

STUDENT TEACHING PRACTICUM AND SEMINAR
ED 468R/668R
FALL, 2001---CHAMINADE UNIVERSITY OF HONOLULU

Instructor: Amy Shimamoto
Location: Kauai/Maui/Kona/Oahu/Hilo
Time: TBA

1. 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 2001-2002 SY and teaching in a classroom of special education students (full/half time position). In addition, teachers must be in the RISE program. Practicum also involves a series of task group meetings conducted at various district sites.

This course is comprised of two distinct components: the classroom performance section and the written requirements. Teachers are required to complete each sections with a "B" or better in order to receive credit for this course.

11. Rationale:

- To provide an opportunity for teachers to explore and understand the field of special education; i.e., to have "hands on" experience with children and youth who have various disabilities.
- To provide an appropriate setting for teachers to apply competencies (from program course work 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.

III. Objectives:

- Gain increased knowledge of students with disabilities.
- Gain increased knowledge of instructional skills and content.
- Assess students' learning 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 Chaminade University supervisor.

IV. Course Materials

Materials are handouts that will be distributed during class meeting

V. Course Format

This course will be done through bi-weekly observations and 5 group meetings

VI. Administrative Requirements:

- **Attendance:** will be required for small discussion groups - date and time to be announced.
- **Incompletes:** will be taken into consideration on a individual basis
- **All papers must be received on or prior to the due date. If documents are mailed, it should be postmarked on the due date or earlier. For late papers, 25 of the total points received for the paper will be deducted per day.**
- This class has two separate grades. One for observations and the other for the written work. Both sections must have a grade of "B" or better in order to pass the entire class.

VII. Academic Requirements

• **Classroom Performance**

• **Graded Observations**

- Teachers will have two graded observations, a midterm and a final, during the ten-week period. Teachers need to attain a B or better in order to meet the requirements of classroom performance.

Grading: 25.75 per graded observation

Total Points: 51.50(minimum)

• **Lesson Plan for Graded Observations:**

For each graded observation, teachers need to submit a detailed lesson plan following the RISE format. In addition, you will need to attach a copy of your unit plan that this lesson is linked to.

Due Date: Submit to evaluator the day of observation

Revised 9/24/01

Grading: Total Points: $40 \times 2 = 80$

- Reflection for Graded Observation:

- One week following the observation, teachers will submit the lesson reflection worksheet to the resource teacher. The final reflection must follow the new format.

Due Date: One calendar week following observation

Grading: Total Points: 25

- Written Performance

- Teacher Philosophy: With a year of teaching under your belt. Think about your philosophy of teaching. What are some beliefs that have changed? Based on what have these ideas changed and why have you departed from those beliefs? What are some of your beliefs that have become stronger after a year a teaching? Why do you feel that these beliefs have become a fundamental **part** of your philosophy of teaching? Include experiences/examples that occurred last year that has impacted your change or stability of your philosophy.

Due: October 19, 2001

Grading: Total Points: 25

- Year Plan:

Submit a year plan that reflects one content area that you will be teaching for the year.

Identify the **standards** to be addressed, learner outcomes, culminating task.

Describe the developmental scope and sequence of your curriculum.

Identify the critical teaching areas: key concepts, skills and learning strategies.

Be sure it covers a comprehensive range of skills.

Addresses a variety of timelines.

Show on-going adjustments/changes and comments on how the plan is working. It is a working document.

Use a different color pen to distinguish your changes and adjustments.

Address interventions for diverse learners in class

Due: November 2, 2001 & December 11, 2001

Grading: Total Points: $40 + 10 = 50$

- Lesson Plan:

For the second seminar bring in three copies of a lesson that you have presented.

Remember it should have enough information to pass the stranger test. It is recommended that you use the RISE format.

For this class we will be breaking into group and exchanging the lessons.

Readers instructions:

Review the lesson

VI. Think about what the writer's target outcomes are.

VII. Does the lesson meet those outcomes?

VIII. Based on the lesson is the assessment adequate.

After the review

- Pose I question to the writer regarding the lesson that needs to be answered.
Suggest at least three changes/ideas/comments that might enhance/extend the lesson.

Writers instruction:

Upon return of the lessons review all of the questions and comments.

Answer the question.

Based on the comments from the readers reflect on whether or not the suggestions would work. Why or why not?

If you think it is feasible how would you incorporate into your lesson do you need to add another lesson, how? Explain.

If it isn't feasible why not?

***Remember to review rubric before writing

Due: The third seminar for your island

Grading: Total points 25

Unit Presentation:

Choose a unit that you will have taught by mid-November.

Prepare a paper that summarizes your unit.

Make enough copies for your classmates.

Depending on the class size presentations may be done on the fourth and fifth seminars. Smaller groups it will be done on the last seminar date.

Summary write-up: Things to think about while writing.

- How did you determine the need for this unit? Based on what?
 - Rationale for unit/content
 - Why are you teaching this unit? (Purpose)
 - How does it tie into the bigger picture? (Alignment to year plan)
- What are the standards and IEP goals for unit?
- Student learner outcomes for unit
- Briefly describe each of the lessons to be taught - identify student outcomes, IEP objectives/benchmarks and instructional strategies for each lesson
- Explain how you will assess student learning?

Revised 9/24/01

- **What evidence/data will be used to determine student achievement of learner outcomes? Eg: Provide scoring guide, oral presentation rubric, learning log rubric, writing rubric**
- **How does it address standards, IEP goals and objectives?**

Due: Fourth and /or fifth seminar depending on class size

Points: Total points 50

5 minute oral presentation to class:

Briefly explain unit

Unit content/concept/rationale

Standards/learner outcomes

IEP goals/objectives

Culminating task/performance assessment

- **Record keeping/data collection:**

Submit a working copy of your record keeping system.

It must include an explanation of how you tie your daily record keeping back to your IEP goal, objectives and benchmarks in order to assess student progress

Due: Third and the last day of seminar

Points: Total points $20 + 5 = 25$

- **Small Group Meeting:**

Meetings will take place either Tuesday, Wednesday, Friday or Saturday depending on scheduling.

Date and time TBA

Points are deducted for no shows and late arrivals.

Points : $10 \times 5 = 50$ points total

- * **For ED 668R Students only:**

Topic: What is a standards based reform and how does it access the general education curriculum? IDEA - for all students

Due Date: December 8, 2001

Grading: Total Points:

This class has two separate grades. One for observations and the other for the written work. Both sections must have a grade of "B" or better in order to pass the entire class.

Revised 9/24/01

- **Grades:**

ED 468R Teachers:

Classroom Performance:

• Midterm Observation	25.75 points
• Final Observation	25.75 points
Total:	51.50 points (minimum for a "B")

Written Performance:

• Midterm Lesson Plan	40 points
• Final Lesson Plan	40 points
• Final Reflection Plan	25 points
• Teaching Philosophy	25 points
• Year Plan	40 + 10 points
• Lesson	25 points
• Presentation	50 points
• Seminars	50 points
• Record keeping System	20 + 5 points
Total:	315 + 15 = 330 points

Written Performance Grade Spread Structure:

- **A= 320 - 288**
- **B = ~~287~~ - 256**
- **C = 255 - 224**
- **D = 223 - 192**
- **F = 191**

ED 668R Teachers:

Classroom Performance:

• Midterm Observation	25.75 points
• Final Observation	25.75 points
Total:	51.50 points (minimum)

Written Performance:

• Midterm Lesson Plan	40 points
• Final Lesson Plan	40 points
• Final Reflection Plan	25 points
• Teaching Philosophy	25 points
• Year Plan	40 + 10 points
• Lesson	25 points
• Presentation	50 points
• Seminars	50 points

Revised 9/24/01

- Topic paper 50 points
- Record keeping System 20 + 5 points
- Total: $365 + 15 = 380$ points

• Written Performance Grade Point Structure

- A = 380 - 342
- B = 341 - 304
- C = 303 - 266
- D = 265-228
- F = 227

Philosophy of Education

Organization	(1)
Clarity of ideas	(1)
Sentence Fluency and Conventions	(1)
Evidence:	
Restate beliefs from your first year?	(2)
What beliefs have changed or been modified?	(2)
How have these ideas changed or been modified?	(3)
Why have you departed from those beliefs?	(3)
What are some beliefs that have become stronger?	(2)
Why have these beliefs become part of a fundamental part of your philosophy?	(5)
Include experiences/examples that occurred last year that has impacted your change or stability of your philosophy?	(5)
Total	(25)

Year Plan:

Identifies standards to be addressed	(4)
Addresses learner outcomes	(5)
Identifies culminating task	(5)
Describes the developmental scope and sequence of the curriculum	(5)
Identifies the critical teaching areas: key concepts, skills and learning strategies	(5)
Year plan divided into units that will be taught	(4)
Reflects a variety of estimated timeline for units to be taught.	(4)
Shows on-going adjustments/changes and comments regarding plan. (On resubmit)	(10)
Addresses interventions for diverse learners	(5)
Uses a different color to distinguish changes and Adjustments made	(3)
Total	(40+(10))

Lesson:

Organization	(1)
Clarity of ideas	(2)
Name of all of your group members	(1)
Submit written comments, questions and suggestions from group members	(5)
Identify one question to address	(1)
Identify 3 ideas 4r comments to address	(1)
Write a reflection on the question posed. Does this help to make the less better? How , why or why not?	(3)
Based on the three ideas/comments what parts would you be able to use to enhance future lessons?	
How could you implement these ideas/comments?	(6)
Reflect on the possibility that some ideas/comments may not work. Why or why not?	(5)
Total:	(25)

Record Keeping System:

1st Round

What is the purpose of your record keeping system?	(3)
How does your record keeping system address this purpose?	(3)
Example of actual record keeping system (matches purpose)	(2)
Usability (Can others understand the grading system?)	(2)
What information can others gather from your record keeping system?	(2)
Explain how your system is aligned with the IEP, goals, Objectives, standards and benchmarks	(8)
Total:	(20)

2nd Round

Adjustments and modifications to record keeping	(5)
Total:	(25)