Chaminade University
O F   H O N O L U L U

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Required Text: *How to Develop A Professional Portfolio: A manual for teachers*, Dorothy M. Campbell, Pamela Cignetti, Beverly Melenyzer & others, ISBN: 9780-1331-0117-1, Pearson, 6th edition

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Helpful resources

Resource	Description
Hawaii Teaching Standards Board	inTASC standards reference

Essential Question -

1. How do we evaluate our CUH DUG program learning activities and demonstrate our proficiency as qualified teacher candidates?

Catalog Description:

ED 490S Seminars (3) This seminar is integrated with all student teaching practica for Secondary Education. Students prepare portfolios, discuss teaching experiences, and review standards. Requirement: Concurrent enrollment in ED 495 (Secondary Ed.) and Successful completion of Praxis II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines, and all course requirements for Secondary Education major.

EDUC 684 TEACHING SEMINAR: SECONDARY (3) Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. (Must be taken in conjunction with EDUC 685). Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

Mission Statement: The mission of the education division is to foster the education of teachers and leaders in education through programs based in the liberal arts tradition, Catholic Marianist's values, current research, and best practices.

Marianist Values:
1. Educate for Formation in Faith
2. Provide an Integral Quality Education
3. Educate in Family Spirit
4. Educate for Service, Justice, and Peace
5. Educate for Adaptation and Change

WASC Core Competencies:
1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

#	Program Learning Outcomes (POs)
1	**Content Knowledge** - Knowledge of subject matter such as reading/language arts, mathematics, social sciences, science, visual arts, musical arts, and kinesthetic arts.
2	**Developmentally Appropriate Practice** - Knowledge of how students develop and learn, and engagement of students in developmentally appropriate experiences that support learning.
3	**Pedagogical Content Knowledge** - Knowledge of how to teach subject matter to students and application of a variety of instructional strategies that are rigorous, differentiated, focused on the active involvement of the learner.
4	**Educational Technology** - Knowledge of and application of appropriate technology for student learning.
5	**Assessment for Learning** - Knowledge of and use of appropriate assessment strategies that enhance the knowledge of learners and their responsibility for their own learning.
6	**Diversity** - Skills for adapting learning activities for individual differences and the needs of diverse learners and for maintaining safe positive, caring, and inclusive learning environments.
7	**Focus on Student Learning** - Skills in the planning and design of meaningful learning activities that support and have positive impact on student learning based upon knowledge of subject matter, students, the community, curriculum standards, and integration of appropriate technology.
8	**Professional & Ethical Dispositions and Communication -** Professional dispositions, professionalism in teaching, and ethical standards of conduct consistent with Marianist values, and positive and constructive relationships with parents, the school community and professional colleagues.

Course Learning Outcomes
1. Analyze current instructional practice to ensure strategies are rigorous, differentiated, and focused on the active involvement of the learner.
2. Develop an electronic portfolio that demonstrates proficiency across all inTASC standards
3. Develop a professional teaching resume that can be disseminated while applying for teaching positions.
4. Engage in meaningful professional learning through regular examination of practice via ongoing study, self-reflection and collaboration.

Alignment of learning outcomes

	CLO1	CLO2	CLO3	CLO4
Marianist Values	Provide an integral and quality education	Provide an integral and quality education Educate for service. Justice and peace Educate for adaptation and change	Provide an integral and quality education Educate for adaptation and change	Provide an integral and quality education Educate for service. Justice and peace
WASC Core Competencies	Written Communication Quantitative Reasoning	Written Communication Information Literacy	Written Communication Information Literacy	Written Communication
Program Outcomes	1, 2, 3, 4, 5, 6, 7	8	8	8
Essential Questions	1	1	1	1

Course Requirements

Grading: Students will in this course will be evaluated in 4 areas: the context for learning, the analysis of student learning, the professional portfolio, and discussion of critical incidents.

Grading

Assignments	% of grade	Assignment Description
Context for learning	25	Leverage student, classroom, school and community assets to support student learning
Analyzing student learning	25	Collect, analyze and provide feedback to student work
Professional Portfolio	50	Develop an electronic Portfolio (i.e., website) demonstrating competency of the 10 inTASC standards, Education Philosophy, as well as Competency of CUH Program Learning Outcomes

Course Policies

Late Work Policy
Students are expected to submit all work by the due dates posted on Canvas. Work submitted after the due date will not receive full credit.

IMPORTANT NOTE ON LATE DISCUSSION POSTS:
The success of the course rests on the quality of these discussions. Without time to read and respond to your peers, our shared classroom community (and the possibilities for learning therein) will suffer. *As a result, discussion posts that are more than one week late will receive no credit.*

Group Work/Cooperative Learning Policy
Learning requires the interaction and support of others. In other words, knowledge is socially constructed. In order to support learning of all students you will be expected to work cooperatively with others in this course. Your contribution to discussions and the feedback that you provide will support your learning as well as the learning of others in this course. You must come prepared to each session (i.e., complete assignments, read) in order to learn and help others.

Tentative Activities and Assignment Schedule

The activities provided below are specific to the Spring 2019 implementation of interdisciplinary EDUC 686 & ED 490E Seminar - Elementary Education. Module details, including specific learning activities are available on Canvas.

Week	Activities
1	1. Course Introduction 2. Privacy Guidelines for ST Seminar
2	1. Introduction Videos a. My ST Classroom b. Context & CT insights
3	1. Assigned reading and discussion - Student diversity and culturally responsive teaching
4	1. Read and discuss - *How to Develop A Professional Portfolio* - Chapters 1, 2, 4, 5, 7 2. Portfolio a. Preparing for artifact collection b. Create ePortfolio Web Page
5	1. Database search (Identify/Define and Locate) for Teaching Philosophy paper
6	1. Teaching Philosophy Essay Sources - CRAAP Test

7-8	1. Write or revise Teaching Philosophy
9	1. Portfolio - Resume writing
10	1. Portfolio - Identify CUH Artifacts for inTASC Standards 1-3 (The Learner & learning) 2. Portfolio - Write alignment summaries for inTASC Standards 1-3 and artifacts
11	**HI DOE SPRING BREAK**
12	1. Portfolio - Identify CUH Artifacts for inTASC Standards 4-5 (Content) 2. Portfolio - Write alignment summaries for inTASC Standards 4-5 and artifacts
13	1. Portfolio - Identify CUH Artifacts inTASC Standards 6-8 (Instructional Practice) 2. Portfolio - Write alignment summaries for inTASC Standards 6-8 and artifacts
14	1. Portfolio - Write alignment summaries for inTASC Standards 9-10 and artifacts (Professional Responsibility) 2. Portfolio - Identify CUH Artifacts inTASC Standards 9-10 (Professional Responsibility)
15	1. Portfolio - Using technology in the classroom - database search & CRAAP Test
16	1. Collect Student Work for Analysis 2. Write/Revise Technology Statement
17	1. Provide feedback on student work samples
18	1. Analyzing student learning
19	1. Using assessment to inform instruction
20	1. Portfolio - How have you demonstrated competency of the CUH Education Program Learning Outcomes 2. Portfolio - Letters of recommendation 3. Portfolio - Finalize and publish your ePortfolio

the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodates. Please refer any questions to the Dean of Students.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:
   ● Chaminade Counseling Center 808 735-4845.
   ● Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:
   1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
   2. Develop ideas, themes, and main points coherently and concisely.
   3. Adopt modes and styles appropriate to their purpose and audience.
   4. Be clear, complete, and effective.
   5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

 Plagiarism: "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:
   1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
   2. Paraphrasing the work of another without proper author acknowledgement.
   3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your **Student Handbook** for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Deportment, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them

as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's 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.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.