

CHAMINADE UNIVERSITY OF HONOLULU

Ed 49002 - Seminars for Elementary Student Teaching (3) **Spring** Day 1999

Coordinator: Jo-Anne Lewis

Student Teaching Supervisors: Jo-Anne Lewis (01), Louise **Bogart(02)**, Sr. Christina Trudeau, S.N.D. (03), and Carol **Caughey(04)**

Location: Chaminade Campus, Eiben Hall Multipurpose Room

COURSE OUTLINE

DESCRIPTION:

This seminar is designed to support student teachers in their classroom work with cooperating teachers, and to prepare them for employment upon completion of their student teaching **experience**.

The course will explore a variety of effective strategies for moving from classroom control and classroom management to the creation of classroom community based on constructivist and humanistic principles. The understanding and appreciation of the uniqueness of the individual student's temperament, learning style, modalities, intelligences and abilities underlie our explorations.

The seminars will provide a forum for the discussion of questions, concerns and challenges which arise during the student teaching **experience**, and will present professionals from the educational community in Hawaii.

RATIONALE:

This seminar will augment the knowledge and enhance the skills needed by beginning classroom teachers. It will support learning by doing; by being integrally **involved**.

This seminar will also advocate the need for ongoing personal and professional development, a process which all teachers of serious intent need to consider important. It is key that beginning teachers realize: lifelong learning to be essential; their work, as educators, to be a continuous weaving of growing knowledge and skills into a unique art form, one always being perfected.

The seminar will cultivate the abilities needed for leadership and success in the profession.

COURSE OBJECTIVES:

The participants will:

- increase** their **awareness** of the **rights** and **responsibilities** of **classroom** teachers.
- receive values that are promoted in student centered and constructivist approaches.
- address issues relating to classroom organization, management, community building, teacher-student and student-student collaboration, scaffolded learning, and the necessary communication skills involved.
- discuss the importance and ways of advancing higher order thinking via readings and questions, student presentations and projects, discussions, etc.
- be provided the opportunity to engage in reflective teaching attitudes and techniques.
- unfold a thematic unit during the solo teaching period which will allow students to collaborate, to think critically and to be motivated by what they learn.
- gain knowledge of employment practices and benefits by the State of Hawaii and the Catholic School Departments.
- make preparations to gain employment in the profession.
- begin/continue to internalize the qualities of an effective teacher.

COURSE REQUIREMENTS:

Attendance & Participation is mandatory.

All absences must be excused through the student teaching coordinator. Promptness is professional and expected. We will start on time.

Preparation of a Teaching Notebook, due: April 28, will include:

**description of school and its relationships with parents and community
overall course plans
daily curriculum planning,
visitation lesson plans,
documentation of weekly meetings (15 weekly meeting forms in CT binder)
other planning & teaching materials**

- . A Journal: entries (minimum of 15), due: April 28, will reflect on feelings, new awareness, insights; what you do or do not enjoy; reactions to student and/or CT behaviors and class proceedings; what does or does not work; philosophical issues in education that are brought to mind; interesting, lesson-provoking anecdotes.**
- . Assigned Readings (5), due: Jan. 6, 7, 20; Feb. 3 & April 7 will be basis for group discussions.**
- . Attention Getters & Ice Breakers developed by dyads to present to group. Presentations assigned: Jan. 7, 20; Feb. 3, 17; March 10; April 7.**

Presentation of a "Student Teacher Challenge" for group discussion. The challenge may be one: regarding your school's or CT's philosophy; having to do with classroom procedures, logistics, rules & regulations, etc.; concerning a personal challenge with regards to your principal, CT, one of the students or parents. The individual due date will be assigned: January 20, February 3, April 7
- . Student Profiles (5), one to two pages each, due: February 17.**

Observe a student closely, with discernment rather than judgment; become aware of his/her behavior and communication patterns, temperament styles, dominance profile, learning modalities, multiple intelligences; develop an internal rapport with the student; describe your (change of) feelings regarding him/her.
- . Thematic Unit Plan, due: no later than two weeks before beginning solo period. It will provide detailed unfolding of unit during solo teaching period.**
- . Paper #1: "How the Procedures in My Classroom Do &/or Do Not Reflect Constructivist Theory", 2 to 3 pages in length, typed/computer generated, due. March 10**
- . Paper #2: " Philosophy of Education & the Facilitation of Learning", one to two pages in length, typed/computer generated, due: April 7.**
- . Evaluation/Feedback regarding two observed peer student teacher, due: March 10. Use format provided on blue form to create a typed/computer generated narrative.**
- . Professional Portfolio, due: April 28, created to take with you on interviews.**
- . Evaluation of your CT, due April 28. Use format provided on blue form.**

NOTE:

- . Assignments are to be completed / submitted in a timely fashion. The latest date to submit assignments, given the consent of your student teacher supervisor, is Friday, May 7.**
- . Assignment products of low quality will be returned for revision.**
- . All requirements and assignments in the syllabus are subject to change to accommodate improved logistics or to meet student teachers' learning needs.**

GRADE DEFINITION:

Superior & Acceptable, resulting in CREDIT; Redo, resulting in NO CREDIT

Seminar Dates - Schedule

Wednesday January 6 - Due: Reading **Assignment # 1! Articles from orientation ST** folder

AM: Introductions & **Processes**

PM: Group work Intro: Brain Gym

Thursday: January 7 - Due: Assigned Reading # 2 - Smart Moves / Hannaford; **Attention** Getter / Ice Breaker

AM: AG / IB

(9:30) **Guest: Shellie** Fielden: Ed-K Hawai'i - Brain Gym

PM: Dominance Factors; Student Observation

Wednesdays:

January 20 - Due: Reading Assignment #3 - 3 Faces of Mind / **deBeauport**; **Student** Teacher Challenge I; **Attention Getter** / Ice **Breaker**

AM: AG / IB

The Triune Brain; 10 Basic **Intelligences**

PM: AG / IB

ST Challenges

February 3 - Due: Reading Assignment #4 - Constructivist **articles**; Student Teacher Challenge **II**; Attention Getter / Ice Breaker

AM: AG / **IB**

Constructivism & Cooperative learning; unfolding the thematic unit

PM: AG / IB

ST Challenges II: Listening Skills & Feedback

February, ¹⁶~~17~~ - Due: **Student Profiles (3)**; Thematic Unit Plane

AM: AG / IB

(10:00) Guests: Carmen Himenes, Superintendent Catholic Schools
Betty White, Sacred Hearts Academy, **Principal**

PM: (1:00) Guest: Nancy Oide, CUH Career Development
(placement **files**, interviews & resumes)

March 10 - Due: Paper #1: "Constructivism at Work in My Classroom"; **Peer** Evaluations* (2)

AM: AG / **IB**

(10:00) Guests: Joan **Husted**, **HSTA**: Executive Director

PM: (1:00) Guest: Bruce Shimomoto, DOE, Personnel Specialist

(Saturday, **March** 20th - DOE mass interviews)

April 7 - Due: Paper #2: "Philosophy of Education & **Facilitation** of Learning"; Reading Assignment #5; Student Teacher **Challenge III**;

AM: AG / IB

Refined Communication **Skills**

PM: AG / IB

Student Teacher Challenges III

April 28 - Due: Teaching **Notebook** & Journal; Professional Portfolio; Personal & **CT** Evaluation

AM: Handle final assignments and paperwork; **debrief**; good-byes

- Peer Evaluations are to be handed to the **observed** peer after returned to you by supervisor.