UNIVERSITY OF HAWAI‘I - WEST O‘AHU

SPRING 2014  EDEF 200/201 (2): INTRODUCTION TO TEACHING AS A CAREER

Wednesdays 5:00—6:20 P.M.
Room D-238
January 15—April 30

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And by appointment.
“Those who can’t do teach. Those who can’t teach…teach gym.”
—Woody Allen

**Course Description:**
EDEF 200: (1 cr.) Prerequisites: Placement into ENG 100 or concurrent enrollment in ENG 22. Restricted to EDUC majors. Concurrent enrollment in EDEF 201.
45 hours of supervised field experiences that engage the pre-service teacher candidate in a Professional Development School (PDS) teaching and learning environment. Requires weekly reflections that are grounded in critical thinking about issues in teaching and learning, along with attention to the ethical standards of the teaching profession. Mandatory CR/NC.

EDEF 201: (2 cr.) Prerequisites: Placement into ENG 100 or concurrent enrollment in ENG 22. Restricted to EDUC majors. Concurrent enrollment in EDEF 200: Early Field Experience.
Introduces the teacher candidate to the process of becoming a highly qualified teacher in the State of Hawai‘i. Topics include: an overview of the Teacher Education program, K-6; an introduction to the multiple dimensions of teaching, including the “why” of teaching (entering the profession), the “who” of teaching (students), the “what” of teaching (curriculum), and the “how” of teaching (pedagogy); an initiation into the lifelong process of reflection and growth; and initial development of the Professional Portfolio.

**UHWO Teacher Education Mission Statement:**
The University of Hawai‘i - West O‘ahu Teacher Education program is dedicated to its vision of providing innovative teacher preparation programs and public service activities in support of the continuing development of West O‘ahu communities. To realize this vision, the mission of the program is to provide teacher candidates with the knowledge, skills, and dispositions necessary to become outstanding educators, especially in the elementary schools located in Central and Leeward O‘ahu communities.

**Conceptual Framework:**
The Conceptual Framework (CF) serves as a guide for fulfilling the UHWO Teacher Education Program vision of preparing highly qualified teachers for entry into the skilled workforce. The program recognizes the contributions of general education, content area studies, and professional studies to the preparation of educators. Three goals underlie the professional studies philosophy and objectives. Candidates for the Bachelor of Education degree in elementary education are committed to the following:

- delivering high quality instruction that addresses the needs of the whole child;
- embracing social justice and equity for all;
- becoming reflective practitioners and life-long learners.
Course Objectives:
The following course objectives are aligned with UHWO Institutional Learning Outcomes (ILO), Hawai‘i Teacher Standards Board Interstate New Teacher Assessment Consortium (HTSB/InTASC) Standards (Division Learning Outcomes, DLO), and the Association for Childhood Education International (ACEI) Standards for Elementary Level Teacher Preparation (Concentration Learning Outcomes, CLO), thus enabling our teacher candidates to become knowledgeable, skillful, and responsive educators in a global society.

After completing this course, students will be able to:

1. **Demonstrate their understanding of teaching and learning standards for Hawai‘i and nationally**
   (ILO 4; DLO 5, DLO 9; CLO 3.1, CLO 5.1)

2. **Design and implement meaningful learning experiences**
   (ILO 1, ILO 3, ILO 4; DLO 1, DLO 2, DLO 3, DLO 5, DLO 7; CLO 1, CLO 3.2, CLO 3.4, CLO 3.1)

3. **Effectively reflect on their classroom experiences**
   (ILO 1, ILO 3; DLO 1, DLO 2, DLO 3, DLO 9; CLO 1, CLO 3.2, CLO 3.4, CLO 5.1)

4. **Demonstrate their understanding of foundational ideas of active teaching and learning**
   (ILO 1, ILO 3, ILO 4; DLO 1, DLO 2, DLO 3; CLO 1, CLO 3.2, CLO 3.4)

Standards Covered in this Course:
*Institutional Learning Outcomes (ILO)*

ILO 1. **Effective Communication:** Communicate clearly and effectively to an intended audience through written and spoken language.

ILO 3. **Critical Thinking:** Demonstrate critical thinking skills by applying information to make well-reasoned arguments or solve a problem.

ILO 4. **Disciplinary Knowledge:** Demonstrate knowledge of the purview, processes, and contributions associated with an academic discipline.

*Division and Concentration Learning Outcomes (DLO and CLO)*

HTSB/InTASC Standard 1: Learner Development
ACEI Standard 1: Development, learning, and motivation

HTSB/InTASC Standard 2: Learning Differences
ACEI Standard 3.2: Adaptation to diverse students

HTSB/InTASC Standard 3: Learning Environments
ACEI Standard 3.4: Active engagement in learning

HTSB/InTASC Standard 5: Application of Content
HTSB/InTASC Standard 7: Planning of Instruction
ACEI Standard 3.1: Integrating and applying knowledge of instruction

HTSB/InTASC Standard 9: Professional Learning and Ethical Practice
ACEI Standard 5.1: Professional growth, reflection, and evaluation
**Attendance and Punctuality:**
Regular attendance and participation is expected. It is professional courtesy to be on time (or even early) to class and to come prepared.

Students should inform the instructor prior to being absent for family or business emergencies. Such pre-arranged circumstances will be left to the discretion of the instructor and student involved. It is up to the student to make up all work missed when absent from class.

Students who have a valid add slip to begin class after the first day of instruction will not be penalized for classes missed during the add/drop period.

Attendance at all class meetings is required and you are held responsible for engaging with and understanding the material for that day. If a class is missed for any reason you will be required to write a 3 to 4 page summary of the information covered for that day. The paper is due at 5 P.M. on Friday of the week in which class was missed. Completion of the paper or attendance in class allows you to keep your points. Missing a class and not turning in the summary paper will result in the loss of credit for that week’s work.

**Late Assignment Policy**
I recognize that there are many different circumstances under which an assignment may be turned in late. If notification with a valid excuse is given to the instructor prior to the assignment being due (conversation, hand-written note, email, phone message), points will not be deducted. However, without such prior notification, one (1) point will be deducted each calendar day from the assignment.

**Academic Dishonesty:**
Academic dishonesty and plagiarism will not be tolerated. These acts defeat the purpose of education and carry severe penalties. Do your own work. Whenever you use information from a printed source—including textbooks and the assigned readings—*always* identify the source and the page in the reading where you found the information. Whenever you use the words of a printed source, *always* use quotation marks. Penalties for academic dishonesty and plagiarism may include: 1) failing grades for those assignments that were plagiarized; 2) a failing grade for the course. For further information on what is expected of UH-West O’ahu students, please refer to the student Academic Responsibilities and Student Code of Conduct sections (pp. 17-18) of the UHWO Student Handbook.

**Learning Challenges and Accommodations:**
In keeping with University policy, any student with a disability who needs academic accommodations for testing, note taking, reading, classroom seating, or other services, should contact Student Services as early as possible and speak with Dr. Steven Taketa (email: taketas@hawaii.edu).
**Personal Liability Insurance Requirement:**
Teacher candidates must obtain and provide evidence of personal liability insurance prior to participating in any field experience in the UHWO Bachelor of Education (B.Ed.) degree program. Proof of insurance will be verified at the start of each academic year. Personal liability insurance must be maintained throughout the early field experience, all practicums, and student teaching. Uninsured candidates will not be granted a field placement, therefore delaying timely progress towards program completion.

Teacher candidates are free to purchase personal liability insurance from the vendor of their choice. Insurance is available through the UHWO Education Club, as well as most private insurance companies. Because of its affiliation with the Student National Education Association (SNEA), the UHWO Education Club includes personal liability insurance with membership. An application is available online at: [https://sites.google.com/site/uhwosnea/](https://sites.google.com/site/uhwosnea/).

**Hybrid Course Contact Hour Requirements:**
EDEF 201 is a hybrid, 2-credit course. We will meet face-to-face for all but one (1) session; during that session, you will be given a longer assignment as well as an assessment to be completed on Laulima. For every contact hour, UHWO students are expected to spend 2 hours per week engaged in scholarly work associated with the course. Therefore, you should plan to devote a minimum of 4 hours per week outside of class to course requirements, for a grand total of 6 hours per week of attention to the course.

**TaskStream:**
To aid in the assessment of our program and provide students with a venue for demonstrating attainment of standards and showcasing work, the UHWO Teacher Preparation Program has adopted an electronic portfolio system that is being implemented in TaskStream ([www.taskstream.com](http://www.taskstream.com)). TaskStream is a web-based, content manager that allows for assessment management using electronic portfolios. As part of the UHWO Teacher Preparation Program, students will upload assignments to their UHWO Direct Response Folio (DRF) in most education courses. DRF is the name given to the specific UHWO Electronic Portfolio.

While enrolled in the UHWO Teacher Preparation Program, students are required to maintain an active subscription to TaskStream. This means that students must purchase a TaskStream subscription that lasts for the length of time they are taking courses in the UHWO Teacher Preparation Program. Students should purchase a subscription that begins during their first education course (EDEE 200/201), and ends when they have completed their final education course (EDEE 490/490s). Subscription rates can be found at [http://www.taskstream.com/pub/SubscriptionRates.asp](http://www.taskstream.com/pub/SubscriptionRates.asp).

**Required Texts:**
Readings will be assigned and accessible through Laulima.
Assignments:
The best way to learn about teaching is to teach. In this way, we will wrestle with the readings, discuss our understanding of the material, present our ideas, and write about them as a group. We are all students in this class, and we are all teachers. Education is not a one-way street, and neither are the assignments in this course.

For EDEF 200 (Credit/No Credit):
Field Placement
You must document your 45 hours on your time log with the mentor teacher’s signature to validate the time you spend in the classroom. Your log is due on Friday, May 2.
Total points: 25

Read Aloud
You are responsible for teaching one lesson during your field placement. This is a first introduction to teaching so the lesson may be as simple as reading aloud a book to a group of students. Options other than a read aloud are available. Please check with the instructor for possible alternatives.
Total points: 25

Lesson Plan*
For your lesson you will write a lesson plan. The template that you follow for the lesson plan is available on the Laulima course site (there are a few to choose from; pick one). A draft of the lesson plan must be turned in to me two weeks prior to actually teaching the lesson. I will provide feedback, and you will use it to revise and improve your lesson plan and turn it in one week prior to teaching the lesson. The first draft is worth 10 points; the final draft is worth 15 points.
Total points: 25

Lesson Reflection*
Upon completion of your lesson, you will write a 3-4 page reflection on the lesson including the planning, implementation and wrap-up phase of the lesson. In your reflection you need to analyze and assess how the lesson went and provide some recommendations for improvement. The lesson reflection is due Wednesday, May 7.
Total points: 25

*The lesson plan and reflection is a signature assignment and you must post both the lesson plan and reflection to TaskStream.

For EDEF 201 (Letter Grade):
Field Placement Reflection Papers
During the semester you will write four (4) 1-2 page reflection papers regarding your field placement. Each reflection will be on a different topic in which you will be asked to focus on a particular aspect of your classroom:
1. Focus on the learning environment, including curriculum, instruction, classroom management, discipline (due Wednesday, February 12);
2. Focus on the student as learner, and have a conversation with a student (due Wednesday, March 5);
3. Focus on teaching and the teacher’s work, and have a conversation with your mentor teacher (due Wednesday, April 2);
4. Focus on yourself, and consider what you have learned about yourself as a teacher and a learner (due Wednesday, April 23).

Due dates are listed above and in the proposed schedule of topics by class listed below. Each reflection paper is worth 5† points.
Total points: 20

**Bibliography Practice / Working Bibliography**

Education is an academic profession, and you should get yourselves in the habit of periodically conducting research and learning about new innovations and ways of thinking in the field. To that end, over the course of the semester we will all build a bibliography of resources for each of the weekly topics together. You will be expected to contribute at least one resource to the ongoing bibliography discussion thread on the Laulima site each time we cover a new topic; this exercise will count towards your total online discussion grade (see below). If two people have the same citation, the first one to post it will receive credit; this way, it is in your best interest to participate in the discussion threads earlier in the week rather than later. If you find the same citation already posted, you will need to find another one. (We are building a bibliography, and in order to do so, we need multiple references, not the same one five times.) In order to get you in the habit of looking for and citing references, you will have a bibliography practice assignment due the second week, January 22. You must find at least eight (8) resources on the topic of teaching as a profession and educational professionalism, broken down as follows: two (2) books; two (2) chapters in an edited book; two (2) journal articles; and two (2) online resources. Since the field of education uses APA style, that is the only format you should follow for this course.
Total points: 5

**Online Discussions**

Since we will be communicating both face-to-face and online, you will need to show your participation by fully engaging in online discussions. Each week you are expected to pose at least one (1) question in the online discussion, and to respond to at least two (2) of the questions posed by your colleagues. While this form of communication is necessitated by the hybrid online nature of the course, it is my hope that you will also hone your communication skills; since all we will have is our written word, you will need to write exactly what you mean to say. Please write academically, do not use this as a texting tool, and remember that I am allergic to emoticons (and please do not LOL me). In addition, such an online discussion group is good practice for future stages in your careers when you may need some good professional advice from a fellow student who is only accessible electronically. In addition, you will be required to cite at least one source for each discussion topic/thread, and to add that citation to our working bibliography thread as well. You will not be graded on your participation each week, but rather in aggregate over the course of the entire semester.
Total points: 20
In Class Assignments/Participation
Since we will have the benefit of a fair amount of solid hours of face-to-face contact time in this course, we will use that time together to interact in meaningful ways. One method of achieving such interaction is through peer-to-peer teaching and group presentations. On those days when we have specific topics to cover, you will be given reading assignments ahead of time, and broken up into groups of three (3) or four (4) the week before (groups will be different each time, to allow you to get to know one another). You will be given a problem to solve or topic to present as a group; how you deliver that information is up to you (such as through Power Point or activity-based learning). You will not be graded on each individual topic, but rather in aggregate over the course of the semester; therefore, your participation is required, as is your willingness to both teach and learn from your peers.
Total points: 25

Response Papers
Over the course of the semester, we will purposefully not meet for one (1) session. For that session, you have an outside assignment that you must complete on your own time. The assessment for this session will be a response paper, 3-4 pages in length, that demonstrates your ability to not only summarize information and respond to prompts that I will provide, but also to think critically about the issues that this self-guided session is asking you to consider. Additionally, we will have a number of guest speakers visiting us; you must write a response paper for one (1) of the guest speakers (I will provide prompts for these as well). In addition, you will write two (2) response papers analyzing and synthesizing content from the course that will also ask you to draw on your own classroom experiences as a teacher. Finally, you will be participating in a community-based learning experience. Find an opportunity to learn something by participating in an activity sponsored by a community organization or at your field placement school. Your response paper for the community-based learning experience should be a response to what you learned and how you might integrate such learning experiences into your teaching. Due dates are listed in the proposed schedule of topics by class below. Each response paper is worth 5† points.
Total points: 25

†In order to make both the field placement reflection papers and the response papers extend your thinking on a topic, you will be able to earn a total of 4 out of 5 points on the initial submission. I will return your papers to you with comments and questions; in order to earn the final point (for 5 out of 5), you will have one (1) week from the time you receive my comments and questions to respond to them as you see fit. Your response to my comments/questions can be between one paragraph and one page, depending on how far you want to extend the ideas with which we are engaging in dialogue.

Self-Assessment
Your final assignment will be a 1-2 page self-assessment, in which you are to consider your time in this course. After all, only you know how much time and effort you really put into the class. In addition to evaluating your own level of participation and interaction, you should consider what it is you learned from this course and how you will
use what you are taking away with you in your future practice. You do not need to give yourself a grade or percentage, but rather assess your performance in a narrative essay that helps you (and me) understand your intellectual growth more fully. It is due on Monday, May 5.

Total points: 5

Points for EDEF 200: 100
Points for EDEF 201: 100

**Grading:**
Final course grades are assigned based on a 100-point total as follows:
A = 90-100   B = 80-89   C = 70-79   D = 60-69   F = below 60

**Proposed Schedule of Topics by Class**

Jan. 15  Introduction, course overview, syllabus and expectations

Jan. 22  The profession / professionalism
Assignment:  Bibliography practice due
Bring one article in to class, ready to share

Jan. 29  Standards (Common Core, HTSB, Charlotte Danielson)

Feb. 5  *The Class, available on reserve in the library (no class meeting)*
Assignment:  Response paper #1, due by Monday, Feb. 10

Feb. 12  Educational policy (*A Nation at Risk*, NCLB, Race to the Top)
Assignment:  Field Placement Reflection paper #1 due

Feb. 19  Guest speaker (DOE)

Feb. 26  Guest speaker (Teachers union)
Assignment:  Response paper #2, due by Monday, Mar. 3

Mar. 5  A pair of philosophies of education (Socrates/Plato; Dewey)
Assignment:  Field Placement Reflection paper #2 due

Mar. 12  Moral development and education (Kohlberg and Gilligan)
Assignment:  Response paper #3, due by Monday, Mar. 17

Mar. 19  Lesson Planning (Bloom, Maslow, Gardner)

Mar. 26  **No Class – Spring Break Week**

Apr. 2  Lesson Planning (Bloom, Maslow, Gardner)
Assignment:  Field Placement Reflection paper #3 due
Apr. 9  Learning Theories (Piaget, Vygotsky, Bruner)

Apr. 16  Democratic education, testing, and accountability
          Assignment:  Response paper #4 due, Monday, Apr. 21

Apr. 23  Issues in Hawai‘i schools (focus on Micronesian students/families)
          Assignment:  Field Placement Reflection paper #4 due

Apr. 30  Course conclusion and review; signature assignment debrief
          Assignment:  Response paper #5 due, Friday, May 2
          Assignment:  Field Placement Time Log due Friday, May 2
          Assignment:  Self-Assessment due by Monday, May 5
          Assignment:  Lesson Reflection due Wednesday, May 7

*Please keep in mind that this syllabus is a working document, and that changes may need to be made over the course of the semester. If a change is required, I will inform the class prior to the change, and where possible and appropriate I will solicit input from the class as a whole beforehand.*