ED 285 Introduction to Classroom Management: Service Learning Assignment (10 hrs)

Course overview:
Classroom teachers know that without good classroom management, learning cannot take place! Through this introductory course, students will examine a variety of classroom management strategies and methods. In addition students will learn about the importance of values in the classroom, origins of authority, ethical issues of classroom management, learning styles, lesson planning and delivery, instructional assessment, special education overview, importance of community and parental partnerships and behavior and discipline plans.

Student Learning Outcomes:

- Organize and manage the physical environment of the classroom.
- Employ strategies that create an environment of respect thereby establishing a culture for learning.
- Describe different learning styles that affect student learning.
- Select instructional goals and demonstrate knowledge of resources by designing a coherent lesson.
- Describe ways to organize, differentiate and present instruction.
- Know and compare formal and informal assessment procedures and reporting.
- Explain how to prevent and deal with disruptive student behavior.
- Identify the legal and ethical issues regarding classroom management.
- Explain how to establish and maintain good communication with students, caregivers, Administrators and others.

Assignment:

1. Observe and record classroom management strategies employed by the classroom teacher. Close attention will be paid to physical and social class environment, procedures and routines.

2. Interview a teacher focusing on two relevant strands:
   a. Collect relative perspective and information on becoming a successful, reflective practitioner in classroom management strategies.
   b. Collect tips, advice, wisdom, rewards and challenges that all new teacher should become aware of.

3. Provide educational service that is pertinent to the classroom environment. Find a way to support the classroom teacher’s work. This could be individual student support, leading a group through an instructional exercise or routine, or presenting a lesson plan. This service should pay particular attention to classroom management topics that could lead into the discussion of a number of issues related to the relationship between positivity and learning.

Please ensure that students exhibit the following characteristics of teacher professionalism:

- Confidentiality
- Appearance
- Behavior
- Communication
- Positivity
**ED 291 Language and Literacy I: Service Learning Assignment (10 hrs)**

**Course Overview:**

Through a balanced literacy approach, instruction will focus on processes involved in emergent literacy development. Strategies based on current theories of language and literacy will be modeled to promote skills in multi-level literacy instruction and assessment techniques.

**Student Learning Outcomes:**

- Identify the stages of reading and writing development; emergent, early and fluent.
- Demonstrate the components of balanced literacy; Read-Aloud, Shared reading/writing, Guided reading/writing, Interactive reading/writing, Independent reading/writing.
- Use information found in a Running Record to modify and direct instruction by: identifying student’s instructional reading levels, determining the cueing systems being used and creating guided lessons to support independence.
- Demonstrate knowledge of various methodologies and strategies that promote comprehension including prediction, summary and questioning.
- Demonstrate characteristics of teacher professionalism: confidentiality, appearance, behavior, communication.

**Assignment:**

1. Students are asked to actively engage with your students for at least 10 hours.

2. Students are prepared to work with small groups or one on one focusing on literacy development. The type and level of engagement may vary due to your needs.

3. Students will prepare a case study integrating assessment data (running records) as well as observed reading behaviors to create a plan of guided reading instruction for one student (the child’s name will not appear and information will be held in confidence).

4. Students will complete a Service learning log with your signature in order to receive credit for service learning.

*Please ensure that students exhibit the following characteristics of teacher professionalism:*

- Confidentiality
- Appearance
- Behavior
- Communication
- Positivity

“A teacher affects eternity; he can never tell where his influence stops”

-Henry Adams
ED 295 Field Experience in Education: Service Learning Assignment (20 hrs)

Course Overview:

During this capstone students will engage in structured and supervised interactions with students in one-on-one or group setting. This course is a culmination of the knowledge, skills, and dispositions learned throughout the AAT program. The purpose of the Field Experience in Education course is to provide pre-education majors enrolled in the AAT program the opportunity to gain additional experience working with children. They will engage seminar discussions with their peers about their experiences in the field and share in reflective practice. They will also develop a portfolio of artifacts and personal reflections that are aligned to the Hawaii Teacher Standards Board.

Student Learning Outcomes:

- Provide service to a local school through supervised activities such as one-on-one and group tutoring of students while enhancing skills in working with children.
- Gain greater insight into the perspectives, activities, and responsibilities of classroom teachers.
- Analyze and reflect on experiences working with children in school-based settings.
- Connect experiences to developing philosophy of teaching and learning.
- Develop a teaching portfolio with artifacts that address and support the Hawaii State Teacher Standards.

Assignment:

1. Students will complete 20+ hours of service learning. As much as the environment allows, students should be working directly with children under the guidance of the regular education teacher.

2. Students should complete the Service Learning Log.

3. In coordination with the cooperating teacher develop, teach and evaluate a lesson in an area of interest or need of the classroom.

4. Provide service to the cooperating teacher by creating a standards based bulletin board, conducting reading running records or tutoring to small groups.

Students will also be required to exhibit the following characteristics of teacher professionalism:

- Confidentiality
- Appearance
- Behavior
- Communication
- Positivity

“Well done is better than well said” - Benjamin Franklin
Additional Service Learning Assignments (optional)

ED 290  Foundations of Education

The Foundations of Education course (ED 290) introduces students to the teaching profession and examines the historical and current trends and issues that make up the American Educational System.

Student Learning Outcomes:
- Recognize and apply their educational philosophy beliefs in a K-12 classroom.
- Demonstrate the characteristics and disposition of a professional teacher.

Service Learning Assignment:
1. Engage with your students for at least 5 hours. Ideally in groups or as a facilitator during lessons.
2. Observe the classroom in order to record examples of his/her educational philosophy beliefs and their application.
3. Write a paper describing the beliefs they observed and how well they were applied in your classroom.
4. Reflect upon their own dispositions as a teacher and the level of professionalism they demonstrated in your classroom.

ED 294  Introduction to Multicultural Education

Introduction to Multicultural Education will equip students with the knowledge, skills and methods to build inclusion within the classroom that supports and celebrates diversity.

Student Learning Outcomes:
- Discuss how culture influences learning styles.
- Describe conditions in low income schools and the implications for teaching and learning along with examining causes and cures for achievement gaps.
- Provide examples of differentiated instruction.

Service Learning Assignment:
1. Observe and record classroom and school culture and climate for at least one hour.
2. Students will record and analyze school demographics as they relate to the classroom and the community.
3. Write a lesson that leads into a discussion and activity that teaches one of the following:
   - Acceptance and appreciation of cultural diversity
   - Respect for human dignity and universal human rights
   - Responsibility to a world community
   - Respect for the earth

Students will also be required to exhibit the following characteristics of teacher professionalism:
- Confidentiality
- Appearance
- Behavior
- Communication