

STUDENT TEACHING PRACTICUM AND SEMINAR

ED 468R/668R

FALL, 2003---CHAMINADE UNIVERSITY OF HONOLULU

Instructor: Amy Shimamoto

Location: Kauai/Maui/Kona/Oahu/Hilo

Time: TBA

I. Course Description

Student teaching provides a program of experiential learning activities in a classroom setting. Emphasis is on the development of competencies based on the Council of Exceptional Children (CEC), Interstate New Teacher Assessment and Support Consortium (INTASC) and the Hawaii Teacher Standards (HTSB). These competencies include the areas of planning, instructional skills, strategies, management, content knowledge, organization, professionalism, human relations and an understanding of the developmental stages of students. A variety of activities are provided during this experience which enable the student teacher to develop and refine skills, to consider and test new ideas, and document professional growth.

Teachers must be contracted by the Department of Education for the 2003-2004 SY and teaching in a classroom of special education students (full/half time position). In addition, teachers must be in the RISE program.

This course is comprised of two distinct components: classroom performance and written requirements. Teachers are required to complete each section with a "B" or better in order to receive credit for this course.

II. Rationale:

- To provide an opportunity for teachers to practice skills, concepts, ideas and to understand the field of special education; i.e., to have "hands on" experience with children and youth who have various disabilities.
- To provide an appropriate setting for teachers to apply competencies (from program course work to working with students with disabilities).
- To permit Department of Education personnel and Chaminade faculty to view the performance of teachers in a special education classroom setting and to provide appropriate feedback.

III. Objectives:

- Gain increased knowledge of students with disabilities.
- Gain increased knowledge of instructional skills and content.
- Assess students' learning and behavior differences.
- Manage students' learning and behavior differences.

- Plan and implement educational programs for students with disabilities.
- Work with students in small and large group settings.
- Work with other professionals including administrators, related services personnel, district special education resource teachers, parents and other general and special education faculty members.
- Participate effectively in self-evaluation strategies.
- Communicate effectively with faculty, cooperating teacher, Department of Education supervisor and Chaminade University supervisor.

▪ **Course Materials**

Materials are handouts that will be distributed during class meeting

▪ **Course Format**

This course will be done through bi-weekly observations and 5 group meetings

IV. Administrative Requirements:

- **Attendance:** will be required for small discussion groups – date and time to be announced.
- **Incompletes: will not be given**
 - All papers must be received on or prior to the due date. If documents are mailed, it should be postmarked on the due date or earlier. For late papers, 25% of the total points received for the paper will be deducted per day.
- This class has two separate grades 1) observations and 2) written work. Both sections must have a grade of “B” or better in order to pass the entire class.

V. Academic Requirements

• **Classroom Performance**

• **Graded Observations**

- Teachers will have two graded observations, a midterm and a final, during the ten-week period. Teachers need to attain a B or better in order to meet the requirements of classroom performance.

Grading: 25.75 per graded observation

Total Points: 51.50(minimum)

• **Lesson Plan for Graded Observations:**

For each graded observation, teachers need to submit a detailed lesson plan following the RISE format. In addition, you will need to attach a copy of your unit plan that this lesson is linked to.

Due Date: Submit to evaluator the day of observation

Grading: Total Points: 40 x 2 = 80

• **Reflection for Graded Observation:**

- One week following the observation, teachers will submit the lesson reflection worksheet to the resource teacher. The final reflection must follow the new format.

Due Date: One calendar week following observation

Grading: Total Points: 25

- **Written Performance**

- **Teacher Philosophy:** With a year of teaching under your belt. Think about your philosophy of teaching:

- What are some beliefs that have changed?
- Based on what have these ideas changed and why have you departed from those beliefs?
- If there are no changes in your belief explain why
- What are some of your beliefs that have become stronger after a year a teaching?
- Explain why ~~you~~ these beliefs have become a fundamental part of your philosophy of teaching?
- Include experiences/examples that occurred last year that has impacted your change or stability of your philosophy.
- Attach a copy of your original philosophy from last year.

Due: TBA

Grading: Total Points: 25

- **Year Plan:**

Submit a year plan that reflects one content area that you will be teaching for the year.

- Identify the standards to be addressed, learner outcomes, culminating task.
- Describe the developmental scope and sequence of your curriculum.
- Identify the critical teaching areas: key concepts, skills and learning strategies.
- Be sure it covers a comprehensive range of skills.
- Addresses a variety of timelines.
- Use a different color pen to distinguish your changes and adjustments.
- Address interventions for diverse learners in class

RE-submit:

- Show on-going adjustments/changes and comments on how the plan is working. It is a working document.
- A written reflection on what you have learned by doing this planning.

Due: November 1 (Hilo), October 20 (Oahu), Kauai TBA
December 1, 2003 (All islands)

Grading: Total Points: 40 + 40 = 80

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Due Date: One calendar week following observation

Grading: Total Points: 25

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December 1, 2003 (All islands)

Grading: Total Points: 40 + 40 = 80

Date and time TBA

Points are deducted for no shows and late arrivals.

Points: 10 x 5 = 50 points total

*** For ED 668R Students only:**

- (1) Teachers will videotape themselves teaching a lesson and it can be shared with your respective resource teacher or peer. (2) Score the accompanying lesson plan using the lesson plan rubric. (3) Jointly, you will analyze the lesson noting the positive points and areas that need improvement with either a peer or your resource teacher. Agreements, conclusions reached after the joint meeting with your peer or RT. (4) Following this joint meeting you will submit a two page typed document summarizing the discussion and reflecting on the lesson. (5) Attach the detailed lesson plan, unit that lesson is linked to, lesson plan rubric with scores by you and your RT or peer and a copy of the video with the reflection sheet. Be sure to include the name of the RT or peer that you worked with. (Send all items to the RRSC Office)

Due Date: Dec 6, 2002

Grading:

Video of Lesson: 20 pts.

Scored Lesson Rubric: 10 pts.

Summary of Unit plan alignment to lesson: 20 points

Reflection: 50 pts.

Grading: Total Points: 100 pts.

This class has two separate grades 1) observations and 2) written work. Both sections must have a grade of "B" or better in order to pass the entire class.

Grades:

ED 468R Teachers:

Classroom Performance:

• Midterm Observation 25.75 points

• Final Observation 25.75 points

Total: 51.50 points (minimum for a "B")

Written Performance:

• Midterm Lesson Plan 40 points

• Final Lesson Plan 40 points

• Final Reflection Plan 25 points

• Teaching Philosophy 25 points

• Year Plan	80 points
• Portfolio	600 points
• Record-keeping System	43 points
• Seminars	50 points
• Probes	40 points
Total:	943 points

Written Performance Grade Spread Structure:

- A = 943 - 849
- B = 848 - 754
- C = 753 - 660
- D = 659 - 589
- F = 588

ED 668R Teachers:

Classroom Performance:

• Midterm Observation	25.75 points
• Final Observation	25.75 points
Total:	51.50 points (minimum)

Written Performance:

• Midterm Lesson Plan	40 points
• Final Lesson Plan	40 points
• Final Reflection Plan	25 points
• Teaching Philosophy	25 points
• Year Plan	80 points
• Portfolio	600 points
• Seminars	50 points
• Video	100 points
• Record-keeping System	43 points
• Probes	80 points
Total:	1083 points

• Written Performance Grade Point Structure

- A = 1083 - 9748
- B = 9747 - 8664
- C = 8663 - 7581
- D = 7580 - 6499
- F = 6497

Philosophy of Education

Copy of original philosophy attached	_____ (1)
Organization	_____ (1)
Clarity of ideas	_____ (1)
Sentence Fluency and Conventions	_____ (1)
Evidence:	
Restate beliefs from your first year?	_____ (1)
What beliefs have changed or been modified?	_____ (2)
How have these ideas changed or been modified?	_____ (3)
Why have you departed from those beliefs?	_____ (3)
Sub Total:	_____ (8)
If beliefs have not changed: Why? Explain.	_____ (8)
Sub Total:	_____ (8)
What are some beliefs that have become stronger?	_____ (2)
Explain why these beliefs have become a fundamental part of your philosophy?	_____ (5)
Include experiences/examples that occurred last year that has impacted your change or stability of your philosophy?	_____ (5)
Total	_____ (25)

Year Plan:

Identifies standards to be addressed	_____ (4)
Addresses learner outcomes	_____ (5)
Identifies culminating task	_____ (4)
Describes the developmental scope and sequence of the curriculum	_____ (5)
Identifies the critical teaching areas: key concepts, skills and learning strategies	_____ (4)
Year plan divided into units that will be taught	_____ (4)
Reflects a variety of estimated timeline for units to be taught.	_____ (4)
Addresses interventions for diverse learners	_____ (5)
Sub Total:	_____ (35)

On resubmit:

- Shows on-going adjustments/changes and comments regarding plan. _____(15)
- Uses a different color to distinguish changes and Adjustments made _____(5)
- What have you learned by using this planning? _____(25)
- Total** _____(35)+(45)=80

Record Keeping System:

1st Round

- What is the purpose of your record keeping system? _____(3)
- How does your record keeping system address this purpose? _____(3)
- Example of actual record keeping system (matches purpose) _____(2)
- Usability (Can others understand the grading system?) _____(2)
- What information can others gather from your record keeping system? _____(2)
- Explain how your system is aligned with the IEP, goals, Objectives, standards and benchmarks _____(8)
- Sub Total:** _____(20)

2nd Round

- Must have original record keeping system attached. _____(3)
- Explain adjustments and modifications to record keeping _____(5)
- What have you learned from this process? _____(15)
- What do you see changing or if it is working why? _____(15)
- Total:** _____(20)+(23) = 43

Portfolio:

- Will be based on how complete you are in documenting your evidences for each of the competencies and skills. It must show thought and clearly written rational for why you believe that your evidence that you chose meets those competencies.
- Total points** _____(600)

Probes:

A one page written summary of the probes tried in the class.

Guiding questions :

- Did it work why or why not?
- Is it something you would use again?
- What did you learn about your students by using this probe?
- If you wouldn't use it why not?
- Could it be modified to be used? How?

400 level	Total _____(40)
600 level	Total _____(80)

For ED 668 students only:

Video:

Video:	_____ (20)
Scored Lesson rubrics	_____ (10)
Unit plan	_____ (20)
Reflection	_____ (50)
Total	_____ (100)

These are some **guiding questions** but you may think of others:

- What have you learned by watching your video?
- What were some of you “aha” and “oh no” after reviewing the tape?
- In reflections what are some things that you might change the next time you teach this?
- What things confirmed that it was a strength area for you?

(Attached is a set of other guiding questions that you might want to ponder)

(Attached also is an observation form that you could use to help you watch your video)

Unit planning Form:

Unit Topic:

Overall time allotment:

Student's characteristics that need to be considered in teaching this unit:

List of resources and materials:

Unit objectives:

Unit procedures:

Introduction of unit:

Body (List of lessons- not complete lesson plans, activities and assignments):

Culminating activities:

Evaluation:

Answer the questions or place a check beside the appropriate responses.

Date: _____

Class observed: _____

Area 1 How did the teacher:

1. Start the lesson? _____

2. Tie it to previous learning? _____

3. Arouse students' interest? _____

Area 2 How did the teacher make the purpose and relevance of the lesson apparent?

1. By making direct statements _____
2. By eliciting reactions from students _____
3. Other (Specify.) _____

Area 3 What procedures were incorporated into the body of the lesson?

1. Lecture _____
2. Discussion _____
3. Audiovisual presentation _____
4. Demonstration _____
5. Student activities _____

Area 4 What materials were used in the course of the lesson?

1. Textbooks _____
2. Supplementary books _____
3. Films _____
4. Computers _____
5. Audiotapes _____
6. Videotapes _____
7. Television _____
8. Concrete objects _____
9. Transparencies _____
10. Illustrations _____
11. Models _____
12. Videodiscs _____
13. Other (Specify.) _____

Area 5 What was the teacher's style of teaching?

1. Direct _____

2. Indirect _____

Area 6 Did the teacher show a broad knowledge of the subjects area? _____ Did she or he stick to the textbook or bring in information from other sources as well? _____ Did she or he relate the subject matter to other content the students had studied, to current events, or to students' personal interests? _____ If so, how was this accomplished? _____

Area 7 What provisions were made for individual differences?

1. Small-group work _____

2. Individualized assignments _____

3. Differentiated reading materials _____

4. Other (Specify) _____

Area 8 What disciplinary techniques did the teacher use?

1. Flipping the light switch _____

2. Penalty points _____

3. Deprivation of privileges _____

4. Reward system _____

5. Time-out _____

6. Other (Specify) _____

Area 9 How did the teacher's personal qualities help advance the lesson?

1. Dressed appropriately, so that apparel did not distract from subject matter _____

2. Displayed no distracting mannerisms _____

3. Used correct grammar _____

4. Used appropriate voice volume and pitch _____

Area 10 How did the teacher end the lesson?

1. Summarized the day's learning _____

2. Assigned homework _____ If so, specify the kind of assignment. _____

3. Other (Specify) _____

Area 11 What evaluation techniques did the teacher use in the course of the lesson?

1. Oral questions _____

2. Written questions _____

3. Observation of students' verbal responses _____

4. Observation of students' application skills _____

5. Other (Specify) _____

Questions That Reflective Teachers Ask Themselves

Date: _____

Lesson: _____

Read and seriously consider the following questions. Choose several that pertain to your lesson and write answers for them.

1. Did the students learn anything? If so, why? If not, why not?
2. Did anything significant occur? If so, what and why?
3. Was the strategy I used the most effective one? What other strategies might have been effective?
4. How well did I relate the lesson to the students' knowledge, experiences, and interests? How might I have done this better?
5. How flexible was I in modifying the lesson according to the students' responses?
6. How well did I manage classroom behavior? What other behavioral techniques could I have used? What technique worked best and what didn't work? Why?
7. What connections were there between teaching strategies and students' learning? What does this tell me about what I need to do in the future?
8. What are some alternatives for conducting today's lesson?
9. How did I motivate the students? What are some other ways I might have motivated them?
10. Did I consider learning theory in preparing and implementing the lesson? If so, what theories worked? If not, what theories should I have considered?
11. Did I give students opportunities to direct their own learning? If so, how? If not, how could I have done this?
12. As a result of this lesson, what have I learned about teaching? How might I change to become a better teacher?