



# Chaminade University OF HONOLULU

## Special Education: Student Teaching Seminar

Semester/Year: July 2021 July 28, 2021- December 17, 2021	Instructor: Mary E. Smith, Ph.D.
Course# and Credits: EDUC 688 3 credits	Email: Msmith2@chaminade.edu
Class Title: SPED: Student Teaching Seminar	Telephone: 808-735-4833 (o) 808-371-9679 ©
Course Format: On-line	Office Hours: By appointment
Student Teaching Requirement: Seminar runs concurrently with student teaching practicum	Office Location: Brogan Hall: Rm.131
WEBSITE: InTASC Standards <a href="http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29-x1025.html">http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_%28April_2011%29-x1025.html</a>	Text: (Optional) <i>How to Develop A Professional Portfolio: A Manual for Teachers</i> , Dorothy M. Campbell, Pamela Cignetti, Beverly Melenyzer & others, ISBN: 9780-1331-0117-1, Pearson, 6 <sup>th</sup> edition

### **Catalog Description:**

Student Teaching Seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios. Prerequisite: Pass PRAXIS II and acceptance to student teaching.

### **Education Division Mission Statement and Marianist Values:**

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 Marianists' values, current research, and best practices. In the Special Education Student Teaching Seminar students create an ePortfolio. In the ePortfolio, students address the ten Interstate New Teacher Assessment and Support Consortium (INTASC) standards, providing artifacts and reflections of their understanding and implementation of them during their student teaching practicum. These are aligned with the Education Division's Program Learning Outcomes. In addition, students provide a reflection on how the Marianist Characteristics inform their teaching practices.

### **Essential Question -**

1. How do we evaluate our Special Education Teaching Program and how our Teacher Candidates demonstrate their proficiency as qualified teacher candidates?

**Program Learning Outcomes (PLOs):**

Upon completion of the M.A. in Teaching, Special Education students will be able to:

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for SPED students.
2. Evaluate central concepts, tools of inquiry and structures of the subject matter disciplines for SPED students.
3. Utilize formative and summative assessments, to determine, select, and implement effective instructional strategies for SPED 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.

**Course Learning Objectives:** At the end of this course, the teacher candidates will:

<b>CLO 1</b>	Analyze and implement effective instructional practices for the special education learner.
<b>CLO 2</b>	Develop an electronic portfolio that demonstrates proficiency across all INTASC standards, includes a resume, Individual Education Plan (IEP), final student teaching evaluations and professional recommendations.
<b>CLO 3</b>	Engage in meaningful professional learning through regular examination of practice via ongoing study, self-reflection and collaboration.
<b>CLO 4</b>	Reflect upon the Marianist Values and discuss how they help you provide an integral, quality education for your special education students.

**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 & the Integrity of Creation
5. Educate for Adaptation and Change

**WASC Core Competencies:**

1. Written Communication
2. Oral Communication
3. Quantitative reasoning
4. Critical Thinking
5. Information Literacy

**Alignment of Learning Outcomes:**

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values				2

WASC Core Competencies	4	5	1	
Program Learning Outcomes	1	2	2,3	5
Essential Questions	1	1		

**Course Requirements:**

This class follows a weekly schedule. It begins on a Monday and ends on Sunday. This course is designed to be interactive through the use of threaded discussions (students posts, respond to other students' posts). Students must post their assignments by Saturday, 11:59 pm of specified week and respond to colleagues by Sunday, 11:59pm. There will be a loss of points for tardy submissions.

**Key Assignment:** To document candidates' progress toward the mastery of the requisite knowledge, skills and dispositions for teacher licensure, all required courses have a key assignment. Key assignments are assessed via a rubric linked to the relevant program learning outcome(s). The key assignment is the Student Teaching ePortfolio. By the end of the semester students will need to have a resume and 3 letters of recommendation in their ePortfolio. The letters of recommendation are usually written by those who have observed your teaching you in an educational setting such as your Cooperating Teacher, University Supervisor, Department Head, Principal, etc. It is best to ask people as early as possible for these. You may consider asking your principal/Dept. Head/Curriculum Specialist to come in and observe your teaching if you are going to request a letter from them. There is no form or template for this since this is a standard request of administrators and can simply be addressed to "Whom It May Concern."

<b>ED 490 Student Teaching Seminar Course Requirements</b>	<b>points</b>
<b>Discussions/Reflection/ Critical Incident Assignments:</b> Students will share particular situations from their student teaching classroom. Template in Files.	<b>20</b>
<b>ePortfolio: Contents include:</b> <ul style="list-style-type: none"> <li>• <b>Professional Introduction/Autobiographical Sketch:</b> This will be your introduction in your electronic portfolio. Describe personal but education related experiences. You do want to present your 'best side', include picture (1-2 pages, double-space).</li> <li>• <b>Teaching Philosophy:</b> A Teaching Philosophy is a description of a teacher's beliefs about children, learning, and teaching as it relates to schooling. This should be a statement of your own personal educational beliefs. It could include your belief about how children learn, how you will address their learning needs, your approach to classroom management, your plan to work with families, etc. Some students have started with an inspiring quote that they resonate with and then build upon it. It is your own personal teaching philosophy. Since one's approach to teaching is influenced by past educators, philosophers, psychologists, behavior</li> </ul>	<b>180</b>

<p>specialists, etc. it is best to acknowledge this lineage, so include reference them in your paper, include 1 or 2 references. 1-2 pages, double-space).</p> <ul style="list-style-type: none"> <li>• <b>Two artifacts/reflections on the 10 Interstate Teacher Assessment and Support Consortium (InTASC) standards. (10 points each).</b> This can be done directly in your electronic eportfolio, you can provide a link in your canvas posting so other students can see and respond to it.</li> <li>• <b>Academic Credentials: Resume, <u>3 letters of recommendation*</u>, final Student Teaching Evaluation (<b>hard copy of letters and recommendation goes to the Education Division, Field Director</b>).</b> Scanned copies need to be placed in your portfolio.</li> <li>• <b>Individual Educational Plan (IEP) Assignment:</b> an example of one you created (real or practice with identifying information omitted.)</li> <li>• <b>Attractive Portfolio, organized, easily accessible, inviting.</b></li> </ul>	
<b>TOTAL</b>	<b>200</b>

➤ Points will be awarded for the attractive presentation of the portfolio. You can use any electronic portfolio program available.

### **Grading Scale:**

A = 200 to 180 points

B = 179 to 160 points

C = 159 to 140 points

All graduate students must earn an ‘A’ or a ‘B’ to receive credit for the course.

### **Chaminade Support**

For technical questions contact the [Chaminade helpdesk](#) (808) 735-4855.

### **University Policies**

- **Attendance:** As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the Division* as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.
- **Writing Standards:** All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:
  - ✓ Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
  - ✓ Develop ideas, themes, and main points coherently and concisely.
  - ✓ Adopt modes and styles appropriate to their purpose and audience.
  - ✓ Be clear, complete, and effective.
  - ✓ 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.
- **Academic Honesty Statement:** In the cases of alleged academic dishonesty (such as plagiarism, cheating, claiming work not done by the student, or lying) where a faculty member observes or discovers the dishonesty, the faculty members may choose to confront the student and handle the matter between

the faculty member and the student, or the faculty member may choose to refer the incident to the Dean or Graduate Program Director. (If the Dean or the Director is the instructor in question, the concern shall be directed to the Provost; if the Provost is the instructor in question, the concern shall be directed to the President.) If the faculty member chooses to confront the situation and it is not satisfactorily resolved between the faculty member and the student, the matter may then be referred or appealed to the Dean or Director.

- In either case, the Divisional Dean or Graduate Program Director may choose to 1) resolve the matter through a meeting with both the student and the faculty member, or 2) refer the matter to the Provost. The findings, in either case are final.
- If alleged academic dishonesty is reported to a faculty member by a third party, then the faculty member will meet with the Divisional Dean or Graduate Program Director; to determine whether the evidence warrants an investigation, and how the investigation will be handled. It may also be decided that the faculty member will either confront the student or, assuming enough evidence is present to warrant action, turn the matter over to the Divisional Dean or Program Director to either resolve or organize a hearing.
- If the student is found guilty of the charges of academic dishonesty, the student may be subject to academic penalties such as failure of the course, exam, or assignment. Other penalties from the list of possible disciplinary sanctions may also be deemed appropriate.
- Please refer to your **Student Handbook** and the **Graduate 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.

**Appropriate Technology:** Email/Texting: I respond to both email and text. I will respond to questions/concerns within 24 hours. Please do not hesitate to text for urgent matters.

### **Netiquette for Online Activities**

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Add value in your comments. Avoid short, repetitive “I agree” responses.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties

### **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 Kokua Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

### **Title IX Compliance**

Chaminade University of Honolulu (CUH) 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 Chaminade Counseling Center at 808 735-4845 and/or any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **Education Division Attendance Policy (Revised 12/22/11)**

- As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.
- *Students must follow the attendance policy as stipulated in the syllabus of Education Division courses. Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.*
- **Excused Absences.**
- Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.
- In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).
- **Unexcused Absences.** Chaminade University policy states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:
- **On-ground courses.** When unexcused absences total more than 10% of the number of classes will result in a lowering of the overall grade by one letter grade. A student who misses 20% or more should withdraw or be administratively withdrawn.
- Accelerated Semester Classes (10 classes): More than one absence lowers grade one letter. Missing more than two classes results in failure or withdrawal.
- Undergraduate Day Courses TTh (30 classes): More than 3 absences lowers grade one letter. Missing more than six classes results in failure or withdrawal.
- Undergraduate Day Courses MWF (45 classes): More than 4 absences lowers grade one letter. Missing more than nine classes results in failure or withdrawal.
- **Hybrid courses** (online combined with 3 or more on-ground meetings) One absence from on-ground classes lowers grade one letter. Two or more absences from on-ground meetings results in failure or withdrawal. For the online portion of the course the instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.
- **Online courses and online portion of hybrid courses.** The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

- **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. (For example, the grade notation would be: IB, IC, ID, or IF. The default for an “I” that is submitted without an alternative grade is “F.”) The contract must include a detail of the remaining coursework and the final deadline date by which the grade is to be submitted. (Note: 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.*
- **Additional Notes**
- **3.1** *If a student does not logon to an online or hybrid 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 attending an on-ground course or stops participating in an online course without officially withdrawing may receive a failing grade.*
- **KSD Referrals**
- **Background:** Implementation of the Knowledge/Skill/Disposition (KSD) referral system was approved by the 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.
- **Syllabus Change Policy:** This syllabus is a guide and every attempt is made to provide an accurate overview of the course. Occasionally, it necessary for the instructor to modify the syllabus during the semester due to the progress of the class, experiences of the students, and unforeseen changes in the schedule. Changes to the syllabus will be made with advance notice whenever possible.

Schedule	
Week	Topic
1/2	Student Introductions/ InTasc Standards
3	Artifact Requirements/ Examples
4	Culturally Responsive Teaching
5	Professional Introduction
6	Teaching Philosophy
7	InTasc 1/ Critical Incident Assignment
8	InTasc 2
9	InTasc 3
10	InTasc 4
11	InTasc 5
12	InTasc 6

<b>13</b>	<b>InTasc 7/ IEP Assignment</b>
<b>14</b>	<b>InTasc 8/ Critical Incident</b>
<b>15</b>	<b>InTasc 9</b>
<b>16</b>	<b>InTasc 10</b>
<b>17</b>	<b>Update resume/ Marianist Reflection</b>
<b>18</b>	<b>Thanksgiving</b>
<b>19</b>	<b>Future Goals/Lifelong Learner</b>
<b>20</b>	<b>Include student teacher evaluation, LORs</b>