EED 678 PRACTICUM IN ELEMENTARY EDUCATION K-6

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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
College LiveText edu solutions membership (can be purchased through the University Bookstore or on line at www.LiveText.com)
Dana, N.F. & Yendol-Hoppey, D. (2009). *The reflective educator's guide to classroom research*. Thousand Oaks, CA: Corwin Press. (ISBN:978-1-4129-6657-3)

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. You must have a network account with UNA, access to a computer (Windows or Macintosh platform), and an e-mail address. It is also recommended that you have access to the Internet from outside UNA, possibly through an ISP (Internet Service Provider). Become familiar with the course site—read all assignments and expectations before beginning any assignment.
2. I expect you to log in to the Angel site and check email on a daily basis.
3. This course revolves around the process of 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.
4. Due to the nature of the course, I have not set due dates for the various assignments. This course is geared around studying an issue in your classroom and is by nature, an independent project with my being there to provide mentorship and support. Therefore, you should turn in assignments when you complete the various portions of the study. It is imperative that you stay in close contact with me with any questions or concerns you have along the way.
5. The last day to submit work is April 29, 2012.
6. I will check the "Help! I've got a question!" topic on the Discussion Board several times a week. Post questions there that others in the class might be asking. If you have an individual question/concern, email me. I check my email every day I'm in the office.
7. The Angel chat feature is available for your use as needed. If you are interested in communicating with me during office hours, you will be able to locate and communicate with me there.
8. Participation in activities and discussions is expected.
9. Firefox is the Web browser you should use for the purposes of this course. If you do not have it on your computer, please download it from: http://www.mozilla.com/en-US/.
10. I recommend keeping all assignments for the semester in online storage area such as Livetext as a backup to your normal means of saving your work.

11. Because this course is totally 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.
12. A professional subjective evaluation will be given based on the quality of all work completed in the class.
13. All acts of dishonesty in any work constitute academic misconduct and will be reported to the VPAA's office for disciplinary action. Please see http://www.una.edu/library/help/plagiarism-students.html for more information. According to the University catalog:
    i. **Academic Honesty.** All members of the university community are expected to be honorable and observe standards of conduct appropriate to a community of scholars. Students are expected to behave in an ethical manner. Individuals who disregard the core values of truth and honesty bring disrespect to themselves and the University. A university community that allows academic dishonesty will suffer harm to the reputation of students, faculty, and graduates.
    ii. It is in the best interest of the entire university community to sanction any individual who chooses not to accept the principles of academic honesty by committing acts such as cheating, plagiarism, or misrepresentation. Offenses are reported to the Vice President for Academic Affairs and Provost for referral to the University Student Discipline System for disposition.
14. If you are a person with a disability and desire accommodations to complete course requirements, please notify the course instructor in writing as soon as possible to discuss your request.
15. All requirements of the course must be satisfactorily completed to receive credit for the course.
16. To apply credit for this course to a Teacher Education program, the candidate must earn a C or better.

COURSE REQUIREMENTS

	Points Earned	**Points Possible**
Teacher Inquiry Brief		10
Teacher Inquiry Quality Reflection*		15
Teacher Inquiry Executive Summary*		25
Teacher Inquiry Presentation*		25
Teacher Inquiry Showcase		25
Total		**100**

* Denotes an assessment (in LiveText) used for programmatic data
Assignment Details

The following is a short description of the course requirements. More details and corresponding rubrics will be provided as requirements are assigned.

Teacher Inquiry Brief
You will create your own teacher inquiry plan that includes all the aspects of conducting a teacher inquiry. A format and examples will be provided.

Teacher Inquiry Quality Reflection *290-3-3-.42)(4)(b)1, 290-3-3-.42(4)(b)2, 290-3-3-.42(4)(b)3, 290-3-3-.42(4)(b)4, 290-3-3-.42(4)(b)5.CF #1, 2, 3, 4, 5*
After you complete your teacher inquiry, you will go through a guided process to evaluate the quality of your inquiry.

Teacher Inquiry Executive Summary *290-3-3-.42(4)(b)1, 290-3-3-.42(4)(b)2, 290-3-3-.42(4)(b)3, 290-3-3-.42(4)(b)4, 290-3-3-.42(4)(b)5.CF #1, 2, 3, 4, 5*
You will synthesize the findings of your inquiry in the form of an Executive Summary consisting of 3-5 pages.

Teacher Inquiry Presentation *290-3-3-.42(4)(b)1, 290-3-3-.42(4)(b)2, 290-3-3-.42(4)(b)3, 290-3-3-.42(4)(b)4, 290-3-3-.42(4)(b)5.CF #1, 2, 3, 4, 5*
You will share your teacher inquiry presentation with your colleagues at a faculty meeting or some similar professional engagement and will video record it with a DVD recorder or a mini DV recorder. This will serve as fulfillment of the clinical requirement for this course.

Teacher Inquiry Showcase
As a culminating activity, we will have a Teacher inquiry Showcase in a poster session format. This showcase will be held on campus and will be at the end of the semester. More details will be forthcoming.

GRADING PROCEDURES
A professional subjective evaluation will be given based on the quality of the work and assignments completed for the class.

Grading Scale: (All assignments)
100% – 93%   A
92% – 84%   B

83% – 75%   C
74% – 65%   D
64% – 0%   F

"Satisfaction of master's degree and program requirements includes an overall grade of B or better (3.00) on all valid work attempted at the University of North Alabama, with not more than six semester hours of C work or below. If two C's are earned, the student must have at least two A's in his/her program to achieve an overall 3.00 or better..." (p. 31, 2001-2002 Graduate Studies Bulletin - University of North Alabama).

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 and Section 504 of the Rehabilitation Act of 1973, 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 Developmental Services prior to the beginning of the semester to initiate the accommodation process and to notify instructors within the first three class meetings to develop an accommodation plan. 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 Developmental Services.

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION**

CONCEPTUAL FRAMEWORK

*"Engaging Learners,
       Inspiring Leaders,
              Transforming Lives"*

The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama's institutional mission –

"Changing lives. Creating futures."

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

"**Knowledgeable Practicing Professionals**"

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;

2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth

3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

4. Use technology to support assessment, planning and instruction for promoting student learning;

5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;

6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.