University of North Alabama  
EEX 678 – Practicum in Special Education  
Fall 2012

University Supervisor: Dr. Pam Fernstrom Chaney
Office: SH 518  
Cell Phone: (256)740-1646  
Credit: 3 semester hours  
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Office Hours  
Monday: 3:15 – 5:00  
Tuesday: 12:30 – 3:30  
Wednesday: 3:15 – 4:30  
Thursday: 12:15 – 1:15

Course Prerequisites: Unconditional admission to the graduate program, completion of the coursework required for the advanced candidate’s program of study, advisor’s approval, an appropriate Praxis II (Test #0014 – Elementary Education Content Knowledge) score for K-6 majors, and an appropriate Praxis Special Education Core Knowledge and Application (Test #0354) score for both K-6 and 6-12 majors.

Course Description: Supervised observation and teaching of students with cognitive, behavioral, physical, and/or multiple disabilities. Emphasis on the integration of technology in assessing levels of student function; planning for instruction; teaching in multiple settings; managing behavior; maintaining records; and interacting with parents, faculty, and administrators.

Course Text: LiveText Portfolio & COE Lesson Plan Templates, & Practicum Syllabus

Course Requirements: This practicum is designed to insure that candidates can apply the skills and pedagogy taught in the Collaborative Special Education Program. The candidate will be observed in their assigned classroom setting(s) and receive oral and written feedback from the University supervisor. All practicum activities will be conducted in special and/or general education classrooms in accredited schools. The candidate may complete the practicum activities in the following ways with University supervisor approval.

Placements:

- If the candidate is employed as a teacher in the area of their program of study emphasis (including grade level) the requirements of the practicum may be completed in his/her own instructional assignment.
- If the candidate is employed as a teacher, but requires practicum experiences with students whose placement is not regularly assigned to him/her, the candidate will work with the University supervisor to arrange for the appropriate classroom setting/grade level.
- If the candidate is not currently employed as a teacher the University supervisor will arrange the practicum in an appropriate classroom setting. The University supervisor will specify the daily amount of time for the candidate to teach in the setting.

Practicum Portfolio: During the practicum, the advanced candidate will satisfactorily complete the following standards by creating an electronic portfolio in LiveText. The portfolio artifacts will be evaluated by the UNA supervisor between and during each observation in the assigned classroom setting. Candidates are responsible for keeping their portfolio up-to-date and submitting it to the University supervisor on a regular basis. It is the responsibility of the candidate to notify the supervisor by e-mail when new artifacts have been placed in the portfolio and ready to be assessed between observations. The K-6/6-12 candidate’s portfolio should include the following (see pages 5-8 for each area and LiveText for practicum portfolio).

- Instruction: Includes lesson plans and reflections using the College of Education’s (COE) format in areas specified.
- Social & Academic Behavior Interventions: Includes two behavior interventions (demonstrating one increasing and one decreasing behavior change), a functional behavior assessment, documentation/reflection on student progress monitoring/instructional decisions, a school healthcare plan, and an assessment of and a plan for instruction (in the areas of communication, cognition, motor, self-help/adaptive, social/emotional, functional life skills, and vocational skills).
Professional Development Plan: Includes documentation and reflections from the candidate’s communication and collaboration with parents and other professionals to make changes in a student’s instructional program.

Technology Plan: Includes documentation and reflections of the candidate’s integration of technology in daily instruction, communication, planning, and assessment.

Transition Plan: Includes plans for transitioning K-6 and 6-12 students.

On-site Notebook: In addition to the electronic portfolio the candidate will keep an on-site notebook with copies of day-to-day planning and instruction. The items, but not limited to, listed below will be kept in the on-site notebook and the items marked with an asterisk will be included in the electronic portfolio too.

- School calendar, including amendments
- *Candidate (and school’s daily schedule)
- *Class rosters by period and/or subject area (including grade level(s) and disabilities)
- Daily lesson plans and reflections for areas/grade levels as specified by the University supervisor (Candidate must use UNA’s COE lesson plan format for all lesson plans but not all daily lesson plans must be submitted via LiveText.)
- *Classroom(s) management plan(s)
- *On-going decreasing/increasing behavior interventions (including raw data [data collection sheets and/or probes], intervention plan, documentation for each data point and decisions made regarding data, up-to-date graph with trend lines)
- *Daily documentation of practicum attendance, including which assigned classes/periods were or were not taught. (A note of the date a lesson plan was taught should be placed on the actual lesson plan when it was not taught on the original date.)
- *Any portfolio artifacts the University supervisor should assess and/or where the candidate needs assistance.

COE LiveText Forms to be Completed by Candidate: Prior to the final submission of the candidate’s electronic portfolio the following College of Education forms must be completed. See University Supervisor for more information.

- Complete requirements of ED 000 orientation class (if not completed previously)
- Self-assessment of Dispositions
- Evaluation of University Supervisor
- Evaluation(s) of the College of Education and/or special education program

UNA’s Conceptual Framework & Candidate’s Dispositions towards Professional Career: Advanced candidates in the Collaborative Special Education Program are expected to demonstrate professional growth towards the Conceptual Framework throughout their program and practicum. The Conceptual Framework will be assessed via the candidate’s LiveText Portfolio. Dispositions will be assessed as a self-assessment and by the University supervisor. See page 9 for a list of UNA’s COE Dispositions.

Course Standards & Objectives:

All requirements of EEX 678 must be satisfactorily completed to receive credit for the course. To apply credit for EEX 678 to a Teacher Education Program, the candidate must earn a C or better. The following Alabama State Department Standards will be assessed in EEX 678. All advanced candidates must demonstrate the Special Education General Rules for All Special Education Collaborative Teachers K-6 or 6-12 abilities, depending on their program of study. Candidates completing the K-6 and 6-12 Collaborative Teacher program must demonstrate the specific standards for each program. Some of the following standards (*) will be assessed by additional required artifacts, such as lesson plans and assessment documentation, that will assist the university supervisor to make a summative assessment.
<table>
<thead>
<tr>
<th>AL Code #</th>
<th>CF #</th>
<th>Standard</th>
<th>Evidence &amp; How Assessed*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>290-3-3-.34</strong> - Alabama General Rules for All Special Education Teaching Fields</td>
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<tr>
<td>290-3-3-.34 (2)(d)2.(i)</td>
<td>CF 2-6</td>
<td>Implement or collaborate with other teachers in implementing the student’s standards-based individualized education program, by selecting, developing, and using appropriate instructional techniques and methods, ongoing measurement techniques, media and materials, equipment (including assistive technology devices), technological advances, and support personnel.</td>
<td>Supv. Observation &amp; AQTS Rubric*</td>
</tr>
<tr>
<td>290-3-3-.34 (2)(d)2.(ii)</td>
<td>CF 2, 5, 6</td>
<td>Continuously analyze the effectiveness of the standards-based individualized education program and make appropriate modifications.</td>
<td>Supv. Observation &amp; AQTS Rubric*</td>
</tr>
<tr>
<td>290-3-3-.34 (2)(g)3.(i)</td>
<td>CF 1, 5, &amp; 6</td>
<td>Select and implement research-based curricula and practices related to the core components of reading such as explicit and direct instruction and appropriate grouping.</td>
<td>COE Lesson Plan &amp; Rubric</td>
</tr>
<tr>
<td>290-3-3-.34 (2)(d)2.(iii)</td>
<td>CF 1, 5, &amp; 6</td>
<td>Utilize effective teaching strategies designed to promote learning and improve student achievement.</td>
<td>Supv. Observation &amp; AQTS Rubric*</td>
</tr>
<tr>
<td>290-3-3-.34 (2)(d)2.(iv)</td>
<td>CF 1, 5, &amp; 6</td>
<td>Modify methods, material, and equipment to meet student needs.</td>
<td>Supv. Observation &amp; AQTS Rubric*</td>
</tr>
<tr>
<td>290-3-3-.34 (2)(e)3.</td>
<td>CF 1, 3, 5, 6</td>
<td>Implement research-based behavior management techniques and practices that include school-wide, classroom, and individual proactive behavior supports.</td>
<td>Behavior Interventions &amp; Portfolio Rubric</td>
</tr>
<tr>
<td>290-3-3-.34 (2)(a)3.(ii)</td>
<td>CF 1, 3, 5, 6</td>
<td>Plan and facilitate transition programs within and outside the school setting.</td>
<td>Transition Plan &amp; Portfolio Rubric</td>
</tr>
<tr>
<td>290-3-3-.34 (2)(j)3.(ii)</td>
<td>CF 1, 3, &amp; 5</td>
<td>Effectively communicate the goals of the instructional program to the student, the student’s primary caregivers, and appropriate professionals.</td>
<td>Professional Development Plan &amp; Portfolio Rubric</td>
</tr>
<tr>
<td>290-3-3-.34 (2)(a)3.(i)</td>
<td>CF 1, 3, 5, 6</td>
<td>Design and implement programs that reflect knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors.</td>
<td>COE Lesson Plan &amp; Rubric</td>
</tr>
<tr>
<td>290-3-3-.34 (2)(j)3.(i)</td>
<td>CF 1, 3, 5, &amp; 6</td>
<td>Work collaboratively with members of the instructional team and professionals from related fields.</td>
<td>Professional Development Plan &amp; Portfolio Rubric</td>
</tr>
<tr>
<td>290-3-3-.34 (2)(g)3.(i)</td>
<td>CF 1, 4, &amp; 5</td>
<td>Utilize a range of technologies that enhance instruction, support learning, and organize information.</td>
<td>Technology Plan &amp; Portfolio Rubric</td>
</tr>
</tbody>
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<th>AL Code #</th>
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<th>Standard</th>
<th>Evidence &amp; How Assessed*</th>
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<tbody>
<tr>
<td><strong>290-3-3-.35</strong> - Alabama General Rules for Collaborative Special Education Teacher (Grades K-6)</td>
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<tr>
<td>290-3-3-.35 (1)(c)</td>
<td>CF 1, 5, &amp; 6</td>
<td>Create an optimal learning environment by utilizing, evaluating, modifying, and adapting the classroom setting, curricula, teaching strategies, materials and equipment.</td>
<td>Supv. Observation &amp; AQTS Rubric*</td>
</tr>
<tr>
<td>290-3-3-.35 (1)(g)2.(i)</td>
<td>CF 1, 3, 5, 6</td>
<td>Collaborate with families and school/agency staff to coordinate instruction and service delivery.</td>
<td>Professional Development Plan &amp; Portfolio Rubric</td>
</tr>
<tr>
<td>290-3-3-.35 (1)(e)2.(iii)</td>
<td>CF 2, 4, &amp; 5</td>
<td>Assist in the evaluation and use of assistive technology.</td>
<td>Technology Plan &amp; Portfolio Rubric</td>
</tr>
<tr>
<td>290-3-3-.35 (1)(e)2.(ii)</td>
<td>CF 2, 3, 5, 6</td>
<td>Collaboratively utilize and evaluate the effectiveness of a variety of instructional strategies to facilitate the student’s attainment of goals and objectives.</td>
<td>Professional Development Plan &amp; Portfolio Rubric</td>
</tr>
</tbody>
</table>
### AL Code # | Standard | Evidence & How Assessed
--- | --- | ---
**290-3-3-.36** - Alabama General Rules for Collaborative Special Education Teacher (Grades 6-12)

**290-3-3-.35** (1)(e)2.(iv)

<table>
<thead>
<tr>
<th>CF</th>
<th>Implement appropriate behavioral interventions based on a functional analysis of behavior.</th>
<th>Behavior Interventions &amp; Portfolio Rubric</th>
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</thead>
</table>

**290-3-3-.35** (1)(d)2

<table>
<thead>
<tr>
<th>CF</th>
<th>Develop and enhance students’ communication and social interaction skills through the development of appropriate language and conversational skills.</th>
<th>COE Lesson Plan &amp; Rubric</th>
</tr>
</thead>
</table>

**290-3-3-.35** (1)(e)2.(j)

<table>
<thead>
<tr>
<th>CF</th>
<th>Plan and implement an instructional program for Grades K-6 using the Alabama Courses of Study or extended standards.</th>
<th>COE Lesson Plan &amp; Rubric</th>
</tr>
</thead>
</table>

**290-3-3-.35** (1)(g)2.(ii)

<table>
<thead>
<tr>
<th>CF</th>
<th>Assist in the implementation of appropriate school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management.</th>
<th>Behavior Interventions &amp; Portfolio Rubric</th>
</tr>
</thead>
</table>

**290-3-3-.35** (1)(e)2.(v)

<table>
<thead>
<tr>
<th>CF</th>
<th>Implement a variety of validated, research-based reading and mathematics programs, including intervention programs, selected to meet the needs of students.</th>
<th>COE Lesson Plan &amp; Rubric</th>
</tr>
</thead>
</table>

**290-3-3-.35** (1)(e)2.(vi)

<table>
<thead>
<tr>
<th>CF</th>
<th>Teach developmental stages of writing and spelling including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum.</th>
<th>COE Lesson Plan &amp; Rubric</th>
</tr>
</thead>
</table>
Daily Lesson Plans: The candidate will prepare daily lesson plans using the COE’s format (but using a Word document) in the areas specified by the University supervisor. The daily plans will be assessed onsite and the candidate may be required to submit these plans and reflections electronically as well.

Exemplary LiveText Lesson Plans: The following lesson plans will be created using the COE Lesson Plan template located on the course homepage. These lesson plans will be submitted with the candidate’s reflections and assessed using the COE Lesson Plan rubric. The candidate will use the Alabama Courses of Study or extended standards to individually or collaboratively plan with other teachers and implement an instructional program for Grades K-6 and/or 6-12 lessons for the following areas in an optimal learning environment by selecting, developing, adapting, and using any appropriate instructional techniques, methods, classroom setting, curricula, ongoing measurement techniques, media and materials, equipment (including assistive technology devices). [Meets AL standards 290-3-3-.34 (2)(d).2.(i); 290-3-3-.35 (1)(c); (1)(e).2.(i); (1)(e).2.(iv)] Lesson plans and reflections should include continuous analysis of the effectiveness of students’ standards-based IEPs and that appropriate modifications have been made and documented. [Meets AL standards 290-3-3-.34 (2)(d).2.(ii); (2)(d).2.(iii); (2)(d).2.(iv)]

The following lesson plans must be submitted by both K-6 and 6-12 candidates. When planning the following lessons, candidates should demonstrate not only research-based practices and materials but also infuse technology by utilizing a range of technologies, including assistive technology, that enhance their instruction, support learning, and organize information by using appropriate and effective p. [Meets AL standards 290-3-3-.34 (2)(g).3.(ii); 290-3-3-.35 (1)(e).2.(iii)]

Reading: Lesson plan will reflect the Alabama Course of Study or extended standards and include the selection and implementation of a variety of validated, research-based reading curricula, programs, and practices, including intervention programs, related to the core components of reading such as explicit and direct instruction and appropriate grouping to meet the needs of students. [Meets AL standards 290-3-3-.34 (2)(g).3.(i); 290-3-3-.35 (1)(e).2.(i) & (1)(e).2.(v); & 290-3-3-.36 (1)(c).2.(iv)]
- Writing & Spelling: Lesson plan will reflect the Alabama Course of Study or extended standards to teach the developmental stages of writing and spelling, including the writing process; the stages of prewriting, drafting, revising, editing, and publishing; and writing across the curriculum. The plan should include rubric assessment to help students edit and revise their writing. [Meets AL standards 290-3-3-.35 (1)(e)2.(i) & (1)(e)2.(vi) & 290-3-3-.36 (1)(c)2.(v)]

- Mathematics: Lesson plan will reflect the Alabama Courses of Study or extended standards to implement a variety of validated, research-based mathematics program, including intervention programs, selected to meet the needs of students. [Meets AL standards 290-3-3-.35 (1)(e)2.(i) & (1)(e)2.(v); 290-3-3-.36 (1)(c)2.(iv)]

- Collaborative Plan: Lesson plan will be planned and co-taught with a general educator who teaches in the area of Language Arts, mathematics, social science, and/or science. Plan will reflect the modifications of methods, materials, and equipment appropriate for students with IEPs who are included in the class. [Meets AL standard 290-3-3-.34 (1)(b)3]

- Diversity: Lesson plan will reflect the candidate’s knowledge, awareness, and responsiveness to diverse cultures, including cultural and socioeconomic factors. [Meets AL standard 290-3-3-.34 (2)(a)3.(i)]

K-6 Only Candidates:

- Language: Lesson plan will develop and enhance students’ communication and social interaction skills through the development of appropriate language and conversational skills. [Meets AL standard 290-3-3-.35 (1)(d)2]

6-12 Only Candidates:

- Transitional or Functional skills: Lesson plan and instruction will reflect the implementation of an instructional program in the areas of academics and transition skills. [Meets AL standard 290-3-3-.36 (1)(c)2.(i)]

Details of LiveText Portfolio Entries

Behavior Interventions:

Adhering to research-based behavior management techniques and practices, the candidate will prepare behavior interventions that include progress monitoring as well as school-wide, classroom, and individual proactive behavior supports. All of the interventions will be completed by K-6 and 6-12 candidates.

- Two Behavior Interventions (one increasing and one decreasing): These two interventions will reflect appropriate research-based applied behavior analysis skills including systematic and frequent data collection, documentation on data points and decision reflections, actual intervention plan, up-to-date graph with trend lines. Note these interventions will also be kept in the on-site notebook. [Meets AL standard 290-3-3-.34 (2)(e)3. & 290-3-3-.35 (1)(e)2.(iv) & 290-3-3-.36 (1)(c)2.(iii)]

- Functional Behavior Assessment: The candidate will conduct a functional behavior assessment and implement an appropriate behavioral intervention for one or both of the above interventions. [Meets AL standards 290-3-3-.35 (1)(e)2.(iv) & 290-3-3-.36 (1)(c)2.(iii)]

- Assessment Records: The candidate will provide documentation of his/her ability to develop and administer various assessment tools and interpretation of data. These records will include examples of: (1) informal assessments along with the data collected and the instructional plans and changes made based on data; (2) performance-based assessments and rubrics used to assess the students’ artifacts; (3) how the candidate analyzes and uses aggregated and disaggregated data to plan instruction; and (4) how the candidate uses technology to assess student progress and manage records. [Meets AQTS standards (2)(c)2.(vii), (2)(c)4.(viii), (2)(c)5.(v), (2)(c)5.(vii) – (xii), (3)(c)4.(v), (4)(c)5.(iv), and AQTS 2c. 1 - 4]

- Classroom Behavior Management Plan: The candidate will describe and implement a classroom behavior management plan reflecting research-based techniques and practices that include school-wide, classroom, and individual proactive behavior supports. [Meets AL standard 290-3-3-.34 (2)(e)3.]
- **Health & Therapeutic Plan:** Assist in the implementation of school healthcare plans and specialized instructional and therapeutic techniques including physical and behavior management. The plan should include the information collected from all of the sources used and a reflection of the implementation of the plan. [Meets AL standard 290-3-3-.36 (1)(e)2.(ii)]

**Professional Development Plan:**

The Professional Development Plan will include documentation and reflections from the K-6 and 6-12 candidate’s communication and collaboration with his/her students, parents and other professionals to make changes in students’ instructional program.

- **Collaboration Plan:** A plan will be created and implemented to effectively communicate the goals of the instructional program to the student, the student’s primary caregivers, and appropriate professionals (the instructional team and individuals from related fields). This plan will include methods to encourage family support in the student’s program and self-determination. Documentation of actual meetings and reflections on the effectiveness of this plan and modifications to encourage more communication and collaboration in the decision-making process. [Meets AL standards 290-3-3-.34 (2)(d)2.(i); (2)(i)3.(i); (2)(i)3.(i); & 290-3-3-.35 (1)(c); (1)(g)2.(i); (1)(e)2.(iii); & 290-3-3-.36 (1)(e)2.(i)]

- **Professional Growth Plan:** The candidate will engage in professional growth and leadership activities, including lifelong learning. The candidate will assess his/her individual strengths and weaknesses as a professional and leader, document their participation in professional growth and leadership activities, and create a plan to enhance their professional growth and leadership role. This plan should reflect how the candidate will continue to increase their knowledge base on disabilities, effective instruction, and use of technology for instruction, to improve student learning, assessment, and documentation. The opportunities for professional growth may include face-to-face interactions but **must** address the use of technology (participation in online learning communities, use emerging digital tools & resources, online collaboration with other educators and experts, and online professional courses) to enhance the candidate’s professional research knowledge. [Meets AL standards 290-3-3-.42 (4)(b)5.]

**Technology Plan:**

The K-6 and 6-12 candidate will create a technology plan which includes documentation and reflections of the candidate’s integration of technology in instruction, communication, planning, and assessment. The plan and appropriate documentation will include:

- **Classroom/School Technology Survey:** Document the technology currently used in his/her classroom and school(s), both on-line and on-site. Reflect on the advantages and limitations of the available technology in facilitating planning and implementation of instruction, student learning, assessment, and documentation. [Meets AL standard 290-3-3-.42 (4)(b)1.]

- **Evaluation of Students’ Technology Proficiency & Products:** Documentation of how the candidate evaluated students’ technology proficiency and students’ technology-based products within curricular areas in his/her classroom. [Meets AQTS standard (3)(c)4.(vi) and AQTS 3.d2]

- **Safe, Legal, & Ethical Use of Technology:** Documentation of candidate promoting, modeling, and communicating 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. [Meets AL standard 290-3-3-.42 (4)(b)4.]

- **Assistive Technology:** Documentation of how the candidate assisted in the evaluation and use of assistive technology, including documentation of the evaluation and a log/lesson plan(s) of the implementation. [Meets AL standard 290-3-3.35 (1)(e)2.(iii)]
Transition Plan:
The candidate will prepare a transition plan that is appropriate for the areas of certification he/she is seeking. The plan will include the following:

- **Transition Plan for K-6 and/or 6-12 Students**: Documentation of the candidate’s plan and facilitation for transitioning students (K-6 and/or 6-12) within and outside the school setting. [Meets AL standard 290-3-3-.34 (2)(a)3.(ii) for K-6 & 6-12 and 290-3-3-.36 (1)(b)2.]

The following elements of the transition plan are required for **6-12 candidates**.

- **Assessment Documentation for Transition IEPs**: Documentation of how the candidate assessed students’ needs and personal preferences in areas such as communication, cognition, motor, self-help/adaptive, social/emotional, functional life skills, and vocational skills in order to plan a standards-based IEP. [Meets AL standard 290-3-3-.36 (1)(b)2. & (1)(d)1]
- **Work-based Programs**: Documentation of the planning and implementation of work-based learning programs (such as on-campus work experiences, community-based work experience, and workplace mentoring) to foster the development of workplace competencies and career goals. An interagency agreement must be attached to either this documentation or the collaboration between businesses documentation. [Meets AL standard 290-3-3-.36 (1)(c)2.(ii)]
- **Collaboration with Businesses & Post-Secondary Education**: Documentation of how the candidate created effective linkages between students and post-secondary educational institutions and/or the business community to transition students to future environments. An interagency agreement must be attached to either this documentation or the work-based programs documentation. [Meets AL standard 290-3-3-.36 (1)(e)2.(iii)]

**Assessment and Grading Criteria**: The candidate’s grade in practicum is based on a combination of the factors: the University supervisor’s on-site observations documented by narratives of the candidate’s performance and the Intern Evaluation Form (on LiveText), the candidate’s ability to complete the above requirements in a timely and effective manner, the candidate’s ability to implement pedagogy, techniques, and principles he/she has learned during his/her coursework, and the candidate’s ability to meet the standards outlined above. A professional subjective final evaluation will be based upon the following:

1. Evaluation of teaching skills
   a. Classroom management
   b. Knowledge of subject areas/children
   c. Planning and organizational skills
   d. Creativity

   e. Language skills (oral and written)
   f. Infusion of technology tools into the curriculum
2. Professionalism
   a. Attendance & promptness to classroom duties
   b. Electronic portfolio & on-site notebook
   c. Punctuality in completing practicum tasks
   d. Collaboration skills, initiative, and enthusiasm

A = The candidate demonstrates exception[al understanding and/or skill expected of teaching professionals at the initial and advanced level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard places the candidate at a level far beyond peers.

B = The candidate demonstrates proficient understanding and/or skill expected of teaching professionals at the initial and advanced level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with that of effective preservice and inservice teachers.

C = The candidate demonstrates a basic level of understanding and/or skill expected of teaching professionals at the initial and advanced level of certification. Knowledge conveyed and/or performance demonstrated regarding this standard is consistent with preservice teacher’s understanding and/or performance in this area.

D/F = The candidate fails to successfully meet stated practicum requirements.

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.

Syllabus Statement and Class Honor Code

I have received a copy of the syllabus for EEX 678. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

I understand that EEX 678 works on the honor system. Therefore, I will not discuss portfolio artifacts with individuals who are not in my section of practicum; I will not ask to examine a previous intern’s work, nor will I allow anyone to look at or copy my practicum documents, now or in the future. I understand that if I am suspected of submitting work obtained from other sources or do not follow clinical procedures outlined in the syllabus that my name will be submitted to the Dean of the College of Education, then to the Vice President of Academic Affairs, and possibly the office of Judicial Affairs. I understand that if any of my work is used in any inappropriate manner, my grade in this class is subject to change or I may be dismissed from the class or UNA.

University of North Alabama College of Education’s Dispositions

The candidate demonstrates…

Disposition #1: a commitment to professionalism and ethical standards.

Disposition #2: a desire to analyze/evaluate concepts and clinical practices and to evaluate and/or initiate innovative practice.

Disposition #3: a dedication to life-long learning by being current with technology and research in his/her field.

Disposition #4: having high expectations for all learners.

Disposition #5: respect for cultural and individual differences by providing equitable learning opportunities for all.

Disposition #6: a desire to communicate with family and community members to make them partners in education.

Disposition #7: a commitment to collaboration with other professionals to improve the overall learning of students.
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.
Syllabus Statement & Practicum Honor Code

Return this page to your University Supervisor

I have received a copy of the syllabus for EEX 678. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in this syllabus.

Name_________________________________________ Date__________________

I understand that EEX 678 works on the honor system. Therefore, I will not discuss portfolio artifacts with individuals who are not in my section of practicum; I will not ask to examine a previous intern’s work, nor will I allow anyone to look at or copy my practicum documents, now or in the future. I understand that if I am suspected of submitting work obtained from other sources or do not follow clinical procedures outlined in the syllabus that my name will be submitted to the Dean of the College of Education, then to the Vice President of Academic Affairs, and possibly the office of Judicial Affairs. I understand that if any of my work is used in any inappropriate manner, my grade in this class is subject to change or I may be dismissed from the class or UNA.

Name_________________________________________ Date__________________