

Student Teaching Practicum and Seminar
ED468R/ED668R
Winter, 1999---Chaminade University

Instructors: Fay K. Ikei
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Location: Kalani Community School ---VCC Center
Various sites on Maui, Kauai, Hilo, Kona---VCC Centers
Time: TBA

L Course Description

Student teaching provides a program of experiential learning activities in a classroom setting. Emphasis is on the development of competencies in the areas of planning, instruction skills, use of materials and resources, classroom management and organization, human relations, content knowledge, and an understanding of the developmental stages of students. A variety of activities are provided during this experience which enable the student teacher to develop and refine skills, to consider and test new ideas, and document professional growth.

Teachers must be contracted by the Department of Education for the 1998-1999 SY and teaching in a classroom of special education students (full/half time position). In addition, teachers must be in the RISE Program and must have completed the first semester of student teaching satisfactorily. Practicum also involves a series of task group meeting conducted at various sites on Kauai, Maui, Hilo, Kona and Oahu.

II. Course Goals/Objectives

Goals:

- To provide an opportunity for teachers to explore and understand the field of special education; i.e., to have "hands on" teaching experience with children and youth who have various disabilities.
- To provide an appropriate setting for teachers to apply competencies (from m program coursework to working with students with disabilities).
- To permit Department of education Personnel and Chaminade faculty to view the performance of teachers in a special education classroom setting and to provide appropriate feedback.

Objectives: To help teachers

- Gain increased knowledge of students with disabilities.
- Gain increased knowledge of instructional skills and content
- Assess students' Teaming and behavior differences.
- Manage students' learning and behavior differences.
- Plan and implement educational programs for students with disabilities.
- Work with students in small and large group settings.
- Work with other professionals including administrators, related services personnel, district special education resource teachers, parents and other general and special education faculty members.
- Participate effectively in self-evaluation strategies.
- Communicate effectively with faculty, cooperating teacher. Department of Education supervisor and University supervisor.

III. Course Requirements:

- A. **Teacher Philosophy:** With a year of teaching under your belt revisit and revise your philosophy of special education teaching including its relationship to/with regular education. If you do not feel that a revision is necessary you will need to provide supporting evidence (examples etc.). Turn in an original copy of your philosophy as well as your revised one.
- B. **Graded Observations:** Teachers are required to have two graded observations, a midterm and a final. Teachers must pass with a "B" or better.

Due Date: October 1999 (Midterm)

Due Date: December 1999 (Final)

- C. **Demonstrate professional and interpersonal competencies in a special education setting as they relate to:**
- o Knowledge of Special Education (philosophical, historical, and legal foundations).
 - o Characteristics of learners.
 - o Assessment, diagnosis, and evaluation of special need students.
 - a Planning and implementing instructional activities for students with disabilities.
 - o Planning and managing the teaching and learning environment.
 - n Managing student behavior and social interaction skills.
 - o Effective communication and collaborative partnerships.
 - o Exhibits professionalism and ethical practices.

This documentation will take place through four class meetings and a teacher portfolio. The teacher portfolio will include the following:

- I. Philosophy of teaching
- II. CEC Competencies
- III. Group projects at addressed the eight competencies last semester
- N. Assessment, Diagnosis and Evaluation
 - Explain your assessment procedures and instruments that you use with the students in your class. (Show completed examples of your assessment instrument).
 - Give examples of how you interpret the information to communicate to parents and regular education teachers the individual needs of a student.
 - Explain and show examples of your data keeping records that you maintain in your classroom on your student
- V. Instructional Content and Practice
 - Using the assessment information write an IEP PLOP and the instructional program you've develop for a student? (Attach copies of examples, products, assessments given etc.)
 - Utilize the performance data, task analysis [etc.](#) in the development of your curriculum. What adaptations and modifications are needed be specific?

- Based on your student's assessments, the **IEP**, the school, district, state and grade curriculum and teacher resources develop your year plan for at least two subject **areas**.
 - Based on your year plan include at least two (one for the 400 level) units that you will be teaching this year.
 - Develop your daily lesson plans that reflect the year and unit plans. Integrate affective, social, and career/vocational skills with the academic curricula. As well as thinking, problem solving, and other cognitive strategies to meet the **individual** needs.
 - The lesson plans should follow a sequence as you implement the lessons. Be sure that at the end of each lesson you write a short evaluation as to the improvements that you can make.
 - ****Remember reflection goes beyond it went well. What exactly did you do that went well? What could stand some improvement? If it was a bust why and what can you do to change it next time? Did the students accomplish the objectives that you set out in your lesson? How do you know they **learned** what you wanted them to **learn**? Explain?**
 - Show documentation of student learning through your data keeping as well as through student products, pictures etc.
- VI. Planning and Managing the Teaching and **Learning** Environment
- Draw your classroom.
 - Explain your class rules, consequences and rewards.
 - Explain your procedures and routines.
 - Explain how you design, structure and manage daily routines effectively, including transition times well as create a positive and safe environment within your class.
 - Explain how you **incorporate** active participation in **learning** activities.
- VII. Managing Student Behavior and Social Interactions Skills
- From each unit you wrote **create** a lesson or several lessons **that** integrate social **skills** instruction.
 - Show products or give examples of student learning of the social skill.
- IX. Communication and Collaborative Partnerships

Write a short summary of the types of collaborative strategies you use to work with students, parents, colleagues and other agencies in the community.

Teachers will need to document and/or show evidence of understanding for each area. This semester teachers will be responsible for the competencies that are in bold print. Teachers must document those competencies during the second semester of student teaching. The other competencies not highlighted were documented during the first semester.

D. **Mandatory Class Meetings**

There will be four class meetings that will be held on 3 Saturdays
Tickets will be sent to student from the outer islands to attend

Meeting Dates:
September 7, 1999
October 2, 1999

November 6, 1999
December 4, 1999

Location: RISE Office
3645 Waialae Ave. C312
Parking in the rear of school on Mahina St.

Time: Classes **will** begin at 9:00 12:00.

E. For ED 668R Teachers only:

Case Study:

1. Identify a student (do not use student's real name)
2. Identify the student's disability
3. Give a historical perspective of the student.
4. Describe clearly the assessment, and instructional adaptations and accommodations that you have done to meet the needs for this individual.

IV. Administrative Requirements

Attendance: Teachers are expected to attend ^{activities} throughout the spring session. Due to the special nature of this course ~~seminars and task groups held at various sites~~ it will be impossible to reschedule make-up groups.

Grades: Student teaching is based on credit/no credit. However, to receive credit in the course, teachers will need to maintain a "B" or better on all observations and required assignments.

Grading 468R

| | |
|------|---|
| 1590 | Midterm Observation |
| 2090 | Final Observation |
| 1590 | Class meetings |
| 5090 | Teacher portfolio |
| | Philosophy |
| | Group projects |
| | Assessment |
| | Instructional content |
| | Planning and managing the teaching and learning environment |
| | Managing student behavior and social interactions |
| | Communication and collaborative partnerships |

Grading 668R

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|------|---------------------|
| 15% | Midterm Observation |
| 2090 | Final Observation |
| 5% | Class Meetings |
| 10% | Case Study |
| 5090 | Teacher portfolio |
| | Philosophy |
| | Group projects |

Assessment
Instructional content
Planning and managing the teaching and learning
environment
Managing student behavior and social interactions
Communication and collaborative partnerships

- Please adhere to the specified due dates for all assignments. Failure to submit assignments on given dates will result in a grade loss every week it is past due.
- Incomplete will not be given. There will be no grade make-up if you fall behind.
- Remember you need to pass with a "B" or better. It would be in your best interest to keep up with the work.

VI. Evaluation Criteria

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| A | 91% - 100% |
| B | 81% - 90% |
| C | 71% - 80% |
| D | 61% - 70% |
| F | 60% below |