



EED 678 PRACTICUM IN ELEMENTARY EDUCATION K-6

INSTRUCTOR: Katie Kinney, Ph.D

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Office Hours:

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-10:00 AM, 4:00-5:30 PM via cell, or by appointment	4:00-5:30 PM via cell	4:00-5:30 PM via cell	8:00-10:00 AM, 4:00-5:30 PM via cell, or by appointment	By appointment

COURSE PREREQUISITE: Admission to graduate school

COURSE DESCRIPTION

Supervised laboratory and field experiences in diverse K-6 public school settings. Emphasis is placed on meeting the technology knowledge and skills and the diversity elements as defined by the State Board of Education and NCATE standards.

RESOURCES

*Dana, N.F. & Yendol-Hoppey, D. (2014). *The reflective educator's guide to classroom research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry* (3rd ed.). Thousand Oaks, CA: Corwin Press. (ISBN: 978-1-4833-3198-0)

*Additional reading material may be posted on Canvas

COURSE OBJECTIVES

With regard to designing, implementing, and assessing technology-based learning experiences to engage students and improve learning; prepare students for successive education, careers and college; enrich professional practice; and provide positive models for students, colleagues, and the community, individuals enrolled in Class A programs shall demonstrate ability to:

1. Facilitate and inspire student learning and creativity by providing a variety of learning environments that foster collaboration and innovative thinking to solve real world issues and authentic problems using digital tools and resources. 290-3-3-.42(4)(b)1. CF #4, 5
2. Design, develop, use, manage, and assess authentic digital-age learning experiences that are aligned with subject-area content and the Alabama Course of Study: Technology Education to maximize content learning and address diverse learning styles, incorporating the use of formative and summative measurement tools to better inform learning. 290-3-3-.42(4)(b)2. CF #2, 4
3. Model and facilitate innovative digital-age work and learning experiences through the effective use of current and emerging tools to ensure success in a global and digital world whereby the teacher and learner locate, analyze, evaluate, manage, and report information as well as communicate and collaborate online fluently using a variety of technology-based media formats. 290-3-3-.42(4)(b)3. CF #4
4. Promote, model, and communicate the safe, legal and ethical principles of digital citizenship, equitable access, digital etiquette, and responsible online social interactions in a global culture including respect for copyright,

intellectual property, the appropriate documentation of sources, and Internet user protection policies. 290-3-3-.42(4)(b)4. CF #4

5. Engage in professional growth and leadership activities, including modeling lifelong learning by participating in face to face and online learning communities to continuously improve professional practice using existing and emerging digital tools, resources, and current research that focuses on improved student learning, as well as promotes professional development of other educators. 290-3-3-.42(4)(b)5. CF #1, 3, 4

All course objectives will be assessed through rubrics for the Teacher Inquiry Quality Reflection, Teacher Inquiry Executive Summary, and the Teacher Inquiry Presentation.

COURSE EXPECTATIONS

1. I expect you to log in to Canvas and check email on a daily basis.
2. The emphasis of this course is on the process developing and implementing a technology-related inquiry in your classroom. If you do not have your own classroom, you will need to find one to “borrow” for the purposes of this assignment. If you need assistance, please let me know.
3. During this course you will conduct a mini action research through an inquiry; therefore, this course is inherently an independent project. There are few due dates until the final December 4, 2016 due date when all course assignments must be submitted in Canvas. I am here to provide mentoring and support. **It is imperative that you stay in close contact with me either through virtual or face-to-face meetings with any questions or concerns you have along the way.**
4. The last day to submit work is December 4, 2016.
5. If you have a question/concern, please email, text, or call me. I check my email every day I’m in the office.
6. Participation in activities and discussions is expected.
7. Because this course is completely project-based, there are many projects that can be used for your cumulative graduate portfolio, which will be submitted your last semester in the graduate program.
8. All requirements of the course must be satisfactorily completed to receive credit for the course.
9. To apply credit for this course to a Teacher Education Program, the candidate must earn a C or better.

Course Requirements & Grading:

Please see Canvas for specific assignment descriptions and rubrics.

Assignment	Points	Due Date
Chapter Discussions	10 points	See Canvas
Teacher Inquiry Brief	10 points	September 12, 2016
Literature Review	15 points	September 19, 2016
Teacher Inquiry Quality Reflection	15 points	December 4, 2016
Teacher Inquiry Executive Summary	25 points	December 4, 2016
Teacher Inquiry Presentation	25 points	December 4, 2016
Article/Presentation Proposal	15 points	December 4, 2016
Points Possible: 115		

Grading Percentages

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|---|-----------------|
| A | (100 - 93%) |
| B | (92 - 84%) |
| C | (83 - 75%) |
| D | (74 - 65%) |
| F | (64% and below) |

Academic Honesty: Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

Incidents of possible student academic dishonesty will be addressed in accordance with the following guidelines:

1. The instructor is responsible for investigating and documenting any incident of alleged academic dishonesty that occurs under the instructor's purview.
2. If the instructor finds the allegation of academic dishonesty to have merit, then the instructor, after a documented conference with the student, will develop a plan for disciplinary action. If the student agrees to this plan, then both instructor and student will sign the agreement. The faculty member will forward a copy of the signed agreement to the Office of Student Conduct for record-keeping purposes.
3. If the student disagrees with the instructor's proposed plan for disciplinary action and wishes to take further action, he/she is responsible for scheduling a meeting with the chair of the department where the course is housed to appeal the proposed disciplinary plan. The department chair shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the departmental level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the dean of the college where the course is housed to appeal the proposed disciplinary plan. The college dean shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. If a resolution is reached, the disposition of the case will be forwarded to the Office of Student Conduct. If a resolution at the college level is not reached and the student wishes to take further action, he/she is responsible for scheduling a meeting with the Vice President for Academic Affairs and Provost (VPAA/P) to appeal the proposed disciplinary plan. The VPAA/P shall mediate the matter and seek a satisfactory judgment acceptable to the faculty member based on meetings with all parties. After reviewing all documentation, the VPAA/P may, at his/her discretion, choose either to affirm the proposed action, to refer the case to the Office of Student Conduct for further review, or to dismiss the matter depending on the merits of the case. The final disposition of the case will be disseminated to appropriate parties, including the Office of Student Conduct.
4. If a student is allowed academic progression but demonstrates a repeated pattern of academic dishonesty, the VPAA/P may, after consultation with the Office of Student Conduct, assign additional penalties to the student, including removal from the University.

Communication:

The official method of communication at UNA is UNA portal, with emphasis placed on University email.

Disability Accommodations:

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).

Title IX:

The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA's policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix. If you have experienced or observed discrimination or harassment, confidential reporting resources can be found on the website or you may make a formal complaint by contacting the Title IX Coordinator at 256-765-4223.

An Optional Title IX Statement is available for faculty to use if they wish to have a more extensive version for their syllabus.

The University of North Alabama has an expectation of mutual respect. Students, staff, administrators, and faculty are entitled to a working environment and educational environment free of discriminatory harassment. Both the Equal Employment Opportunity Commission and the State of Alabama regard sexual harassment as a form of sex/gender discrimination and, therefore, as an unlawful discriminatory practice. This includes sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing.

Faculty and staff are required by federal law to report any observations of harassment (including online harassment) as well as any notice given by students or colleagues of any of the behaviors noted above. Retaliation against any person who reports discrimination or harassment is also prohibited. UNA's policies and regulations covering discrimination and harassment may be accessed at www.una.edu/titleix. If you have experienced or observed discrimination or harassment, below are some resources to contact.

Confidential Reporting:

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:

Student Counseling Services	256-765-5215
University Health Services	256-765-4328
Women's Center	256-765-4380
Rape Response	256-767-1100 (hotline)/256-765-0025 (office)
Safe Place (domestic violence)	256-767-6210 (hotline)/256-767-3076 (office)

Formal Reporting:

If a reporting party would like the University to investigate an incident, the reporting party may speak with:

UNA Police	256-765-4357
Title IX Coordinator	256-765-4223

Tk20 Syllabus Statement

Tk20 is the official assessment management system of the University of North Alabama's College of Education and Human Sciences. All undergraduate and graduate programs leading to educator certification; undergraduate programs in Exercise Science, Fitness Management, Health Promotion, Recreation, and Sport Management; and all CACREP accredited programs require key assessments, projects, work samples, applications, professional testing and certification recommendations that will be collected, processed, and archived through the Tk20 system. It is

the responsibility of each student pursuing any degree or certification in the programs mentioned above to pay the one-time COEHS Assessment Fee, which will be billed through the student's University account. The fee will allow the student access to Tk20, and may be utilized for ten years from the activation date. Students with Assessment Fee billing issues should contact Dr. Katie Kinney, Tk20 Administrator at tk20@una.edu.