Sacred Heart University
Isabelle Farrington College of Education
"Promoting a Culture of Excellence in a Changing World"

Course Syllabus
ED 603: Seminar in Education - Exploring Teaching through Costa Rican Field Experience
Summer II: July 14 -August 21, 2014
3 credits

Faculty: Dr. María Lizano-DiMare   Time: 8:00 – 12:00 pm
Days: Monday – Friday   Venue: Face-to-Face
Course Room: TEC Campus - ROOM TBA   Office Hours: By Appointment
Instructor's Office: TEC Campus – ROOM TBA   Email: lizanom@sacredheart.edu
Phone TEC: (506) 2550-9112   Location: TEC, Cartago, Costa Rica

Course Description:

This course is a cultural enriched, integrated pre-service course that provides an overview of the teaching profession including educational policies, cultures, teachers, learners, school hands-on practicum, professionalism and technology in Costa Rica.

SHU course participants will be actively involved with K-12 students who represent a diversity of cultural and linguistic backgrounds, exceptionalities and learning needs in schools in Costa Rica. In addition, participants will reflect on concepts of second language learning and acquisition while participating in the schools' English classes as well as reflect on the use of technology for enabling and empowering learners with diverse cultures, characteristics, abilities and socio-economic background.

Participants will have the opportunity to observe and participate in classroom activities under the supervision of a master teacher including grade level assistance, tutoring, guiding small instructional groups, school clubs, field trips, leading school projects based on personal talents and expertise and conducting remediation lessons as recommended in learning plans by the master teacher. Teacher candidates will not be in charge of a K-12 classroom during this experience.

Course content is delivered in English through a variety of means including readings, lectures, interviews, group reflections and Blackboard modules. Teamwork and opportunities for interdisciplinary experiences are encouraged during this experience.

Course Rational:

According to NCATE (2003) pre-service field experiences are an integral part of any teacher preparation program. Szabo, Scott, & Yellin, (2002) also stated that field experiences are essential for pre-service teachers in making connections between theory and practice. The general aim of a field experience placement is to convey the relationship between theory, research, and teaching in practice and to reflect

upon the necessary skills to become an effective teacher. It is crucial that pre-service field experiences progress from an early phase involving visits to schools and classrooms for observations to gain an understanding about the teaching process, the school, teachers and students to a more advanced phase in which teacher candidates are in charge of teaching mini-lessons to a small group of students under the supervision of a master teacher.

Schedule:
July 14 - August 21, 2014 in Cartago, Costa Rica (placed in classrooms for at least 18 days).

School Placement:
When arriving to Cartago, Costa Rica course participants will be assigned to a public or private K-12 school. A minimum of two SHU course participants will be placed in a same school. The course instructor will select the schools taken into consideration participants' certification area, grade levels or academic areas and Spanish language knowledge. It is highly recommended that course participants have some prior knowledge in Spanish but is not a requisite for enrollment in this course.

Placements follow the Isabelle Farrington College of Education Conceptual Framework domains: (1) the Context of the Profession; (2) the general and specialized Content required for teaching; (3) the cognitive and affective processes of the Learner; (4) Practices associated with successful Pedagogy and (5) the personal skills and dispositions of the Educator. These domains seek to prepare teachers as reflective leaders, in an ever-changing world, based upon a solid foundation in general education, educational research, specific pedagogical skills, field experiences and teacher dispositions as required by the National Council for the Accreditation of Teacher Education (NCATE) and the Connecticut Common Core of Teaching Competencies (CCT).

Tecnólogico de Costa Rica & Cultural Immersion:
SHU participants will be using facilities of the host university Tecnólogico de Costa Rica (TEC) in Cartago. Participants will attend this course at the TEC campus, which will allow SHU candidates to meet other higher education students. To further foster communication and networking opportunities between SHU and TEC students, each SHU candidate will be paired up with a TEC Language Partner. TEC Language Partners will be invited to participant on cultural field trips and extra curricular events. For further information on the host university visit: URL: http://www.tec.ac.cr.

Course participants will also be host by a Costa Rican family to foster a full cultural and linguistic immersion experience while in the country. Two course participants will be placed with a same family in the surroundings of Tecnólogico de Costa Rica (TEC). Families will guide and acclimate participants to the town of Cartago, surroundings and way of life.

Course Goals and Content Standards:
Content standards specify what students should know and be able to do by the end of the instructional process. These statements define domains of content that are important for students to learn and instructors to teach. Through their active participation in this course, students will –

   A. Analyze P-12 educational policies of Costa Rica.
   B. Demonstrate an awareness of current trends and research in second language learning and second language acquisition.

C. Implement a variety of strategies (e.g. one on one, small group) to motivate and help all students acquire knowledge and skills needed to succeed in the classroom.
D. Align and design self-made instructional materials with both Costa Rican and CT state standards.
E. Effectively collaborate with students and colleagues to facilitate optimal educational experiences for students.
F. Assist and plan appropriate assessment strategies and instruments.
G. Recognize the need for teachers to use a variety of tools including technology to enable and empower learners with diverse cultures, characteristics, abilities, and socio-economic backgrounds.
H. Support the professional development of other educators in the area of teaching and learning English and/or technology integration.
I. Engage in self-reflection regarding performance and pursue opportunities for feedback for continuous improvement as a teacher candidate.

Course Format:
This course is designed to actively engage participants' learning through K-12 pre-service field experiences in diverse settings in Costa Rican schools in which participants are expected to participate in the schools for 18 days. The course will also use multiple delivery methods including online lecture, discussion, cooperative grouping, student presentations and reflections via Blackboard. Course delivery language is English.

Course Access & Availability:
An active Sacred Heart University Network Account and email address are needed for the successful completion of this course. A network account must be set up that will enable you to access IT services such as mySHU Portal, Blackboard, WebAdvisor, Library Resources, Network Resources, and your email account. To set up a new Sacred Heart University network account, please follow the instructions here - https://ams.sacredheart.edu/NewUser.aspx If you already have and use your SHU email account, you have already set up your account and can skip this step. Course content can be accessed on the first day of the semester at –
MySHU / Blackboard - http://www.sacredheart.edu/pages/1938_myshu_blackboard.cfm

NOTE: You must wait for at least 24 hours after registering in order to access your course in Blackboard.

Required Computer Technologies:
Participants must have access to the Internet along with privileges to log into a laptop computer, where they can download and install software.

Minimum software:
- Microsoft® Office 2000 or higher
- Skype
- Paint - PC users or Paintbrush - Mac users (or similar),
- Adobe Acrobat Reader,
- Movie Maker - PC users or iMovie - Mac users (or similar).
- An antivirus software
- Other downloadable software / online Web 2.0 technologies will be added at the instructor's discretion.
- Active Gmail account and Dropbox account

Participants who use Macs are responsible for ensuring that the course instructor can view all submitted assignment files on a PC computer. Assignments created that cannot be opened / viewed by the course instructor will be awarded a grade of zero.

Required Course Supplies:
- SHU ID Card required while in Costa Rica
- A laptop computer with working battery and all required electrical plugs in a protective case (Computers purchased prior to the year 2002 and/or Windows 98 are not recommended).
- Access to a scanner or an application for a Smart Phone such as Genius Scan - PDF Scanner by The Grizzly Labs
- Computer Webcam
- Computer Speakers or Computer Headphones (built in microphone and volume control optional)
- Computer Microphone (as a separate unit or built into the webcam or headphones)
- Digital Camera (a Smart phone could be used for this purpose as well) or video recording device
- One of two blank adhesive mailing labels for portfolio identification
- A minimum of one USB Flash Drive for computers
  One USB Flash Drive containing the participant's course portfolio will be turned in to the instructor at the end of the semester. This USB Flash Drive will remain on file in the College of Education and will not be returned.

NOTE: It is recommended that participants purchase these items in the USA prior to departure!!

Course Standards and Competencies:
Since the mid-1980s, Connecticut's educational policies have promoted high standards for students and professional educators. Educational reform that leads to improving the quality of Connecticut's educators has been viewed as a prerequisite for insuring that "no child in America will be left behind". In meeting this goal, the following standards and competencies for teacher preparation and certification have been used as a framework for the development of course content and assessments:
- Connecticut Common Core of Teaching Competencies (CCT): Foundation Skills
- Connecticut Teacher Technology Competencies (CTTC)
- NCATE 2002/2003

This course is also in compliance with Section 10-145(a) of the Connecticut General Statutes related to diversity and technology.
NOTE: See Course Syllabus Addendum for a detailed description on standards, competencies and statutes covered in this course.

Books and Articles:
Due to the wide variety of research literature it is not practical to suggest a single textbook here. There are excellent textbooks, articles or RSS feeds including the Costa Rican Ministry of Public Education website (MEP),the International Society for Technology in Education (ISTE), the Association for Supervision and Curriculum Development (ASCD), Scholastic and the George Lucas Foundation that can be excellent resources. Research articles can be found through the SHU library educational research databases.

- American Psychological Association (2009). *Publication manual of the American Psychological Association* (6 th ed.). Washington, DC: Author.
- Beard, L.A., Carpenter, L.B., & Johnson, L.B. (2011). *Assistive technology: Access for all students*

(2nd edition). Pearson Education, Inc.

- Comunidad Educativa de Centroamérica y República Diminicana (CEDUCAR). (2013). Colección pedagógica formación inicial de docents. Retrieved from http://www.ceducar.info/ceducar/index.php/component/docman/cat_view/26-coleccion-pedagogica-formacion-inicial-de-docentes-centroamericanos-de-educacion-primaria-o-basica?Itemid=11
- Erben, T., Ban,R., & Castañeda,M. (2009). *Teaching English language learners through technology (teaching English language learners across the curriculum).* New York: Routledge.
- Esquith, R. (2007). *Teach like your hair's on fire*. New York: Penguin Group, Inc.
- Friend, M. (2009). *Evaluation of student learning*. Marilyn Friend, Inc.
- MEP. (2013). Indicadores en el sistema educativo. Retrieved from http://www.mep.go.cr/Indicadores_Educativos/index.html
- MEP. (2013). Programas de estudio. Retrieved from http://www.mep.go.cr/GestionEvaluacion/listadodecontenido.aspx
- Parkay, F. & Stanford, B. (2007). *Becoming a teacher*. 8th Edition. Pearson Allyn and Bacon.
- UNDATA. (2013). Costa Rica. Retrieved from http://data.un.org/CountryProfile.aspx?crName=Costa%20Rica
- Warschauer, M. (2011). *Learning in the cloud: How (and why) to transform schools with digital media.* New York, NY: Teachers College Press.

Evaluation: Course Competencies / Grading Rubric Overview
A Digital Portfolio Development – A digital portfolio will be maintained which will demonstrate evidence of the 2010 Common Core of Teaching: Foundational Skills mastery. (Refer to the Portfolio Project Checklist and Course Outcome Grading Rubric for specific assignments.)

Portfolio Folder 1: Domain 1. Content and Essential Skills
Teachers understand and apply essential skills, central concepts and tools of inquiry in their subject matter or field.

Portfolio Folder 2: Domain 2. Classroom Environment, Student Engagement and Commitment to Learning
Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

Portfolio Folder 3: Domain 3. Planning for Active Learning
Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Portfolio Folder 4: Domain 4. Instruction for Active Learning
Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

Portfolio Folder 5: Domain 5. Assessment for Learning
Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.

Portfolio Folder 6: Professional Responsibilities and Teacher Leadership
Teachers maximize support for student learning by developing and demonstrating professionalism, collaboration with others, and leadership

Assignments:
Assignments in this course are intended to help teacher candidates develop an understanding of all the elements to successfully integrate course and field-base work. These elements include an understanding of the school facilities, school diversity, climate and culture, needs of all students including special education and gifted and talented students, K-12 curriculum standards, communication tools for teaching and learning, technology integration and assessments.

All assignments are required and each assignment will rest upon information obtained through completion of previous class work. Participants will use the course checklist to check their progress and the course outcome list will provide a summary of each assignment. Further details for each specific assignment will be provided via Blackboard.

All assignments will be required for successful completion of this course. There are no extra assignments, activities or points to bring the grade score up of a participant. Completion and submission of all assigned course work in time is expected. No late coursework will be accepted. The completion of all coursework in a timely fashion, exhibit your professionalism.

Attendance:
Attendance to all class/school meetings is required and it is essential to the participant's success in this course. There will be a twenty-point deduction per missed session from the final grade score.

Technology Devices:
No cells phone, texting, or any other electronic distraction when in class/school. Your active listening skills, participation and reflection speak to your professionalism.

Digital Presence:
Clean up your Facebook page prior of starting with this course. Your digital footprint speaks to you professionalism.

Academic Honesty:
All course participants will follow the SHU integrity policy conducive to a positive learning environment. (Read syllabus addendum for further details on integrity policy section).

SHU Representation & Professionalism:
Represent SHU and Isabelle Farrington College of Education with a professional and positive demeanor. The teacher candidate is expected to dress professionally. In all matters of conduct and personal appearance, the teacher candidate is expected to comply with SHU standards.
Wear the SHU ID badge or one that is provided by the partnering school while in Costa Rica. (Read syllabus addendum for further details on SHU Representation policy section).

Assignment Submission and Late Policy:
All assignments must be submitted by 7:00 pm on the due date in order to avoid loss of credit.
Assignments submitted past the due date will not be accepted (read syllabus addendum for further details on late policy section).

Evaluation:
- Course Assignments - 50%
- School based Field Experience - 30%
- Digital USB Portfolio – 10%
- School Evaluation & Collaboration - 10%

Point Totals for ED 603
Note -These grading guidelines follow the SHU system of grades as determined by the Registrar's Office. Refer to your SHU Catalog for further information relating to Academic Standards. The alignment of point totals for each category has been determined by the course Instructor. (Read syllabus addendum for further details on grading policy section).

A = 1500 – 1465	C+ = 1320 - 1285
A- = 1464 – 1429	C = 1284 - 1248
B+ = 1428 – 1393	F = 0 - 1247
B = 1392 – 1357	I = Incomplete
B- = 1356 – 1321	(initial deduction of 100 points to participants who receive a grade of "I")

SHU Summer II 2014 Class Calendar:

Summer II Semester	2014
Arrival Costa Rica	Fri., July 11
Orientation TEC (Costa Rican sister university)	Sat., July 12
Classes Begin	Mon., July 14
Last Day to ADD/DROP	Fri., July 18
Last Day to Withdraw from a Course	Fri., August 1
Costa Rica National Holiday	Fri., August 1
Costa Rica Mother's Day Holiday	Fri., August 15
Last Day of Classes (Including Finals)	Thurs., August 21
Departure USA	Fri., August 22

Changes to the syllabus and syllabus addendum:
The instructor reserves the right to modify this syllabus over the course of the semester as to adapt to the occasional changing needs of the participants. Any changes will be broadcasted under Announcements on Blackboard, updated to the syllabus, and announced at the beginning of the following class.

SACRED HEART UNIVERSITY

Isabelle Farrington College of Education

Field Experience in Culturally Diverse Settings

Hours Log

Directions:

- Print a copy of this document at the beginning of the semester.
- Fill in your name, SHU ID #, semester and the remainder of the top section.
- Use this Hours Log to record the total time that you spend for completing your field experience.
- If needed insert another raw to the table to add more activities and time blocks
- Activity(ies) are to be listed in a bulleted manner (e.g. Observation of special education student 4th grade classroom)
- As you complete each week/session/activity, have your hours authenticated (in blue ink) by a supervising teacher, school administrator, or program director.
- The course instructor will signed at the end of the hours log in blue ink
- Sign and date the form in blue ink after you have completed your field experience.
- Include a scanned copy of the signed Hours Log in your digital portfolio.
- Submit the original, signed (paper) copy of your completed Hours Log to the course instructor.
- The original paper copy will become part of your Teacher Candidate Records File in the College of Education.

_____

(Teacher Candidate Name, SHU ID and Semester)

_____

(Course Title and Number)

Undergraduate ☐   Graduate ☐   Internship Program ☐

_____

(Location of Field Experience)

_____

(Teacher's Name and Title/Position)

_____

(Teacher's Contact Information - E-mail Address and Phone Number)

Week /Date	Activities	Total Hours
SAMPLE July 15-19	SAMPLE: delete it - Orientation with principal and assigned 4rt grade teacher; - teacher shadowing; - classroom observation including specials music and gym; - become familiar with curriculum and school expectations	SAMPLE 16 hours
Total of Hours		Certified by – Teacher's / Principal's Signature in Blue Pen
		Certified by – Course Instructor's Signature in Blue Pen

I hereby certify that I have completed all of the hours indicated on this document.

Teacher's Candidate Signature _____ **Date** _____
                                    (Blue Pen Only)

SACRED HEART UNIVERSITY

Isabelle Farrington College of Education
ED 603: Seminar in Education - Exploring
Teaching through Costa Rican Field
Experience

Field Experiences (FE) (other than student teaching)		
Undergraduate ☐ Graduate ☐	Course Number: ED 603	Course Title: Seminar in Education - Exploring Teaching through Field Experience
(a) Purpose of Field Experience	SHU course participants will be actively involved with students who represent a diversity of cultural and linguistic backgrounds, exceptionalities and learning needs in K-12 schools in Costa Rica. Participants will have the opportunity to observe and participate in classroom activities under the supervision of a master teacher including grade level assistance, tutoring, guiding small instructional groups, school clubs, field trips, leading school projects based on personal talents and expertise and conducting remediation lessons as recommended in learning plans by the master teacher.	
(b) Occurrence during semester	Course participants will be placed in a K-12 school in Costa Rica during 20 days during the Summer session II semester.	
(c) Criteria for successful completion of FE	See course grading rubric, assignment grading rubric and Blackboard module with detailed description on requirements. Candidates will spend at least 16 hours a week in the school assisting with a variety of classroom related tasks, including the submission of completed FE Hours log, reflection journals, videos and other requirements stated in Blackboard.	
(d) Academic credit awarded	Yes ☒ No ☐ If YES how is it awarded?	Field Experience: 30% of final grade
(e) Field Experience location determined by	Course instructor will locate a K-12 school in Cartago, Costa Rica for each course participant.	

(f) CT Common Core of Teaching: Foundation Skills and Competencies (CCT) that relate to the Field Experience	CT State Department of Education CT Common Core of Teaching: Foundational Skills (2010)
	
	Domain 1. Content and Essential Skills:
	  1.2 Demonstrating discipline-specific knowledge and skills as described in the relevant national and state professional teaching standards
	
	  1.3 Using developmentally appropriate verbal, non-verbal and technological communications
	
	  1.4 Using technological and digital resources to promote learning, collaboration with colleagues and communication within a learning community
	
	Domain 2. Classroom Environment, Student Engagement and Commitment to Learning:
	  2.4 Fostering appropriate standards of behavior that support a productive learning environment for all students;
	
	Domain 3. Planning for Active Learning:
	  3.2 Developing and organizing coherent and relevant units, lessons and learning tasks that build on students' prior knowledge, skills and interests and engage students in the work of the discipline
	
	Domain 4. Instruction for Active Learning:
	  4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning
	
	  4.2 Using technological and digital resources strategically to promote learning
	
	  4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance.
	
	Domain 5. Assessment for Learning:
	  5.2 Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn
	
	Domain 6. Professional Responsibilities and Teacher Leadership:
	  6.1 Continually engaging in reflection, self-evaluation and professional development to enhance their understanding
	
	  6.3 Collaborating with colleagues, administrators, students and their families to develop and sustain a positive school climate
	
	  6.8 Understanding how one's race, gender and culture affect professional interactions with students, families and colleagues
	
	  6.9 Using communication technology in a professional and ethical manner
	
	  6.11 Conducting themselves as professionals in accordance with the Connecticut's Code of Professional Responsibility for Educators

NCATE Standards that relate to Field Experience	NCATE Unit Standards (NCATE, 2008) Standard 3: Field Experiences and Clinical Practice The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Standard 4: Diversity The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

Connecticut Teacher Technology Competencies (CTTC) that relate to Field Experience	CONNECTICUT TEACHER TECHNOLOGY COMPETENCIES (2001)
	
	Standard I: Educational Technology Concepts and Operations
	     B. Demonstrate an understanding of organizational issues related to the application of technology in education.
	
	Standard II: Creating Learning Environments and Experiences
	     E. Use technologies to support student-centered learning strategies for all students.
	
	Standard III: Productivity and Professional Practice
	     A. Use educational technology to Communicate/collaborate with the community.
	
	Standard IV: Social, Legal, Ethical and Human Issues
	     A. Understand, model and teach the legal and ethical practices regarding information and educational technology.
	
	     C. Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds

(g) Comments	The completed and signed Field Experience Hours Log, which documents the hours spent in the school setting as well all other course work related to this experience must be submitted on time and save to the digital portfolio for obtaining a grade.