



## ED490S / EDUC684 Course Syllabus

Spring 2024, 3 Credits

*Secondary Student Teaching Seminar*

School of Education and Behavioral Sciences

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

3140 Waialae Avenue - Honolulu, HI 96816

**Instructor:** Dr. Chris Padesky

**Email:** christopher.padesky@chaminade.edu

**Office Hours:** By Appointment

**Office Location:** Brogan 124

Email is the best way to reach me with questions about course assignments or policies. I will answer all emails by the next school day (usually within 24 hours, though weekends and holidays may take longer).

### **Required Texts:**

*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:**

This course can be accessed through your Canvas dashboard at <https://chaminade.instructure.com/>

### **Course Catalog Description:**

ED 490S: 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: 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.

**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

While all five characteristics are present in this course, we will pay particular attention to “providing an integral, quality education” This course is the capstone in your education program, so it is at this point that you begin to shift from *receiving* an integral, quality education, to providing that experience to your own students. Throughout this course, you will reflect on what you have learned in this program, and think about how you will enact the Marianist characteristics in your career as an educator. This reflection will be documented in your final portfolio at the end of the semester.

**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

**Model Code of Ethics for Educators:**

The Model Code of Ethics for Educators is intertwined throughout the various activities within this course, as well as the other courses you will take within this program. The responsibility to profession, of professional competence, to our students, to the school, and with the use of technology are integral to all aspects of this course.

Principle II: Responsibility for Professional Competence has alignment with activities in this course.

- A.2 Incorporating into one's practice state and national standards, including those specific to one's discipline
- B.1 Appropriately recognizing others' work by citing data or materials from published, unpublished, or electronic sources when disseminating information
- B.4 Seeking and using evidence, instructional data, research, and professional knowledge to inform practice
- A.3. Advocating for equitable educational opportunities for all students
- A.5 Reflecting upon and assessing one's professional skills, knowledge and competency on an ongoing basis
- C.1 Increasing students' access to the curriculum, activities and resources in order to provide a quality and equitable educational experience.

Principle III. Responsibility to students also has alignment with activities in this course.

- A.1 Respecting students by taking into account their age, gender, culture, setting and socioeconomic context
- B.1 Seeking to understand students' educational, academic, personal and social needs as well as students' values, beliefs, and cultural background
- B.2 Respecting the dignity, worth, and uniqueness of each individual student including, but not limited to, actual and perceived gender, gender expression, gender identity, civil status, family status, sexual orientation, religion, age, disability, race, ethnicity, socio-economic status, and culture
- C.1 Respecting the privacy of students and the need to hold in confidence certain forms of student communication, documents, or information obtained in the course of professional practice

### **Regular and Substantive Interaction**

#### **Feedback**

Once assignments are submitted, you will typically receive feedback in Canvas through the use of comments and within the documents submitted. Feedback and associated grades will be provided within one week of submission. Once received, you are expected to read and integrate the provided feedback into subsequent assignments.

#### **Discussions**

I will regularly participate in the canvas discussion boards. My participation in these discussions will align with the due dates set for those discussions.

**CUH Core Competencies:**

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

**Program Learning Outcomes (PLOs):**

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.

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

1. Synthesize knowledge of learner development, learner differences, diverse students and the learning environment to optimize learning for Secondary students.
2. Evaluate 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.

**Course Learning Outcomes (CLOs):**

Upon completion of this course, students will be able to:

1. Analyze current instructional practice to ensure strategies are rigorous, differentiated, and focused on the active involvement of the learner.
2. Articulate applications of learning theory in the classroom.
3. Develop an electronic portfolio
4. Employ assessment and feedback strategies
5. Engage in professional learning through regular examination of practice via

ongoing study, self-reflection and collaboration.

### Alignment of Learning Outcomes:

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	2	2		2	
CUH Core Competencies	4	1, 5	1	3	
Program Outcomes	1	1		3	

### Technical Assistance for Canvas Users:

- [How do I get help with Canvas as a student?](#)
- [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](mailto: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 (<https://chaminade.edu/advising/kokua-ike/>) 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](mailto: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:

<b>Assignment groupings</b>	<b>% of grade</b>	<b>Assignment Description</b>
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%)	B (89.9-80%)	C (79.9-70%)	D (69.9-60%)	F (59-0%)
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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 30 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
1	<ol style="list-style-type: none"> <li>1. Privacy Guidelines for Student Teaching Seminar</li> <li>2. MCEE Discussion</li> </ol>
2	<ol style="list-style-type: none"> <li>1. Introduction Videos - My Student Teaching Classroom</li> <li>2. Context &amp; CT insights</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Student diversity and culturally responsive teaching</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Ed philosophy statement</li> </ol>
5	<ol style="list-style-type: none"> <li>1. Critical incident #1</li> <li>2. Participate in Communities of Practice</li> <li>3. MCEE Discussion</li> </ol>
6	<ol style="list-style-type: none"> <li>1. Collect Student Work for Analysis</li> <li>2. Provide Feedback to student work samples</li> <li>3. Critical incident #1 discussion</li> </ol>
7	<ol style="list-style-type: none"> <li>1. Analyzing student learning</li> </ol>
8	<ol style="list-style-type: none"> <li>1. Using assessment to inform instruction</li> </ol>
9	<ol style="list-style-type: none"> <li>1. Developing a professional portfolio</li> <li>2. Preparing for artifact collection</li> <li>3. Create ePortfolio Web Page</li> </ol>
10	<ol style="list-style-type: none"> <li>1. Resume writing</li> </ol>
11	<b>HI DOE SPRING BREAK</b>
12	<ol style="list-style-type: none"> <li>1. Identify CUH Artifacts inTASC Standards 9-10 (Professional Responsibility)</li> <li>2. Write alignment summaries for inTASC Standards 9-10 and artifacts (Professional Responsibility)</li> </ol>
13	<ol style="list-style-type: none"> <li>1. Identify CUH Artifacts inTASC Standards 6-8 (Instructional Practice)</li> <li>2. Write alignment summaries for inTASC Standards 6-8 and artifacts</li> </ol>
14	<ol style="list-style-type: none"> <li>1. Identify CUH Artifacts for inTASC Standards 4-5 (Content)</li> <li>2. Write alignment summaries for inTASC Standards 4-5 and artifacts</li> </ol>
15	<ol style="list-style-type: none"> <li>1. Identify CUH Artifacts for inTASC Standards 1-3 (The Learner &amp; learning)</li> <li>2. Write alignment summaries for inTASC Standards 1-3 and artifacts</li> </ol>

16	1. Critical incident #2
17	1. Participate in Communities of Practice 2. Critical Incident #2 discussion
18	1. Self-Reflection and Professional Goals 2. Student Competency of Program Learning Outcomes?
19	1. Letters of recommendation 2. Finalize and publish your ePortfolio 3. End of program surveys

### University Policies

#### **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 Kōkua 'Ike: Center for Student Learning 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 Kōkua 'Ike Coordinator at (808) 739-8305 for further information ([ada@chaminade.edu](mailto:ada@chaminade.edu)).

#### **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 2019-2020 Academic Catalog (p. 54-55). 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 Tutor 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.

### **Academic Honesty:**

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For further information, please refer to the Student Handbook:  
<https://assets.chaminade.edu/wp-content/uploads/2023/12/04131800/23-24-Student-Handbook-Rev-12.4.23.pdf>

**Credit Hour Policy:**

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

**Credit hour calculation**

<b>Activity group</b>	<b>Hours of engagement</b>
Context for Learning	26 hours
Analyzing Student Learning	12 hours
Portfolio	78 hours
Reading (Course text and articles)	18 hours
Other (Course syllabus, overview materials, Google Drive)	10 hours
Total	144 hours