

ITE 317: Field Observation and Participation, Elementary
Institute for Teacher Education
College of Education
University of Hawai'i at Manoa

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Course Description and Overview

- A. ITE 317 – Field Experience
- B. Credit – three (3) credits – Credit/No Credit only.
- C. Description: ITE 317: Field Experience – Supervised field experiences in elementary schools.

Disability Statement—KOKUA Program

If you have a disability and related access needs, please contact the KOKUA program (UH Disabled Student Services Office) at 956-7511 v/text, 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.

Professional Dispositions Statement

The professional dispositions shared in this course 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 acceptable or target professional dispositions during all program-related activities (i.e., coursework, field experiences, meetings, and conferences). Any category marked with a “U” requires a conference, plan of assistance for improvement, or dismissal. Professional dispositions can be found on the EECE website at: <http://www.hawaii.edu/coe/departments/ite/index.html>

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.

Course Overview

This is your third field experience and the last one you will do before student teaching. Please pay close attention to the professional dispositions and the requirements for this O/P experience. You are expected to keep the same hours as your mentor teacher on the days you are in the field. You are expected to assume the responsibilities of a teacher and offer to assist in any way whether or not it is a specific requirement of ITE 317. As I have said before, your third semester placement is generally where I hope you will be for your student teaching placement and, perhaps, an opportunity that might lead to full time employment. You should conduct yourselves accordingly. You are expected to review your handbook for specific expectations of 3rd semester field work.

University coordinators and mentor teachers will collaborate to: ensure you are making the most of observation opportunities; maximize your participation and teaching experiences; and coach you as you reflect on your observations and teaching experiences. If at any time, you do not feel your coordinator, supervisor, or mentor is fulfilling his or her responsibilities toward you, you are responsible for contacting your coordinator to alert her to the problem. Semester methods instructors will require implementation of content area instructional strategies and lesson plans

You will attend all meetings of the 317 seminar and will be responsible for assisting in determining discussion topics. Primarily we will focus on classroom management and your professional portfolios. Other topic ideas are welcome. We will plan to meet every other week and your contribution of topics for us to discuss will help these regular meetings to be meaningful and worth everyone's time. Topics may be submitted by email and it would be best to submit them at least two days in advance in order to give time for preparation.

Textbook

Elementary Education Handbook

Tomlinson, C & McTighe (2006) *Differentiated Instruction and Understanding By Design*

Landau, B. (2004) *The Art of Classroom Management*. Columbus, OH: Pearson Educational Press.

Standards-Based Education (national/state, and ITE/COE standards)

During your teacher education program, you will find yourself—once again—immersed in standards-based education. As you already know, standards tell us what teachers and students at all levels should know, be able to do, and care about. Standards should be carefully read, understood, and incorporated into all teaching experiences.

- A. 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: Knowledgeable, Effective, and Caring

- B. *Standards* for Hawaii teachers are set by the *Hawaii Teacher Standards Board* (HTSB) these are the ten standards that guide the practice and effectiveness of teachers. The standards are used as the criteria for the on-line assessment rubric.
- C. *Standards* for content specific, the Hawaii Content and Performance Standards (HCPS III) for K-12 students are set by the *Hawaii Department of Education*. In addition, many of your teacher education courses will integrate standards from professional organizations.

Course Expectations:

In the 3rd semester of ITE 317 field experience, you will demonstrate the ability to:

- **Gain increased information** about the responsibilities and activities of teaching in order to make a thoughtful assessment of your commitment to the teaching profession and to prepare as completely as possible for student teaching.
- **Demonstrate an increased range of abilities** related to content knowledge, pedagogical skills and a caring attitude.
- **Participate in an increasingly wide range of experiences** that will facilitate the development of independent and reflective thinking, effective communication, professional ethics, and a knowledge base of teaching practices and principles.
- **Continue to enhance skills** in observing children, classrooms, and teachers.
- **Develop increasing responsibility in preparation for student teaching** for planning and implementing instruction, for assessing student progress, and for managing classroom environments.
- **Continue to practice and hone teaching skills that will demonstrate your effectiveness in implementing a wide-range of student-centered instructional strategies** gained from content methods courses.
- **Continue to practice and hone student-centered management skills** that we have discussed in class and are compatible with becoming a knowledgeable, effective, and caring teacher.
- **Increase your proficiency** for working with children with diverse cultural, socioeconomic, linguistic and ethnic backgrounds, and exceptionalities.

Scheduled Hours

Field experience requires a minimum of 120 hours per semester or about 9-10 hours weekly. This equates to two full days in the classroom. Field hours are set in the cohort schedule. The major experience is work accomplished in the assigned General Education elementary classroom.

Maintaining scheduled hours exhibits professionalism and commitment. The mentor teacher and you may agree to count other activities as field experiences, such as: school-community events and meetings, field trips, parent conferences, and professional conferences and workshops. **These and similar activities must be approved by your cohort coordinator and field supervisor. These experiences are in addition to, not a replacement for, the two full days of field experience in the classroom.**

Grading

ITE 317 is graded credit/no credit. Credit is based upon successful completion of 120 hours of active participation as an observer and teacher in assigned General Education classrooms, during other field activities, and on your performance in the classroom. Determining grades will be a collaborative effort between University faculty, mentor teachers, and you.

If you experience difficulties during your field placement, you might receive an Incomplete for this course. Difficulties can range from failure to consistently demonstrate professional dispositions, not completing assignments, failure to submit lesson plans to your mentor teacher in a timely fashion, problems with your attendance or the timeliness of your arrival in your field placements, ability to write and effectively deliver a lesson plan, ability to effectively manage students, etc.

If you are experiencing any of these difficulties or others, you will receive support from your cohort coordinator in the form of counseling, conferences and/or written, formal Plans of Assistance for Improvement. No one can move on to student teaching until the Incomplete and/or terms of the Plans of Assistance are met and satisfied.

Areas of Assessment with Criteria In Addition to Those Expectations Listed Above: Expectations for Teaching Portfolio Entries Include:

- Demonstrating and assessing professional growth with selected portfolio entries
- Filling in all sections of the professional portfolio
- Including your resume as the first item in your portfolio
- Including your Statement of Professional Ethics as the second item in your portfolio

Please be aware that you cannot graduate from this program without a complete professional portfolio that has been reviewed and approved by your cohort coordinator.

Expectations for Observations

1. You will be visited by your supervisor every week and formally observed a minimum of three times. Priority scheduling will be reserved for times you are teaching. It is your responsibility to let your cohort coordinator and supervisor know the days and times you will be teaching. You are expected to contact these people via email as soon as you know what your schedule will be.
2. **You must have a written lesson plan available for all formal observations.** If you do not have a written plan, your observation will be rescheduled.
3. **You are required to contact your mentor, your supervisor, and your cohort coordinator by phone and by email if an observation needs to be rescheduled.**

4. A scheduled observation will include a pre-conference time, about five to ten minutes, an observation of approximately 30 to 50 minutes, and a post conference session of at least ten to fifteen minutes. Please let your mentor teachers know in advance that you will be meeting with your supervisor. Also, your supervisor will be checking in with your mentor teacher during every visit.
5. We want all of you to be successful. Please see your mentor, supervisor, and cohort coordinator as people who can be of help to you and let's work together to make your field experience the best preparation possible for student teaching.

Standards Section of Syllabus

I. Conceptual Framework, Vision and Mission Statement - College of Education(COE)

The College of Education's (COE) Conceptual Framework is reflected through its vision and core values. The Conceptual Framework provides direction for each of the programs, courses, instructors, scholars, and administrators comprising the COE. The vision of the COE is to prepare educators to contribute to a just and democratic society. The COE is committed to employing as well as preparing education professionals who are **knowledgeable, effective, and caring** and who demonstrate those core values through the knowledge, skills, and dispositions acquired in their respective programs. These three standards are a part of all learning experiences in your teacher education program:

Knowledgeable, Effective, and Caring

Here's an overview and description of the COE/ITE standards, with Hawaiian proverbs from 'Olelo No'eau:

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).

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).

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).

II. Hawaii Teacher Standards

Standards for Hawaii teachers are set by the *Hawaii Teacher Standards Board* (HTSB) these are the ten standards that guide the practice and effectiveness of teachers

1. Focus on the Learner

Standard I: The effective teacher consistently engages students in appropriate experiences that support their development as independent learners.

Guiding Questions: What does it mean to focus on the learner? How well do children learn?

2. Management

Standard II: The effective teacher consistently creates a safe and positive learning environment that encourages social interaction, civic responsibility, active engagement in learning and self-motivation.

Guiding Questions: How do teachers design the classroom? How do teachers manage the classroom? How do teachers manage behavior?

3. Diversity

Standard III: The effective teacher consistently provides opportunities that are inclusive and adapted to diverse learners.

Guiding Question: How do teachers provide for the diverse needs of students?

4. Communication

Standard IV: The effective teacher consistently enriches communication in the learning environment.

Guiding Questions: How do teachers relate and communicate with children? How is technology used to enrich learning experiences?

5. Content Knowledge

Standard V: The effective teacher consistently demonstrates competency in content areas to develop student knowledge and performance.

Guiding Questions: How do national and state content standards guide teaching? What do teachers need to know about curriculum content areas?

6. Planning

Standard VI: The effective teacher consistently plans and implements meaningful learning experiences for students.

Guiding Question: How do teachers plan what to teach?

7. Instructional Strategies

Standard VII: The effective teacher consistently uses a variety of active learning strategies to develop students' thinking, problem-solving and learning skills.

Guiding Questions: How do teachers teach? What is active learning? How do teachers know when a teaching strategy is appropriate?

8. Assessment

Standard VIII: The effective teacher consistently applies appropriate assessment strategies to evaluate and ensure the continuous intellectual, social, physical and emotional development of the learner.

Guiding Questions: How do teachers know how well children learn? How do teachers assess learning to plan learning?

9. Professional Dispositions

Standard IX: The effective teacher continually evaluates the effects of his or her choices and actions and actively seeks opportunities to grow professionally.

Guiding Questions: What will it mean for me to become a teacher? How do teachers observe to learn about children and teaching? How do teachers reflect?

10. School Community Relationships

Standard X: The effective teacher establishes and maintains strong working relationships with parents and members of the school community to support student learning.

Guiding Questions: How do teachers relate and communicate with parents? How do teachers work together as a community of learners?