



Course Syllabus

Chaminade University of Honolulu

Course Number: ED 495

Course Title: STUDENT TEACHING: SECONDARY

School of Education and Behavioral Sciences/Education Division

Term: 2020-2021 Special Spring Student Teaching Semester

Course Credits: 9 cr

Online/4 On-ground sessions Ching Conference Center

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Office Hours: If you would like to meet, please contact me via email/phone for an appointment.

University Catalog Course Description:

This course provides supervised teaching in approved secondary schools. This course is held during a special student teaching semester that is aligned with the public schools' semester for teachers. Concurrent enrollment in the ED 490 or ED 492 seminar is required. Prerequisites: Passing Praxis II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines, and completion of all course requirements for Elementary Education major. This course is Credit/No Credit.

Prerequisite: Passing scores for PRAXIS II or meeting content credit requirements
All required education courses

Course Dates: January 4, 2021 – June 1, 2021

Course Format: On-line and four face-to-face (online) On-ground sessions to be held with assignments uploaded on Canvas

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

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 student's life experience.

- a. Education is an active process.
 - b. Teaching and learning are reciprocal processes.
 - c. Diversity enriches education by providing many different cultural values and viewpoints.
 - d. Varied instruction for individual differences and learning styles facilitates learning.
 - e. Learning is facilitated by integrating curriculum, using cooperative learning strategies, having high expectations of the learner, and making curriculum relevant to the world outside of the classroom.
 - f. Teachers are responsible for nurturing students' desire to learn.
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.
- a. Learning requires a safe, stimulating environment where each student is nurtured.
 - b. School, community, and family collaboration support learning.
4. *Education for Service, Peace, and Justice* (Pono): All members of the community strive to serve both the University and the larger surrounding community. Additionally, all members dispense and receive justice to and from each other in both the internal and external communities.
- a. Students must be educated for responsible citizenship, and self-directed lifelong learning.
 - b. Peace is facilitated through cultural awareness and service in support of justice.
5. *Education for Adaptation and Change* ('Āina): True to the tradition of faith, a Marianist-founded education prepares students for tomorrow and facilitates adapting to the changes brought about each day. This scholarly community of learners regards technology as a critical aid in the quest for understanding in a changing world.
- a. Creative problem solving, divergent thinking and effective communication are nurtured.
 - b. Reflection facilitates learning.
 - c. Technology enriches the learning environment and the learning experience.
 - d. Assessment improves instruction and increases student achievement.
 - e. Students must be educated for responsible citizenship, and self-directed lifelong learning.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Īlelo No'eau 364) May I live by God
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Īlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Īlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Īlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Īlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes

Upon completion of the undergraduate B.S. program in Secondary Education, students will be able to:

1. Apply knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students.
2. Describe central concepts, tools of inquiry and structures of the subject matter disciplines for Secondary students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for Secondary students.
4. Analyze the history, values, commitments, and ethics of the teaching profession within the school community.
5. Explain the Marianist tradition of providing an integral, quality education within diverse learning communities.

Knowledge Bases

The knowledge bases that define the Conceptual Framework for Chaminade University's teacher preparation program include 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.

Course Learning Outcomes

At the end of this course, successful teacher candidates will:

- CLO1 Understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- CLO2 Use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- CLO3 Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- CLO4 Understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these

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aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

- CLO5 Understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- CLO6 Understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- CLO7 Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- CLO8 Understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- CLO9 Engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapt practice to meet the needs of each learner.
- CLO10 Seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Course Materials:

- Student Teaching Handbook
- Student Teaching Forms for Student Teacher, Cooperating Teacher, and University Supervisor
- Student Teaching Orientation Packet
 - Deadlines Checklist
 - Dispositions Assessment
 - Mid-Term Evaluation
 - Final Evaluation, Final Summary Recommendation Form
 - Student Teaching Agreement Form
 - Weekly Meeting Form
 - Lesson Plan Requirements
 - DOK Graphic
 - Solo Plan Template

Technical Assistance for Canvas Users:

- Search for help on specific topics at help.instructure.com
- [Chat live with Canvas Support 24/7/365](#)
- Watch this [video to get you started](#) with online guides and tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu, or call (808) 735-4855

Assessment Plan

Assignment	CLO	Assignment Description	Max Points	Minimum
Student Teaching Agreement	1 – 10	Sign and agree to the nine requirements specified on the Student Teaching Agreement form	1	1
Weekly Meeting Forms	1, 2, 3, 4, 5, 9	Weekly summaries of discussions with CT and US on critical happenings in the classroom, including demonstrated areas of strength and areas in need of improvement.	20	15
Mid-term Evaluation	1 – 10	Mid-Term Evaluation	15	15
Participation in the On-ground Sessions	9, 10	Required participation (via Zoom or face-to-face) at all four On-ground Sessions.	16	8
Final Evaluation	1 – 10	Final Evaluation	20	20

Course Policies

Grading Policy

Refer to the Student Teaching Handbook

Education Division Incomplete Grade Policy. At the discretion of the faculty member, a grade of “I” may be assigned to a student who has successfully completed a majority of the coursework, but who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule. The issuance of an “I” grade is not automatic. Prior to reporting final grades, a contract must be made between the student and the instructor for the completion of the required coursework. This contract must reflect a final default grade if the student does not submit the required assignments. Since the deadline date is 90 days past the end of term date and includes the time required by the instructor to review, grade, and submit the paperwork reflecting the final grade, this deadline date may not be extended.

Instructor and Student Communication

Questions for this course can be emailed to the instructor. Online, in-person and phone conferences can be arranged.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with

Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Counseling Center at (808) 735-4845 for further information.

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

The following attendance policy is from the 2018-2019 Academic Catalog (p. 57-58). Faculty members should also check with their divisions for division-specific guidelines.

Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any unexcused absence of two consecutive weeks or more may result in being withdrawn from the course by the instructor, although the instructor is not required to withdraw students in that scenario. Repeated absences put students at risk of failing grades.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Online courses and the online portion of hybrid courses. Online participation will be via assignment submittals. On-ground sessions will require attendance via Zoom or face-to-face.

Education Division Attendance Policy

3. Additional Notes.

3.1 If a student does not log on to an online course for the first two weeks, the instructor should notify the Dean and the student will be withdrawn from the course.

3.2 Any student who stops participating in an online course without officially withdrawing may receive a failing grade.

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook: <https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf>

KSD Referrals.

- Background: Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the Education Division at the Fall 2011 Chaminade Faculty Retreat. The KSD referral system is in place to help undergraduate and graduate students in reaching their goals to become highly-qualified and highly-effective educators and administrators. As our Education Division mission states, we strive "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." Part of this is to ensure that each teacher candidate or educational leader taking our coursework is knowledgeable in the content area, possesses the needed skills to teach that content, and has dispositions that are reflective of an education professional with accompanying Marianist values.
- Referral process: Any member of the Education Team, defined as an employee of the Education Division and including adjunct instructors, can initiate a KSD referral to the Dean at any time and for any student taking an education course (see attached form). Referrals can also be made to the Dean for our students taking non-education courses.

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

Other Relevant Course Information

Required Email. Students are required to use their Chaminade University Email to correspond with instructors. Your email may be accessed through the University Portal at <https://portal.chaminade.edu/>.

Important Dates and Financial Aid Information. Contact the Registrar's Office or view this [website](#) for important add, drop, and withdrawal dates for this semester. Please be sure to contact your University Financial Aid Counselor before dropping or withdrawing from any class, as this may impact your financial aid status.

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:

- 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.
- Paraphrasing the work of another without proper acknowledgement.
- 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.

Schedule

Please refer to the Deadlines Checklist provided at your Student Teaching Orientation session for course tasks, deadlines, and submittal information.