

ITE 317 Field Experience
University of Hawaii at Manoa – College of Education
Elementary Dual Preparation Cohort 406
Spring 2008

Cohort Coordinator & Field Supervisor:

Rosela C. Balinbin

Contact: E-mail: rosela@hawaii.edu

EECE Phone: 956-9992

Cell: 927-7722 (call no later than 9:00 p.m.)

Office Hours: By appointment

EECE Office: Everly Hall 2-223

UHM will provide access or other reasonable assistance for students with recognized disabilities, and to meet your access needs based on disability documentation. If you have a disability and need accommodations, please see me (cohort coordinator/field supervisor) and contact the KOKUA program 956-7511, KOKUA@hawaii.edu, or go to Room 013 in the Queen Liliuokalani Center for Student Services.

Catalog Course Description:

ITE 317: Field Experience (V) Supervised field experience in schools. Minimum of 2 full days per week in classrooms, plus mandatory seminar scheduled by UH Manoa cohort coordinators/field supervisors. Taken in conjunction with professional education courses. Repeatable three times. CR/NC only.

Note: This is a 4 credit course for teacher candidates in Cohort 406.

Course Overview:

The second semester of the field experience course is designed to place teacher candidates in schools and classroom environments where they will continue to build positive relationships and contribute to a safe and engaging learning environment.

The university cohort coordinators/field supervisor(s) and mentor teachers collaborate to structure meaningful experiences, facilitate participation and teaching experiences, and assist the teacher candidates as they continue to reflect on their teaching experiences. Emphasis will be placed on lesson planning and design, instruction and implementation, and assessment strategies.

Methods course instructors are encouraged to connect their course activities and expectations to the field experiences. Instructors may require certain course assignments to be completed in the field settings. Seminars, conferences, and/or informal small group debriefing sessions with UH faculty and/or school personnel will focus on issues arising from field experiences.

Required Texts:

Elementary and Early Childhood Teacher Education Program Handbook, Institute for Teacher Education, College of Education, University of Hawaii at Manoa, 2007-2009.

Tomlinson, C.A. & McTighe, J. (2006). *Integrating differentiated instruction + understanding by design*. Alexandria: Association for Supervision and Curriculum Development.

Additional Resources:

- ❑ Hawaii Content and Performance Standards - HCPS III:
<http://doe.k12.hi.us/standards/hcps.html>
- ❑ General Learner Outcomes - DOE GLO's:
http://doe.k12.hi.us/standards/GLO_rubric.html#GLO1
- ❑ Hawaii Teachers Standards Board – HTSB:
<http://www.htsb.org/standards/teacher.html>
- ❑ The UH College of Education Conceptual Framework:
<http://www.hawaii.edu/coe/mission.html>
- ❑ The Code of Ethics of the Teaching Profession
<http://www.nea.org/code.html>

Course Goals:

ITE 317 will enable teacher candidates to:

- Gain first-hand information and experience regarding the responsibilities and activities of teaching in order to make a thoughtful assessment of one's commitment to the teaching profession.
- Participate in a wide range of experiences that will facilitate the growth toward meeting the Hawaii Teacher Performance Standards, including the development of independent and reflective thinking, effective communication, professional ethics and a knowledge base of teaching practices and principles.
- Enhance skills in teaching children; develop professional relationships with faculty, staff and administrators, and connecting those experiences to their developing philosophy of teaching and learning.
- Develop increasing responsibility for planning and implementing instruction, for assessing student progress, and for managing classroom environments.
- Implement instructional strategies gained from content methods courses.
- Develop professional skills for working with children with diverse cultural, socioeconomic, linguistic and ethnic backgrounds, and exceptionalities.

Course Objectives:

Teacher candidates will demonstrate increasing professional competence in:

- Planning, preparing, and implementing instructional strategies, lessons and/or learning activities.
- Assessing student growth and providing for students diverse needs.
- Implementing effective classroom management strategies.
- Establishing and maintaining a safe and productive classroom environment.
- Building a positive and respectful community of learners amongst the students.
- Effectively communicate with the mentor teacher(s), school administrators, faculty and staff; parents and community members; and university instructors.
- Gaining significant insight about children, teaching and learning (i.e. reflecting on school/classroom experiences) by actively participating as an integral part of the learning environment.

Hours:

During the second semester, **teacher candidates are REQUIRED to be in their field placements on Mondays and Tuesdays from 7:45 a.m.-2:45 p.m. beginning on January 14 and concluding on May 6.**

As professionals, teacher candidates are expected to find adequate daily (weekly) time to meet and plan with their mentor teacher. This may mean that, when possible, a candidate adjusts his or her hours of attendance to parallel the mentor teacher's hours. The key is to assure that there is adequate time set aside to communicate with your mentor teacher and plan accordingly. Most teacher candidates and mentor teachers find that they need additional planning and discussion time before 7:45 a.m. and after 2:45 p.m.

Field placement includes all professional development (PD) days, planning/collaboration days, teacher work days, faculty meetings, etc., that take place during the semester. In addition, the teacher candidates are encouraged to participate in other school-related activities, including school-community events and meetings, field trips, parent conferences, professional faculty meetings, conferences and workshops. Approval to participate in such school-related activities must be made prior to the event(s).

Part of the field placement experience includes attendance and participation in four (4) cohort seminars. These seminars are held during the field placement hours on **Tuesdays January 22, February 26, and March 18 from 12:45-2:45 p.m. An April date will be confirmed as the semester progresses.** Locations of seminars TBA.

The teacher candidates are not to leave their placements earlier than 11:45 a.m. in order to arrive to seminar on time. If changes to the seminar dates, times and/or additional seminar meetings are required, the mentor teachers and teacher candidates will be given advanced notice.

Course Grade:

ITE 317 is graded credit/no credit. Credit is based upon the **QUALITY** of your fieldwork, performance and course assignments as outlined in the *EECE Program Handbook, Course Syllabus, Course Expectations, and Course Requirements and Assessment Procedures*. A grade of credit will also be based upon the information provided by the mentor teacher(s), the cohort coordinator and/or field supervisor in Mid-Semester and End-of-Semester Evaluations, and the Professional Dispositions Assessment.

Course Expectations:

See page 22 of EECE Program Handbook for ITE Field Experience - Semester II Expectations

Fieldwork provides a wide variety of experiences and opportunities. While you will engage in many activities, the following are expectations for all teacher candidates:

1. **ATTENDANCE:** Be on time, check in/sign in, and remain at your placement from 7:45 a.m. until 2:45 p.m. on Mondays and Tuesdays. An attendance log will be maintained. *Do not schedule trips, medical or dental appointments, teacher conferences, airport drop-offs or pick-ups, neighbor island (off-island) flights, or other meetings during field placement hours (or course meeting times).*
 - In the case of an unavoidable absence, including illness or family emergency, teacher candidates must call the mentor teacher, UHM coordinator/field supervisor (and if necessary the UHM instructor(s)) in advance. Please check

with your mentor teacher for specific details on how and when to provide notification in the event that you are absent.

- If you have planned to teach a lesson(s) on a day that you are to be absent, you must still provide a lesson plan to your mentor, just as you would for a substitute teacher.
 - Although highly discouraged, if a known absence is to occur on a field day (i.e. pre-planned trip, personal event, etc.), teacher candidates **must** receive approval from the UHM cohort coordinator/field supervisor and arrange with their mentor teacher and UHM coordinator/field supervisor a Friday to complete the missed day(s) **prior to** the absence.
 - **Teacher candidates are required to make up ALL missed time in field experience on Fridays and during finals week to receive credit.**
2. **Build and maintain positive relationships** with your mentor teacher, school administrators and support staff; and coordinator/field supervisor. Maintain supportive collegial relationships with your cohort peers.
 3. Keep your cohort peers, mentor teacher, course instructors, coordinators/field supervisor(s) informed and updated on your activities and the situations that occur at your placement in a timely manner. Remember that you are a direct bridge between the elementary field component and the university course component. While the coordinators/field supervisor(s) will often provide information to the mentor teacher, you have a responsibility to keep all informed and to raise issues and concerns when details are unclear.
 4. **Maintain confidentiality and privacy** concerning the children and adults with whom you work. This issue is of special concern since you will be working in a new school environment. It is appropriate to talk about issues and concerns in general terms for professional purposes provided that individuals are not identifiable. **GOSSIP IS NEITHER PROFESSIONAL NOR APPROPRIATE.**
 5. **Thoughtful observation** is one of the keys to being a successful teacher. Make time to carefully observe what is happening in the classroom environment. This is an opportunity for you to continue to develop your observational skills. It will also help you complete your written reflections.
 6. **Take initiative!** Be an integral part of the classroom environment and the students learning experiences. From your keen observation in the first few days in the classroom, you should begin to take note of the routines that occur in the classroom and with the students. Begin to see *what* is done and *how* it is done. In a professional and respectful manner, seek opportunities to help, ask to participate in specific areas in regard to the operation of the classroom, assist students individually or in small groups. Gradually take on whole class teaching responsibilities as the semester progresses. Discuss this participation with your mentor teacher. Focus on lesson planning, implementation, assessment and practicing effective classroom management strategies. **Working toward teaching at least one half day (or equivalent) by the end of the semester is a reasonable goal.**

6. Inform, discuss and **effectively communicate** with your mentor teacher about assignments that are required of you this semester.
7. Read, understand and strive to meet the outlined five (5) Association for Childhood Education International Standards and ten (10) Hawaii Teacher Performance Standards.
8. **Schedule a minimum of two (2) formal observations.** One formal must be scheduled between 01/14-03/11 AND 03/17-05/06.
9. **Videotape one (1) formal observation.** Watch yourself teach and reflect on the various aspects of your teaching related to Step 4 of the lesson plan format.
10. **Observe one (1) of your peer's formal observations.** Your peer must also be placed in a general education classroom. **Submit a written peer review** about your observations, thoughts and ideas regarding your peer's lesson implementation. One copy of your peer review must be given to your peer. A second copy is given to the cohort coordinator/field supervisor.
11. Prepare for and attend four (4) field experience **seminars.**
12. **Written Reflections** will be submitted and used in correlation with Tomlinson and McTighe's book for you to thoughtfully reflect, critically analyze, inquire and ask questions about what you experience. These written reflections will also demonstrate the professional growth you have developed/experienced over the course of the semester. Guidelines to be distributed by instructor.
13. Maintain a **Professional Teaching Portfolio** of evidence that indicates your progress and effort to meet the five (5) Association for Childhood Education International Standards and/or ten (10) Hawaii Teacher Standards.
14. Submit **Semester 2 Reflection Paper** as indicated by instructor. A total of two (2) hard copies will need to be submitted on due date. In addition, one (1) copy of your SR must be included in your Professional Teaching Portfolio.
15. Submit appropriate signed and dated **Mid Semester and End of Term Semester Evaluation forms** as indicated by instructor.
16. In the event that a teacher candidate is experiencing difficulty meeting the expectations noted above in relation to the HTPS or ITE standards, the teacher candidate, coordinator(s)/field supervisor, and/or mentor teacher will meet to develop a plan for improvement. This process will be conducted on an individual basis to help identify specific areas for improvement and to assist the teacher candidate in the successful completion of the cohort program. If needed, a **Plan of Assistance** will be completed and submitted to the respective College of Education departments.
17. **Check your email daily** for updates and possible periodic changes throughout the semester.
18. Submit evidence of your coursework to the TK20 electronic assessment system as required.

Standards Based Education:

During your teacher education program, you will find yourself immersed in standards-based education. The College of Education (COE) and the Institute for Teacher Education (ITE) sets standards for teacher candidates. The Hawaii Teacher Standards Board (HTSB) sets standards for Hawaii teachers. The Hawaii Content and Performance Standards (HCPS III) for kindergarten-grade 12 students are set by the Hawaii Department of Education. In addition, many of your teacher education courses will integrate standards from professional organizations.

Institute for Teacher Education/College of Education:

Standards describe what teachers and students at all levels should know, be able to do, and care about. The COE Conceptual Framework and the ITE require teachers to be KNOWLEDGEABLE, EFFECTIVE and CARING. These three standards are a part of all learning experiences in your teacher education program.

- ❑ *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.
- ❑ *Effective:* Teacher candidates have the professionalism experience and skills to teach so that ALL children can learn.
- ❑ *Caring:* Teacher candidates care about students and their families and communities, teaching and learning, and their own professional development.

Hawaii Teacher Performance Standards:

Teacher candidates will develop a knowledge base for learning about teaching as in the ten (10) areas specified by the Hawaii Teachers Standards Board (HTSB). The teaching standards will serve as a guideline to assess the quality of the students performance in the schools and the assignments required for ITE 317.

A complete version of the 10 Hawaii Teacher Performance Standards, Hawaii Content and Performance Standards (HCPS III) and the General Learner Outcomes (GLOs) including specific descriptors for each standard can be found at <http://www.htsb.org>.

Professional Dispositions:

Teacher candidates will demonstrate their growth each semester based on the EECE Professional Dispositions. Teacher Candidates must demonstrate ‘meets expectations’ of the professional dispositions during all program related activities (i.e. field experiences, coursework, meetings, and conferences, etc.). The UHM coordinator/field supervisor will submit a Professional Dispositions assessment at the end-of-semester evaluations. Any category marked with a ‘needs improvement’ will require a conference, plan of assistance for improvement, and/or dismissal from the program. Professional Dispositions can be found on the EECE website at: <http://www.hawaii.edu/coe/departments/ite/index.html> or on pages 92-94 of the *EECE Program Handbook*.

Course Requirements and Assessment Procedures:

See Attached.

Course Calendar:

See Attached.

Note: This is a tentative schedule. It is subject to change. You will be informed of any changes made to the attached course calendar.

School Visits:

Kamehameha Elementary, Pearl Harbor Elementary, Pearl Harbor Kai Elementary

See Attached.

The Institute for Teacher Education requests that coordinators/field supervisors visit the teacher candidates and mentor teachers at minimum every other week. However, an effort will be made to visit/observe each teacher candidate once per week either on a formal or informal basis. School visits may vary depending upon each school's respective academic calendar, time spent with individual teacher candidates/mentor teachers and the scheduling of formal observations. Methods instructors will also be encouraged to visit the teacher candidates in their field placements.

COURSE REQUIREMENTS AND ASSESSMENT PROCEDURES
ITE 317: Field Experience – Spring 2008

Requirements	Description
Field Experience Professionalism Career Skills	<ul style="list-style-type: none"> ➤ Present, on-time, appropriately dressed and engaged in field placements on Mondays and Tuesdays from 7:45 a.m.-2:45 p.m. An attendance log will be maintained. ➤ Assumes increasing whole class teaching responsibilities as appropriate/applicable in field placement. ➤ Plans and implements lessons, learning activities and/or unit(s) as required by mentor teacher and/or methods instructors. <ul style="list-style-type: none"> * All lesson plans and materials <u>must</u> be reviewed with mentor teacher prior to implementation. * Lesson plans for all formal observations must be submitted to cc/fs a minimum of 2 days prior to f.o. ➤ Exhibits continual and consistent growth listed in the professional dispositions, and competencies listed on the mid-semester and end-of-semester evaluation forms completed by mentor teacher and/or cc/fs. ➤ Meets expectations for Semester II teacher candidates as outlined in EECE program handbook page 22. ➤ Observed by university coordinator/field supervisor (TBA).
Seminar Attendance and Participation	<ul style="list-style-type: none"> ➤ Be on time! Prepare for and actively engage in every seminar session. Complete all required assignments and participate in discussions and activities. It is of the utmost importance that you are present at <u>ALL</u> four (4) seminars. Meetings will be held from 12:45-2:45 p.m. on Tuesdays January 22, February 26 and March 18. An April date will be confirmed. Locations TBA.
Written Reflections	<ul style="list-style-type: none"> ➤ Submit written reflections based on Tomlinson and McTighe’s book. This is a communication tool that will be used as a vehicle for you to thoughtfully reflect, critically analyze, inquire and ask questions about what you experience in the field based on the ideas presented in the T & M book. ➤ Demonstrates the ability to clearly organize and present ideas, perspectives, and opinions in a written format. ➤ Submit 2 page WRs typed, double-spaced, size 12 font, times new roman font or similar. ➤ See Course Calendar for due dates. ➤ Guidelines to be distributed by instructor.
Formal Observations	<ul style="list-style-type: none"> ➤ Teacher candidates will develop, plan, implement and assess two (2) lessons based on the four-part lesson plan format of the EECE program handbook-p. 26. The lessons primary focus will be a math, social studies, science, language arts or performing arts concept AND integrated with other content area(s). Each lesson needs to focus on a different primary content area/concept. ➤ Each lesson plan will need to be reviewed and approved by your mentor teacher and submitted to cc/fs at least two (2) days prior to the formal observation. ➤ Following the implementation of each formal observation, a written reflection (Step 4) must be submitted no later than 1 week from date of formal observation. ➤ One formal observation will be scheduled during 01/14-03/11 AND 03/17-05/06. ➤ One formal observation will be videotaped and peer reviewed. See ‘Course Expectations’ page 5 of course syllabus. ➤ Informal observations will occur periodically/as needed.

COURSE REQUIREMENTS AND ASSESSMENT PROCEDURES

ITE 317: Field Experience – Spring 2008

Requirements	Description
ITE Mid-Semester Evaluation Form	<ul style="list-style-type: none"> ➤ Teacher candidates will assess their performance based on their strengths and areas for improvement at mid-semester. ➤ Teacher candidates and their mentor teachers will complete same evaluation form, conference with one another and sign each others forms. ➤ Thoroughly and thoughtfully completed. ➤ Evaluation form to be distributed by coordinator/field supervisor. ➤ Completed and turned in by due date.
ITE End-of-Semester Evaluation Form	<ul style="list-style-type: none"> ➤ Mentor Teacher will assess the teacher candidate’s performance based on the 10 Hawaii Teacher Performance Standards (HTPS). ➤ Teacher candidates and their mentor teachers will conference with one another and sign appropriate form(s). ➤ Evaluation form to be distributed by coordinator/field supervisor. ➤ Completed and turned in by due date. ➤ * At time of conference, teacher candidates will also share their Semester 2 Reflection Paper and Teaching Portfolio with their mentor teacher.
Professional Dispositions	<ul style="list-style-type: none"> ➤ Cohort coordinator/field supervisor will complete a Professional Dispositions form on the teacher candidate and submit as requirement for semester field placement completion. Teacher candidate signature required on form.
Semester 2 Reflection Paper	<ul style="list-style-type: none"> ➤ Two (2) copies must be submitted to instructor for review and teacher candidate ITE file. An additional copy must be inserted into your Professional Teaching Portfolio. ➤ Guidelines to be distributed by instructor.
Professional Teaching Portfolio	<ul style="list-style-type: none"> ➤ Demonstrates and reflects professional growth as an elementary teacher. ➤ Evidence MUST REFLECT ALL of the 5 Association for Childhood Educational International (ACEI) categories. The goal to work toward is to provide evidence for each of the 10 Hawaii Teacher Performance Standards. ➤ Guidelines to be distributed by instructor.

COURSE CALENDAR
ITE 317: Field Experience – Spring 2008

DATES	REMINDERS	TOPICS
01-14 M		
01-15 T		
01-21 M	Martin Luther King, Jr. Day: No Field	
01-22 T		Cohort Seminar 12:45-2:45 p.m. UHS 1-104 Semester 2 Expectations and Goals
01-28 M		
01-29 T	Reflection 1 Due: T&M Ch. 1 UbD and DI: An Essential Relationship pp. 1-11	
02-04 M		
02-05 T	Reflection 2 Due: T&M Ch. 2 What Really Matters in Teaching? (The Students) pp. 12-23	
02-11 M		
02-12 T	Reflection 3 Due: T&M Ch. 3 What Really Matters in Learning? (Content) pp. 24-37	
02-18 M	Presidents' Day: No Field	
02-19 T	Reflection 4 Due: T&M Ch. 4 What Really Matters in Planning for Student Success? pp. 38-58	
02-25 M		
02-26 T	Reflection 5 Due: T&M Ch. 5 Considering Evidence of Learning in Diverse Classrooms pp. 59-82	Cohort Seminar 12:45-2:45 p.m. UHS 1-104 Distribute and Review Professional Teaching Portfolio Guidelines
03-03 M		
03-04 T	Reflection 6 Due: T&M Ch. 6 Responsive Teaching with UBD in Academically Diverse Classrooms pp. 83-107	
03-10 M		
03-11 T	Reflection 7 Due: T&M Ch. 7 Teaching For Understanding In Academically Diverse Classrooms pp. 108-127 Teacher Candidate AND Mentor Teacher Mid-Semester Evaluation Forms Due. Signatures required.	Cohort Seminar 12:45-2:45 p.m. *Submit MT forms today or W 03/19 @ SS
03-17 M	DOE: Spring Break KES: Spring Break No Field	

COURSE CALENDAR
ITE 317: Field Experience – Spring 2008

DATES	REMINDERS	TOPICS
03-18 T	Reflection 8 Due: T&M Ch. 8 Grading and Reporting Achievement pp. 128-140 DOE: Spring Break KES: Spring Break No Field	
03-24 M	DOE: Spring Break KES: Spring Break UH: Spring Recess No Field	
03-25 T	DOE: Spring Break KES Spring Break UH: Spring Recess No Field	
03-31 M		
04-01 T	Reflection 9 Due: T&M Ch. 9 Bringing It All Together: Curriculum and Instruction Through The Lens of UBD and DI pp. 141-161 Share Progress of Professional Teaching Portfolio: <i>What changes have you made to your portfolio? What evidence have you omitted and/or added?</i>	Cohort Seminar 12:45-2:45 p.m. Bring Professional Teaching Portfolios in progress Distribute Semester 2 Reflection Paper requirements
04-07 M		
04-08 T	Reflection 10 Due: T&M Ch. 10 Moving Forward to Integrate UBD and DI pp. 166-172	
04-14 M		
04-15 T		
04-21 M		
04-22 T		
04-28 M		
04-29 T	Professional Teaching Portfolio Due (include Semester 2 Reflection Paper)	Cohort Seminar 12:45-2:45 p.m.
05-05 M	Mentor Teacher End-of-Semester Evaluation Forms Due. Signatures required. (Kamehameha and Pearl Harbor Kai)	
05-06	Mentor Teacher End-of-Semester Evaluation Forms Due. Signatures required. (Pearl Harbor) Last Field Day	

Note: This schedule is subject to change. You will be informed of any changes made to the course calendar.

* TK20 evidence to be submitted as required by instructors.