

ITE 312: Foundations in Curriculum and Instruction

Institute for Teacher Education
College of Education
University of Hawai`i at Manoa

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Class Dates and Times: Tuesdays from 8:00 to 10:30 a.m.

Location: Portable 4 A

Catalog Course Description: Introduction to Teaching, Elementary (3)
Standards-based planning, assessment, instruction, reflection; inclusive classroom management; unique multicultural environment; issues in education and curriculum. Developing knowledgeable, effective, caring professionals to support students' academic, social, emotional, physical needs. Emphasis on writing instruction. Co-requisite : 317. A-F only.

Focus designation: Writing Intensive

Statement Disability – KOKUA Program

If you have a disability and related access needs, please contact the KOKUA program (UH Disabled Student Services Office) at 956-7511, KOKUA@hawaii.edu, or go to Room 013 in the Queen Lili`uokalani Center for Student Services. Please know that I will work with you and KOKUA to meet your access needs based on disability documentation.

EECE Professional Dispositions Statement

The EECE Professional Dispositions reflect the standards and expectations of the College of Education, the Institute for Teacher Education, and the Elementary and Early Childhood Education Program. Teacher candidates must demonstrate professional behavior during all program-related activities (i.e., coursework, field experiences, meetings, and conferences). Difficulties in meeting dispositions result in a conference, initial letter of notice, plan of assistance for improvement, or dismissal. Professional dispositions are on the EECE website at:

http://www.hawaii.edu/coe/departments/ite/prog_bed_elem.shtml

Ethical Behavior

All work you submit as yours must include proper documentation and crediting of sources. Failure to properly introduce and document paraphrased material or borrowed ideas is plagiarism. Plagiarism carries serious consequences and possible dismissal from

the program. See the *UH General and Graduate Information Catalogue* under “Student Regulations” and the *UH Student Conduct Code* for specific guidelines related to plagiarism.

Laptop Computers in the Classroom

The following are specific expectations for laptop use in our classroom:

1. Bring your laptop to class when instructed.
2. The legitimate educational purpose of our class is to help prepare you for your professional career. Part of your development as a professional is learning the ability to practice and model courtesy and respect for your colleagues and instructors. Accordingly, engaging in personal emails, instant messaging, games and web surfing are not appropriate activities during class time.
3. Please turn on your laptops before class and keep the screens down until we are ready to use them. The other option is to leave them off until requested to turn them on.
4. Demonstrate ethical and responsible behavior during class and on the UH network.
5. Please charge your batteries before class.
6. When in class, please spend time only on the tasks associated with this course.
7. In general, use your laptops in class as you would expect your students to use theirs.

Standards-Based Education and the College of Education Conceptual Framework

Standards describe what teachers and students at all levels should know, be able to do, and care about. The College of Education Conceptual Framework and the Institute for Teacher Education require teacher candidates to be **knowledgeable, effective, and caring**. These three standards are a part of all learning experiences in your teacher education program. Here’s an overview, with Hawaiian proverbs from *‘Olelo No‘eau*:

a. Knowledgeable

Teacher candidates are knowledgeable about content, pedagogy, and professionalism; human growth and development; and the physical, mental, emotional, and social needs of students with diverse backgrounds and learning needs.

E lawe i ke a‘o malama, a e ‘oi mau ka na‘auao: He who takes his teachings and applies them increases his knowledge (Pukui, Mary Kawena. 1983. *‘Olelo No‘eau* 328. Honolulu, Bishop Museum Press).

‘A‘ohe pau ka ‘ike i ka halau ho‘okahi: All knowledge is not taught in the same school. One can learn from many sources (Pukui, Mary Kawena. 1983. *‘Olelo No‘eau* 203. Honolulu, Bishop Museum Press).

b. Effective

Teacher candidates have the professional experience and skills to teach so that all children can learn.

Ho a'e ka 'ike he'enalu i ka hokua o ka 'ale: Show [your] knowledge of surfing on the back of the wave. Talking about one's knowledge and skill is not enough; let it be proven (Pukui, Mary Kawena. 1983. 'Olelo No'eau 1013. Honolulu, Bishop Museum Press).

c. Caring

Teacher candidates care about students and their families and communities, teaching and learning, and their own professional development.

E kuahui like i ka hana: Let everybody pitch in and work together (Pukui, Mary Kawena. 1983. 'Olelo No'eau 323. Honolulu, Bishop Museum Press).

Course Goals and Content:

ITE 312 introduces cohort students to teaching at the Pre-K and K-6 levels and encourages students to examine what becoming a teacher means for them. Coursework is integrated with field experiences in order to support each candidate's development of independent and reflective thinking; meaningful communication and involvement with children, families, and colleagues; and a philosophy and knowledge base for teaching and learning. The Hawai'i Teacher Standards will be examined in depth.

Course Objectives:

1. Students will demonstrate the ability to analyze the information in assigned readings and relate it to their experiences in the FE classroom by discussing and reflecting upon what they are observing during in-class activities and conversations. Students will also keep a weekly journal in which they will make connections between their observations in their elementary school classroom, their own previous experiences, and course readings.
2. Students will demonstrate the ability to analyze their own educational experience by writing a three to five page elementary autobiography.
3. Students will demonstrate the ability to apply information gathered in readings and discussions about classroom management by selecting a student in their field placement to shadow for at least four days of OP experience.
4. Students will demonstrate the ability to evaluate the role of parents in the educational life of children by conducting an interview with a parent of an elementary student and drawing conclusions from their responses about parental influence.
5. Students will demonstrate the ability to begin to build an equitable learning community by creating a guidance plan for their reading lessons. (See ITE 313 assignments).

Required Texts and Readings:

Kohn, Alfie. (2006) *Beyond Discipline*. Alexandria, VA. ASCD

Landau, Barbara McEwan. (2004) *The Art of Classroom Management*. Saddle River, NJ. Prentice Hall

Tomlinson, Carol Ann & McTighe, Jay. (2006) *Integrating Differentiated Instruction and Understanding by Design: Connecting Content and Kids*. Alexandria, VA. ASCD

Field Experience and Student Teaching Handbook: Elementary and Early Childhood Education. (2006). Honolulu, HI: University of Hawaii College of Education. Available on the UHM COE ITE website

V. Web Resources:

ITE Information:

Student Handbook on the website:

<http://www.hawaii.edu/coe/departments/ite/EECEHandbook.htm>

Lesson Plan Format on the website:

<http://www.hawaii.edu/coe/departments/ite/documents/LessonPlanningFormat.doc>

DOE Information:

DOE home page

<http://doe.k12.hi.us/>

General Learner Outcomes (GLOs)

http://doe.k12.hi.us/standards/GLO_rubric.htm

Standards Toolkit HCPS III for content area and grade levels

<http://doe.k12.hi.us/standards/index.htm>

Hawaii Teacher Standards Board Teacher Standards:

http://www.htsb.org/standards/teacher_standards/teacher_index.html

Other:

Na Honua Maui Ola Hawaii – Hawaii Guidelines for Culturally Healthy and Responsive Learning Environments Website:

<http://www.olelo.hawaii.edu/dual/nhmo/>

For learners – starts on pg 23 of 95 / For educators – starts on pg 35 of 95

<http://www.olelo.hawaii.edu/pub/charle/NHMO.pdf>

Description of Course Assignments and Requirements:

Weekly Journals (30 points) (HTS I – X)

Each week you will write a journal entry reflecting on your experiences in your field placement classroom. You will connect your questions, observations, and discoveries with assigned readings. Keep one copy of your journal in your field placement classroom and bring a hard copy of each previous week’s journal to our Tuesday class to turn in to me. I will read and respond to each journal entry, returning it to you the following week. We will develop a rubric for this assignment together in class.

Elementary Autobiography (10 points) (HTS – I,II,III,IV,IX,X)

Tell your story. Write your own elementary school autobiography. Tell “your story” of going to school in grades kindergarten through six. Your paper should be 3-5 double-spaced pages.

Please use the following as an outline for your autobiography.

It should include:

- A brief description of your K-6 school or schools.
- Your memories of how your teachers did or did not focus on you as a learner (HTS I).
- Your memories of how your teachers and schools did or did not provide a safe and positive learning environment for you (HTS II).
- Your memories of how your teachers did or did not adapt curriculum for you and your classmates as diverse learners (HTS III).
- Provide detailed accounts of three positive and three negative experiences.

Elementary Autobiography Rubric

Criteria	Unacceptable	Acceptable	Target
Grammar and Spelling	More than five errors	Three to four errors	Error free
School Description	Created a brief but unclear picture of the school(s)	Created a brief picture of the school(s) with names(s) and location(s) but no description	Created a brief picture of school setting(s) with name(s), location(s) and description(s)
Teacher’s focus	No clear examples of how teachers did or did not focus on student needs	One or two examples of how teachers did or did not focus on student needs. Examples either focused on what teachers did do or did not do but not both.	Three or more examples of what teachers did do and did not do in terms of focusing on student needs.

Safe and Positive learning environments	No clear examples of how teachers did or did not create safe and positive learning environments.	One or two examples of how teachers did or did not create safe and positive learning environments. Examples either focused on what teachers did do or did not do but not both.	Three or more examples of what teachers did do and did not do in terms of creating safe and positive learning environments.
Adapt to learners' diversity	No clear examples of how teachers did or did not adapt curriculum for the diversity of the learners.	One or two examples of how teachers did or did not adapt curriculum for the diversity of the learners. Examples either focused on what teachers did do or did not do but not both.	Three or more examples of what teachers did do and did not do in terms of adapting curriculum for the diversity of the learners.

Child Study—(30 Points) (HTS- I,II,III, IV)

Choose one child in your classroom to “shadow.” This means that you will pay attention to what happens to that child—including that child’s actions and interactions—for at least four school days (but don’t make it obvious that you are watching this child in particular).

Your study should answer the following questions:

- What does this child do during the school day?
- How does his/her teacher interact with him/her?
- What guidance strategies does this teacher use with this student and are they the same or different from strategies used with other students? Please describe how they are similar and how they are different.
- How do other students interact with him/her?
- Is school a safe and positive place for this child? Why or why not?
- Describe the child’s participation in literacy activities. What literacy activities does this child engage in (e.g., silent reading, oral reading, writing, listening to the teacher read a story)? Note the amount of time and level of engagement. Does the child choose to read or write during any free time? If so, describe. If not, what does s/he choose to do? Does s/he ask for help if something is difficult? From whom? Does s/he collaborate with others? What do your observations tell you about this child’s literacy interests and attitudes?

- What can you learn about being a teacher and helping diverse learners by watching this child?
- If you were this student's teacher what would you do that is the same as your mentor teacher and what would you do that is different? What could you as this child's teacher do to improve his/her experiences and achievement in school? Justify your answers with citations related to democratic classroom management. Citations can be from in-class readings or readings you have found on the web.

During your child study, try to talk to the child you've chosen about his/her work and about school. If you need to, take more than four days to observe, as you go about your other classroom responsibilities.

Your child study should be 6- 8 double-spaced pages. As you prepare your paper, think about HTS I (focusing on the learner), HTS II (safe and positive learning environment), HTS III (adapting to learner diversity), and IV (effective communication of your observations in the classroom).

Note: The information gathered in this study is only to be shared between you and your course instructor. This requires your ability to be a professional who understands and respects the need for confidentiality when interacting in the lives of minors. Make sure you change the names of the student, the teacher and anyone else involved in your study.

Child Study Rubric

Criteria	Unacceptable	Acceptable	Target
Grammar and Spelling	More than five errors	Three to four errors	Error free
Time of observation	Less than four days	Four days	Four and a half days or more
Quality of observation	Brief, superficial, no depth or insight into student behaviors and teacher practices	Some depth and insight into student behaviors and teacher practices	Detailed depth and insight into student behaviors and teacher practices
Examples of management strategies observed	One or two examples provided	Two or three examples provided with detailed descriptions	Three or more examples provided with detailed descriptions
Examples of literacy activities and attitudes	One or two examples provided	Two or three examples provided with detailed descriptions	Three or more examples provided with detailed descriptions
Conclusion	Brief summary that lacks depth. “What would you do” response is superficial and does not show serious reflection or thought.	Some depth in summary. “What would you do” response shows an attempt to seriously reflect related to what was observed. Justifications for your suggested approaches include citations from sources.	In-depth summary. “What would you do” response is detailed and shows serious reflection related to what was observed. Justifications for your suggested approaches include citations from sources.

Parent Interview—(10 Points) (HTS – IX,X)

HTS 10 has to do with fostering relationships with parents and community members. For this assignment, you are asked to interview a parent who has a child in your field placement classroom. It would be ideal if you and your mentor decide that it would work to interview the parent or caregiver of your Child Study student. We will develop interview questions in our class that everyone will use to collect data on parents’ perspectives on schools and classrooms. Record or write down the questions you ask and the parent’s answers. If a parent does not want to answer a question or feels the question was answered already, make a note of that but do not press the parents for an answer. Also include any follow up answers you choose to ask and the answers to those.

The interview will serve two purposes. We will use them in class for small group discussions on what we learned from the interviews and how they will influence the decisions we make as teachers.

For the written assignment, you will submit the full interview—questions and answers. In addition, you will include a two to three page summary. The summary should answer the following questions:

- What conclusions can you draw from the answers you were given about how best to work with parents?
- What issues related to education emerged from your interview that you did not expect or that surprised you?
- What is your plan, at this point, for creating opportunities for parent/teacher contact in order to develop educational partnerships with them that will benefit you, the students and the parents?

Criteria	Unacceptable	Acceptable	Target
Grammar and Spelling	More than five errors	Three to four errors	Error free
Conclusions drawn from answers	Conclusions were brief and were not based on the answers provided by the parents.	Conclusions were thoughtful but one or two key issues raised by parents were not addressed.	Conclusions were thoughtful and addressed all the issues and concerns raised by parents.
Plan for educational partnerships	Plan is superficial and does not take the issues raised by the parent into account	Plan has some detail and does take most issues raised by the parent into account	Plan is detailed and addresses the issues and concerns raised by the parent.

Guidance Plan for Reading Lessons (20 points – 10 points each) (HTS I,II,III,IV)

Develop guidance plans for your two reading lessons (313 assignment). As you work on the broad goal of building an equitable classroom learning community, think about strategies you can use to try to make sure your lessons go smoothly and all children’s needs are met. You will want to consider students’ physical, social, emotional, and cognitive needs; include techniques which foster self-control and responsibility and promote positive interactions; and think of procedures which encourage learners to work together. We will discuss this assignment in class and develop a rubric for it together.

Course Requirements and Percent of Grade:

Assignments	Percentage of Grade	Hawaii Teacher Standards
Weekly Journals	30	All
Elementary Autobiography	10	I, II, III, IV, IX, X
Child Study	30	I, II, III, IV
Parent Interview	10	IX, X
Guidance Plan for Reading Lessons (313 assignment)	20	I, II, III, IV
Total	100	

Point System and Letter Grades:

90-100 points = A

80-89 points = B

70-79 points = C

60-69 points = D

Below 60 points = F

Tentative Course Outline – ITE 312

Date	Topic	Readings / Assignments Due
8/21	Course Introduction Cohort Discussion	
8/28	Hawai`i Teacher Standards	T&M Chapter 1 Syllabus questions Me Box
9/4	Classroom Environment	Kohn Chapter 1 Draft of Autobiography Journal 1
9/11	Observing Children	T&M Chapter 2 Journal 2
9/18	Learner Diversity	Landau Chapter 1 Elementary Autobiography Journal 3
9/25	Curriculum Content Lesson Planning	Draft of Child Study Journal 4
10/2	Asking Questions Lesson Planning	T&M Chapter 3 Journal 5
10/9	Meaningful Learning Experiences	Kohn Chapter 5 Child Study Journal 6
10/16	Equitable Learning Communities	T&M Chapter 6 Landau Chapter 3&8 Journal 7
10/23	Classroom Community	Kohn Chapter 6&7 Guidance Strategies for Reading Lesson (313) Journal 8
10/30	Families Parent Interview Questions	Landau Chapter 9 Journal 9
11/6	Families and Diversity	Journal 10
11/13	Assessment	T&M Chapter 5 Landau Chapter 7 Parent Interview Journal 11
11/20	Assessment	T&M Chapter 8 Journal 12
11/27	Professionalism	Landau Chapter 2 Guidance Strategies for Reading Lesson (313) Journal 13
12/4	Final Thoughts	Kohn Chapter 8 Journal 14