date, what will be the result?
4. If I am already hired to teach full time in a classroom, what individual(s) do I need to contact to see if my own classroom experiences will count for O&P?
5. What is the due date for student teaching applications?
Fall student teaching applications are due by _____, and winter student teaching applications are due by _____.
6. Please list the seven requirements that a student must have before he/she student teaches.

7. When does the student teacher actually begin his/her student teaching?

8. What kinds of grade options are allotted for student teaching?

9. If the student's actions, such as poor attendance, lack of preparation, or inappropriate behavior occur during O&P experiences or Student Teaching, what will the result be?

10. How many times does a University Supervisor need to visit during your student teaching, including unscheduled visits?

11. When closing Student Teaching activities, which office should you contact in regards to getting your official transcripts requested?

12. Who should you contact in order to get a Career File, as you finish student teaching?

13. What website should you visit if you have questions regarding applying for licensure with the state of Hawaii?

14. If the student should have questions regarding the Field Experiences, including both O&P and Student Teaching, what website will he/she find the information on?

B. Directions. Please sign and date the statement below:

I, _____, have read and understand the Chaminade University Education Division Field Experiences Manual. I also understand that traditional student teaching requires six months of an unpaid Student Teaching internship. This internship will be arranged by the Field Services Director/Advisor assigned to me. This internship does NOT guarantee a job position.

Student Signature

Date

If the student has other questions regarding the program outside of Field Experiences, please first consult the Education Division website at www.chaminade.edu/education