



Chaminade University OF HONOLULU

ED 490/ EDUC 688 Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: ED 490-90-9/ EDUC 688-90-8

Course Title: Special Education Student Teaching Seminar

Department Name: School of Education and Behavioral Sciences

College/School/Division Name: Education

Term: Spring 2023

Course Credits: 3 credits

Instructor Name: Denise Dugan

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Office Hours: Tuesday and Thursday 12-1 and by appointment

WEBSITE:

[InTASC/HTSB Teacher Performance Standards](#)

University Course Catalog Description

Student support seminar is required with all student teaching courses. Student completes Standards-based Exit Portfolios.

Prerequisite: Pass PRAXIS II or have met subject-credit eligibility requirements per Hawaii Teacher Standards Board (HTSB) Guidelines and acceptance to student teach.

Co-requisite: EDUC 689

Course Overview

This course is the culminating seminar for teacher candidates enrolled in a supervised student teaching placement. In this class you will reflect on your experiences as a student teacher and create a portfolio to showcase the work you have completed as a student at Chaminade University of Honolulu. This seminar is the capstone experience in your pre-service teacher education.

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
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

WASC Core Competencies:

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

Course Learning Outcomes

By the end of our course, students will be able to:

1. Analyze and implement effective instructional practices for the special education learner
2. 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
3. Engage in meaningful professional learning through regular examination of practice via ongoing study, self-reflection and collaboration.
4. Reflect upon the Marianist Values and discuss how they help you provide an integral, quality education for your special education students.

Alignment of Course 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

Required Learning Materials

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

Course Website:

[ED 490](#)

[EDUC 688](#)

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Assessment

Assignments should be turned in on the due date noted on the course Canvas page or otherwise indicated in class; late assignments will earn a maximum of 50% credit and will negatively impact your grade in the course. Descriptions of all assignments along with scoring rubrics are available on the course Canvas page. Letter grades for the course will be determined by the following formula:

Assignment Groupings	% of Grade	Assignment Description
Context for learning	20	Leverage student, classroom, school and community assets to support student learning
Analyzing student learning	20	Collect, analyze and provide feedback to student work
Professional Portfolio	60	Develop an electronic Portfolio (i.e., website) demonstrating competency of the 10 inTASC standards, Ed Philosophy Statement, Resume, Letters of recommendation as well as Competency of CUH Program Learning Outcomes

Letter grades are given in all courses except those conducted on a credit/no credit basis. Grades are calculated from the student's daily work, class participation, quizzes, tests, term papers, reports and the final examination. They are interpreted as follows:

- A Outstanding scholarship and an unusual degree of intellectual initiative
- B Superior work done in a consistent and intellectual manner
- C Average grade indicating a competent grasp of subject matter
- D Inferior work of the lowest passing grade, not satisfactory for fulfillment of prerequisite course work (only for DUG students)
- F Failed to grasp the minimum subject matter; no credit given

In this course, letter grades are defined as follows:

A 100-90.9%	B 89.9-80%	C 79.9-70%	D 69.9-60	F 50%-0%
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Late Work Policy:

All assignments should be turned in by the due date. I am willing to accept late work; however, late assignments will receive a lower grade.

Grade of Incomplete:

If students are unable to complete the course due to circumstances beyond their control, the instructor will consider offering a grade of "incomplete". This will provide the student with up to 90 days beyond the end of the term to complete all outstanding course requirements. Please note that a grade of "incomplete" must be discussed with the instructor before the end of the term. If a student does not contact the instructor by the end of the term to discuss the possibility of an incomplete, they will be awarded the grade they have earned to that point.

Tentative Schedule of Activities Week Activities

Week	Assignments
1	1. Privacy Guidelines for Student Teaching Seminar
2	1. Introduction Videos - My Student Teaching Classroom 2. Context & CT insights
3	1. Assigned reading and reflection - Student diversity and culturally responsive teaching
4	1. Read - Most Influential Theories of Learning AND The impact of Educational Theories on Educational Practice 2. Ed philosophy statement
5	1. Critical incident #1 2. Participate in Communities of Practice
6	1. Collect Student Work for Analysis 2. Provide Feedback to student work samples 3. Critical incident #1 discussion
7	1. Analyzing student learning
8	1. Using assessment to inform instruction
9	1. Read and discuss - How to Develop A Professional Portfolio - Chapters 1, 2, 4, 5, 7 2. Developing a professional portfolio 3. Preparing for artifact collection 4. Create ePortfolio Web Page
10	HI DOE SPRING BREAK
11	1. Portfolio - Resume writing
12	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)
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 - Identify CUH Artifacts for inTASC Standards 4-5 (Content) 2. Portfolio - Write alignment summaries for inTASC Standards 4-5 and artifacts
15	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
16	1. Critical incident #2
17	1. Participate in Communities of Practice 2. Critical Incident #2 discussion
18	1. Portfolio - Self-Reflection and Professional Goals 2. Complete dispositions self-assessment 3. Portfolio - How have you demonstrated competency of the CUH Education Program Learning Outcomes?
19	1. Portfolio - Letters of recommendation 2. Portfolio - Finalize and publish your ePortfolio 3. End of program surveys