

Technology Education Program

**Rhode Island College
Feinstein School of Education and Human Development
Department of Educational Studies**

Fall 2009

Course Syllabus

John D Arango

Phone: (401) 456-8793

Office Hours: Tuesday & Thursday 2:30 - 4:30 and by Appointment

Office: HBS/Lab: 184

email: jarango@ric.edu@ric.edu

- I COURSE TITLE:**
TECH 408-01 Practicum in Technology Education Grades 7 -12
4 Credits 8 Contact Hours

CLASS HOURS: Tuesday & Thursday 2:30 - 4:30

CLASSROOM: HBS/Lab: 184

Communication Devices: Out of courtesy for other students and the instructor, please silence and remove from sight all communication devices (phones and pagers, etc.) during class time so that we may learn and work together without interruption.

- II PREREQUISITES: TECH 300, TECH 406/, TECH 407, FNED 346**
- **ADMISSION TO THE SECONDARY EDUCATION PROGRAM FOR TEACHER EDUCATION;**
 - Minimum grade of B- in TECH 406 Methods & TECH 407 Practicum in Elementary Technology Education AND a positive recommendation from the SED405/TECH 406 Methods instructor.
 - Minimum of 55 credit hours of required and cognate courses in the major, or consent of the program chairperson. *A minimum grade of "C" must be earned in all content area courses unless otherwise required.*
 - Minimum cumulative GPA of 2.50.
 - Minimum GPA in content area of 2.75.
- III CATALOG DESCRIPTION:** Three major instructional units in Technology Education are presented. Topics include principles and practices of Technology Education, selected technology learning activities, and laboratory planning and management.

Relationship to Feinstein School and Professional Development

Following TECH 407 Practicum in Elementary Technology Education, students participate in Practicum in Technology Education Grades 7 - 12 (TECH 408). This is the final course used to prepare teaching candidates for the Student Teaching experience in Technology Education. TECH 408 builds on the work accomplished in previous professional preparation courses. Students study the principles, methods, content and curriculum necessary to deliver appropriate lessons for secondary students. Teacher candidates have ample opportunity to plan, act, and reflect, as advocated by the PAR model during this course. The directed laboratory experiences emphasize the application of good teaching, development of appropriate inclusion strategies, understanding of content, and evaluation of student work.

Technology Education teacher candidates are assigned to field work in the public school at the middle or high school level for series of two and three-week observation and teaching sessions. During this course, pre-service Technology Education students plan, develop, and present lessons at the selected middle and high school field sites. Students participating in the Technology Education Practicum are under the supervision of an experienced technology teacher while they observe classroom activities, assist the teacher with day-to-day classroom management tasks, and interact one to one with students. Planning is an integral part of the course requirements. Therefore, teacher aspirants are responsible for meeting with the clinical instructor and college instructor to review future lesson/unit plans, evaluate micro-teaching presentations, and create appropriate assessment strategies for middle or high school Technology Education students. Students combine theory and practice in Technology Education as they begin to develop Technology Education curriculum materials and explore various approaches for delivering Technology Education content in a variety of settings. Course assignments from this Practicum experience are used to construct a teaching portfolio of lesson/unit plans, examples of student work, evaluation instruments implemented, and reflective essays on teaching episodes.

Practicum students will analyze, select, reflect on, and implement new and contemporary methods, activities, and curricula related to Technology Education for the secondary classroom. Participants will be introduced to technological literacy initiatives (ITEA) and cross-curricular opportunities to solve problems related to the development and understanding of technology. Students will be prepared to teach Technology Education at the secondary level (7 - 12) using strategies appropriate for pre-service teaching candidates, guided by the Rhode Island Beginning Teacher Standards.

Participants in this course should benefit from consistent best practice scenarios and the intentional use of models that explore global attitudes and diverse student populations in the technology education classroom. This Technology Education teacher preparation course is grounded in FSHED's Conceptual Framework and the PAR Model embraced by Rhode Island College.

IV Standards

RIBTS Standards Achieved:

STANDARD 1: Teachers create learning experience using a broad base of general knowledge that reflects an understanding of the nature of the world in which we live. (1.1, 1.2, 1.3)

STANDARD 2: Teachers create learning experiences that reflect an understanding of the central concepts, structures, and tools of inquiry of the disciplines they teach. (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)

STANDARD 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop. (3.1, 3.2, 3.3)

STANDARD 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning. (4.1, 4.2, 4.3)

STANDARD 5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills. (5.1, 5.2, 5.3, 5.4, 5.5)

STANDARD 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation (6.2, 6.3, 6.5, 6.6, 6.7)

STANDARD 7: Teachers foster collaborative relationships with colleagues and families to support students' learning. (7.1)

STANDARD 8: Teachers use effective communication as the vehicle through which students explore, conjecture, discuss, and investigate new ideas. (8.1, 8.2, 8.3,)

STANDARD 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner. (9.2, 9.3, 9.4, 9.5)

STANDARD 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals. (10.1, 10.2, 10.3, 10.4)

STANDARD 11: Teachers maintain professional standards guided by legal and ethical principles (11.1, 11.2, 11.3, 11.4, 11.5)

NCATE/CTTE Standards Achieved

Effective Teaching Standards for Technology Education

Standard 6 — Curriculum

Technology teacher education program candidates design, implement, and evaluate curricula based upon Standards for Technological Literacy.

Standard 7 — Instructional Strategies

Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.

Standard 8 — Learning Environment

Technology teacher education program candidates design, create, and manage learning environments that promote technological literacy.

Standard 9 — Students

Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.

Standard 10 — Professional Growth

Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.

V COURSE OBJECTIVES:

Upon satisfactorily completing this course, the student will be able to:

- organize, plan, and deliver units of instruction;
- use the Standards for Technological Literacy as a guideline for curriculum and lesson development;
- select and integrate knowledge from Technology Education content to design and deliver age appropriate lessons;
- create discipline specific teaching media, (especially electronic media);
- plan units and lessons that acknowledge different learning styles and learning needs (including G&T and students with disabilities);
- evaluate teaching and learning methods applied in the TE classroom;
- analyze and critique lessons presented in the classroom;
- reflect on best practice in Technology Education;
- develop instructional strategies for transition from classroom to lab;
- design several evaluation methods - rubrics, peer evaluation, authentic assessment, etc.
- use electronic media for the delivery of course content;
- record and organize data and observations related to classroom experiences;
- create a classroom/laboratory management plan to establish a positive and safe learning environment ;
- discuss strengths and weaknesses of selected management techniques in preventing and solving discipline problems;
- establish a lab safety plan;
- demonstrate safe practice in the classroom and laboratory.

VI. TEXT: (Required)

Emmer, E., Evertson, E., & Worsham, M. (2003). *Classroom Management for Secondary Teachers*. Boston, MA.: Allyn & Bacon. 6th Edition.

International Technology Education Association. (2000). *Standards for Technological Literacy: Content for the Study of Technology*. Reston, VA: International Technology Education Association.

Rhode Island Beginning Teachers Standards (2000) RIDE, PROVIDENCE, RI 02903

Resource Materials:

Selected Articles from The Technology Teacher, The Journal of Technology Education, and Technology & Children: A publication of The International Technology Education Association

Internet Resources:

Curriculum

Advancing Excellence in Technological Literacy:

<http://www.iteawww.org/TAA/PDFs/AETL.pdf>

Conn. Technology Education Standards:

<http://www.state.ct.us/sde/dtl/curriculum/frtecpdf/Frtech.pdf>

Indiana Curriculum Standards Guide

http://www.doe.state.in.us/standards/pdf_te02stds.pdf

Mass. Frameworks for Science, Technology & Engineering:

<http://www.doe.mass.edu/frameworks/scitech/2001/>

ME Technology Education Curriculum Guide:

<http://www.usm.maine.edu/~zanej/CurGuide/intro.htm>

New Hampshire Technology Education Curriculum Guide

<http://www.mrsd.org/~mrhs/TechEd/NHTEA/NHTEA%20Curriculum%20Guide.pdf>

The Helpful 100:

http://edtech.tennessee.edu/~bobannon/helpful_hundred.html

Writing Objectives:

http://edtech.tennessee.edu/~bobannon/writing_objectives.html

<http://edtech.tennessee.edu/~bobannon/classifications.html>

<http://www.nwlink.com/~donclark/hrd/templates/objectivetool.html>

<http://www.nwlink.com/~donclark/hrd/objectives.htm#char>

http://www.e-learningguru.com/articles/art3_4.htm

<http://www.gsu.edu/~mstmbs/CrsTools/cogverbs.html>

<http://www.gsu.edu/~mstmbs/CrsTools/affverbs.html>

Unit Planning:

http://edtech.tennessee.edu/~bobannon/unit_plans.html
<http://chiron.valdosta.edu/whuitt/col/instruct/instdmlds.html>
<http://www.sasked.gov.sk.ca/docs/physics/unplphy.html#samp5>
<http://paws.wcu.edu/SS18838/unitplan.html>
http://mathstar.nmsu.edu/exploration1/unit/unit_toolmap.html

Lesson Planning:

http://edtech.tennessee.edu/~bobannon/lesson_plan.html
<http://www.adprima.com/lesson.htm>
<http://www.adprima.com/mistakes.htm>
<http://www.foothill.net/~moorek/lessondesign.html>
<http://intranet.cps.k12.il.us/Lessons/LessonPlanning/>

Sample Lesson Plans:

http://www.education-world.com/a_lesson/lesson308.shtml
Columbia Ed. Center: <http://www.col-ed.org/cur/>

Assessment:

<http://edresearch.org/pare/getvn.asp?v=7&n=25>
<http://wwwshs1.bham.wednet.edu/curric/coolqp.htm>
<http://www.cesa8.k12.wi.us/tlcf/tips.htm>
<http://rubistar.4teachers.org/index.php>
http://www.tnanet.com/tnav2/pdf/measurable_learning_objectives.pdf
http://www.teach-nology.com/web_tools/rubrics/

Design Briefs:

<http://www.bsu.edu/classes/flowers2/ITEDU395/8desbri.htm>
<http://engineering.dartmouth.edu/teps/index.html>

VII CLASS ATTENDANCE POLICY:

The nature of this class requires your complete cooperation in meeting deadlines and your classroom obligations. Failure to comply with these simple requests will automatically remove you from a chance of moving forward to Student Teaching.

Students should attend all class meetings and are responsible for all class work and assignments. At the beginning of each semester, instructors will distribute a syllabus, which may include attendance and/or class participation as a component of the course grade. Students who are absent must take the initiative to determine from the instructor what course work can be made up. Students who are absent on the day of an examination should make every effort to call the instructor (or department office) before the scheduled test.

.... All students who incur or anticipate an extended absence (five or more consecutive days or more) should call the Office of Student Life at 456 - 8061, so that notice (not an excuse) may be sent to instructors. (p. 38 RIC Student Handbook)

- The policy of this class is that after the 2nd absence the final grade will be dropped one letter grade.
- Three (3) unexcused absences from this class will result in a final grade of (F).
- Absences are considered excused **only** when the student supplies official documentation of the nature of the absence. (i.e. attending physician's notice, court documents, obituaries, field trip memo)
- All exams and quizzes will be taken at the scheduled time. Make-up exams and quizzes may not be provided unless proper documentation is presented.

VIII FIELD EXPERIENCES & LABORATORY EXPERIENCES AND HOURS:

During the first two weeks of class, schedules will be developed for your field experiences. It is crucial that you keep those schedules during the course of the semester. Deviation from the schedule can cause an inconvenience in the classes you visit during the semester. Your schedule is developed to provide you with numerous exposures to the world of secondary education.

A lab schedule will also be developed in conjunction with the cooperating school and its Technology Education instructor. Once, these times have been agreed upon, they are the hours you will participate in the program activities.

Class time is reserved for providing instruction, reflection, and collaborating on class projects and portfolio development.

IX NECESSARY MATERIALS:

Please come equipped with a writing implement and note pad during class sessions. You will be making observations throughout the course of this class.

Come prepared with essential handouts and forms as required by the instructor

A notebook of some type will be used to archive all course materials

An appropriate portfolio for your work is required.

X Tentative Course Outline

I. Technology Education GR. 7-12

Introduction /Definitions

A. Technology defined

B. What is Technology Education?

C. STL

D. RIBTS

II. GR 7-12 Classroom Experiences

A. Cooperating Schools

1. Observation

- 2. Assist
 - 3. Teach
- B. Local School Visits
 - 1. Observation
 - 2. Reflection
- III. Designing Lessons
 - A. Pre-planning
 - 1. Goals
 - 2. Content
 - 3. Student level
 - 4. Facility preparation
 - B. Unit planning and Implementation
 - 1. Unit Title
 - 2. Standards Achieved
 - 3. Objectives
 - 4. Content
 - 5. Lesson Sequence
 - 6. Activities Sequence
 - 7. Evaluation
 - 8. Follow-up
 - 9. Analysis/Reflection
 - C. Components of a Lesson Plan
 - 1. Audience Knowledge
 - 2. Instructional Goals
 - 3. Focus Questions
 - a. Checking for understanding
 - 4. Set Induction
 - 5. Instructional Event
 - a. introduction
 - b. procedures
 - c. materials
 - d. safety
 - 6. Activity
 - a. procedures
 - b. safety
 - 7. Closure
 - 8. Evaluation
 - 9. Analysis/Reflection
 - 10. Revise
- IV. Delivering Curriculum and Activities
 - A. Thematic Units
 - B. Literature-based Technology Units
 - C. Integration Units
 - 1. Mathematics
 - 2. Science
 - 3. Social Studies
 - 4. Art & Music
 - 5. Language Arts
 - D. Technology-based Units
 - E. Developing, Using, and Assessing Model
 - F. Problem - solving
- V. Organization of Content for Technology Education. (The Clusters)
 - A. Communication
 - B. Manufacturing
 - C. Construction
 - D. Energy/Transportation
 - E. Bio-Technology
- VI. Planning for Instruction
 - A. Standards for selection of the activity
 - B. Matching curriculum discipline and technology cluster
 - C. Establish objectives or learning outcomes
 - 1. Cognitive
 - 2. Psychomotor
 - 3. Affective
 - D. Design final product, brainstorming, and illustration
 - E. Project materials
 - 1. expendable
 - 2. non-expendable
 - F. Scheduling for learning experience
 - G. Classroom Activities
 - 1. Demonstration
 - 2. Discussion and lectures
 - 3. Simulation games
 - 4. Experimentation

- 5. Field trips and classroom visitors
- VII. Classroom Management
 - A. Classroom rules
 - 1. Organization
 - 2. Routine
 - B. Classroom/lab environment
 - C. Observing teaching Styles
 - D. Communication skills
 - E. Building trust
 - F. Procedures for classroom and lab work
 - G. Student participation
- VIII. General Procedures
 - A. Beginning/End class
 - B. Materials and Equipment
 - C. Goals
- IX. School Procedures
 - A. Fire drill
 - B. PA/ Special announcements
 - C. Special days/Events
 - D. 911 drills
 - E. Absence
 - F. Tardiness
- X. Planning
 - A. Material acquisition
 - B. Books and media
 - C. Class rosters
 - D. Seating Assignments
 - E. Course requirements
 - F. Beginning of class routine
- XI. Managing Student Work
 - A. Grading System
 - 1. Monitoring progress
 - B. Feedback Strategies
 - 1. Student responsibilities
 - 2. Confidentiality
 - 3. Special needs students
 - a. IEP
- XII. Managing Groups
 - A. Kounin's strategies
 - B. Assignments
 - C. Checking progress
 - D. Accountability
 - E. Cooperative Learning
 - 1. Room set up
 - 2. Signals
 - 3. Talk & Walk procedures
 - 4. Individual checking
 - F. Group skills
 - 1. Tasks
 - 2. Forming groups
 - 3. Routines
- XIII. Monitoring Bad Behavior
 - A. Prompt management
 - B. Monitoring behavior
 - C. Positive climates
 - D. Incentives & rewards.
- XIV. Design Brief
 - A. Creating challenges
 - B. Brief format
 - 1. Contexts
 - 2. Challenge
 - 3. Objectives
 - 4. Procedures
 - 5. Resources
 - 6. Materials
 - 7. Evaluation
 - C. Brief Structure
 - D. Creative problem -solving
 - E. Parameters
 - F. Criteria
 - G. Experiments vs. Activity
- XV. Assessment
 - A. Authentic
 - B. Criterion-based
 - 1. Observation
 - 2. Documentation
 - C. Purpose
 - D. Developing evaluation strategies and instruments
 - 1. Written quizzes tests
 - 2. Portfolio assessment

- 3. Rubrics
- 4. Peer assessment
- 5. Performance tests
- 6. Self-evaluation
- 7. Assessing affective learning
- E. Administering evaluation
- F. Record keeping and posting reporting

XI METHODS OF INSTRUCTION:

Instructional strategies to reinforce content will include:

- Lecture
- Individual reports
- Individual projects
- Laboratory demonstrations
- Group interaction /Seminar
- Discussion / Question and Answer

XII EVALUATION:

Practicum in Technology Education
Final Grades

9 lesson plans	30%
One unit plan	10%
Technology assisted lesson	10%
Rubrics & Assessment development	20%
Daily Journal Entries	10%
Classroom management plan	10%
Classroom Information Activities	10%
	100%

Grade Scale:

A	100% - 96%	C+	79% - 76%
A-	94% - 90%	C	75% - 71%
B +	89% - 86%	C-	70%
B	85% - 81%	D	69% - 60%
B-	80	F	59% or less

XII Recommendation to Continue in the Professional Sequence

A word about the professional sequence in Technology Education is necessary at this point. You are assuming the role of a professional teacher during the practicum and student teaching course sequence. Therefore, it goes without saying, you will conduct yourself in a professional manner. Behavior deemed as abnormal and inappropriate will not be tolerated; *not even once*. Students who exhibit poor behavior and judgment will be dismissed from the class and will be reported to the Office of School Partnerships and Placement for removal from the program. You will not be permitted to retake or advance to student teaching (TECH 421) and will not be recommended for Student Teaching.

You are a guest of the cooperating schools: please remember that! Please, be considerate as well as observant during these important field experiences.

Success in your practicum coursework is grounded in the attitude you develop toward the work. Simply put, if you procrastinate, you are doomed! There is an enormous amount of written work in this class. Much of the early work in the course is essential to making progress in the classroom teaching experiences. Therefore, you will develop the necessary accommodations to get all work in on time.

Your evaluation in this course is based on your observed potential to teach, quality of work, attitude, and professional demeanor. If these elements are satisfactory, you will be recommended to advance to the Student Teaching.

A passing grade of B and a positive recommendation from the practicum instructor is required to advance to the second practicum.

Technology Education Program

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Fall 2007

Tentative Schedule

Dr. Charles H. McLaughlin, Jr.
 Phone: (401) 456-8793
 Office Hours: Tuesday & Wednesday 1:00 - 2:00 and by Appointment

Office: HBS 208/Lab: WH 101
 email: CMclaughlin@ric.edu

Reading Code:
 Emmer = CM2°T
 Petrina = Petr.pdf

Dates	Topic	Readings
Week 1 RIC	Introduction to the course Syllabus/Goals/Expectations Course Overview Getting Organized C&I in Tech Ed	Review Syllabus CM2°T 1 - 15 Petr.pdf 1 - 25
Week 2 RIC	Planning Instruction Rules and Procedures	Petr.pdf 26 - 53 CM2°T 16 - 27

	Deciding What and How to Teach Lab Safety	Handout
	Lesson Plan Elements Unit Planning Organizing Knowledge	Handouts Petr.pdf 54 - 87
Week 3 RIC	Classroom Procedures (cont.) Preparing for the 1st Day	CM2°T 28 - 39 CM2°T 56 - 86
	Instructional Methods Managing Student Work	Petr.pdf 125 - 153 CM2°T 40 - 54
Week 4 <i>School Visits</i>	3 Lesson Plans Setting Up a Grade book EXCEL Demo	Handouts See Pdfs on Disk
	Assessing Student Work Creating Rubrics	Handouts
Week 5 <i>School Visits</i>	Design and Problem Solving Strategies	Petr.pdf 154 - 187
	Planning Classroom Activities	CM2°T 87 - 109
Week 6 <i>School Visits</i>	Lessons Presented TE Learning Theory	Petr.pdf 188 - 224
	Managing Learning Groups	CM2°T 110 - 128
Week 7 RIC	Journal Entries Managing Student Behavior Justifying TE Studies	CM2°T 129 - 144 Petr.pdf 225 - 260
Week 8 <i>School Visits</i>	3 Lesson Plans Diversity Strategies	Handouts
	Communication Skills Modifying Behaviors	CM2°T 145 - 166 CM2°T 167 - 189
Week 9 <i>School Visits</i>	TE Curriculum/Content	Petr.pdf 262 - 295
	TE Curriculum Design (cont.)	Petr.pdf 296 - 327
Week 10 <i>School Visits</i>	Lessons Presented Students with Special Needs	CM2°T 203 - 219
Week 11 <i>RIC</i>	Journal Entries	

April 11	Assessing in TE	Petr.pdf 328 - 368
April 13	3 Lessons Plans	
Week 12 <i>School Visits</i>	Facilities Design Artifacts w/Reflections	Petr.pdf 369 -387
Week 13 <i>School Visits</i>	Lessons Presented Designing for Special Needs Students And safety in the TE Lab Journal Entries	Petr.pdf 388 - 410
Week 14 <i>RIC</i>	PORTFOLIO DUE Feelings, Ethics, Values, Skills The Characteristics of Good Teaching	Petr.pdf 88 - 124 Handout
Week 15 <i>RIC</i> Finals Week	Portfolios Returned	

Class Schedule Overview:

Weeks 1-3 In class at RIC

Weeks 4-6 Visitations w/ two hours Monday and Tuesday @RIC

Week 7 In class @RIC

Weeks 8-10 Visitations w/ two hours Monday and Tuesday @RIC

Week 11 In class @RIC

Weeks 12 -13 Visitations w/ two hours Monday and Tuesday @RIC

Weeks 14 – 15 In class at RIC

Portfolio Artifacts from TECH 408

IMPLEMENTED LESSON PLAN ANALYSIS

TECH 407 PRACTICUM IN ELEMENTARY TECHNOLOGY EDUCATION (K-6)

TECH 408 PRACTICUM IN TECHNOLOGY EDUCATION (7-12)

PURPOSE

During the planning of a lesson, teachers should consider putting themselves in the place of the learner and perform the skill or attain the concept while asking themselves, “What exactly are the steps necessary to complete this skill or understand this concept?” Approaching this from the learner’s perspective will help to analyze the subtle steps that may seem obvious to one who already understands but leaves gaps for someone in need of clarity.

PRODUCT

As partial requirement for this course students plan and deliver multiple lessons within their content area at partnership schools from which the students will select one representative lesson. Citing specific examples from the lesson plan a commentary will highlight the content, instructional materials, the activities, the ways accommodating the how students learn, the ways

higher level cognitive skills were developed, and the ways in which learning was assessed.

Plans, like any draft, are always subject to change. When teaching this lesson the pre-service teacher will reflect on their instruction, identifying modifications made during the lesson, or that might be made to the lesson plan in the future. Therefore, the lesson plan submitted may include handwritten annotations as instruction unfolded. Lesson plans should include the following:

TEACHING & CONTENT STANDARDS: Which standards are addressed in the lesson and how does the lesson address those standards?

OBJECTIVES: What will the students know and be able to do as a result of the lesson?

INSTRUCTIONAL MATERIALS AND RESOURCES: What materials, texts, manipulatives, visuals, etc. are needed? What technological resources (if any) were used?

INSTRUCTIONAL ACTIVITIES: What activities will the students do and how are they connected to the objectives~

ASSESSMENT ACTIVITIES: What do the students know and what are they able to do during and as a result of the lesson? How will these be determined?

LEARNER FACTORS: How does this lesson accommodate different developmental levels or individual differences in approaches to learning? How does the lesson create connections between the subject matter and student experiences?

ENVIRONMENT FACTORS: What student grouping will be used? What changes were made in the classroom due to instruction, materials, or safety, if any?

REFLECTION: How did the lesson plan work? What was effective? What changes would be made for tomorrow or the next time this plan is used?

UNIT PLANNING

TECH 407 PRACTICUM IN ELEMENTARY TECHNOLOGY EDUCATION (K-6)

TECH 408 PRACTICUM IN TECHNOLOGY EDUCATION (7-12)

PURPOSE

In preparation for student teaching, candidates present a cohesive set of lessons organized around an important content area topic within a secondary education curriculum. Plans for the unit will include those elements outlined in the Lesson Plan artifact. A commentary will cite specific examples as necessary from the lesson plans highlighting the content, the instructional materials, the activities, the ways learning was assessed, and the ways higher-level cognitive skills were developed.

PRODUCT

- Identify a particular class of students for whom the unit will be designed.
- Select the specific content and goals for the unit. The instructional unit should represent a cohesive set of lessons that includes the introduction and development of an idea, a skill or a concept.

- The unit should also include: 1) some interdisciplinary learning, 2) the use of technology to support student learning, 3) lessons that help students develop higher cognitive skills, and 4) some form of formal evaluation of student learning.

Specifically, the portfolio unit plan should include:

- An overview of the unit, including a description of the class for which it is designed, unit goals, and specific objectives aligned with local, state, and national standards.
- A set of plans for lessons, in a specified format, with copies of tasks, notes, assignments, resources, textbook pages, and other artifacts attached.
- A formal evaluation that will be used to determine what the students have learned.
- A commentary with rationale addresses the importance of the content and the instructional materials and activities chosen, and the accommodations planned for students with higher and lower levels of cognitive skills.

REFLECTION

Personal beliefs, values, knowledge, and professional dispositions about education guide the practice of professional educators. This reflective essay provides candidates the forum to articulate their views about significant aspects of the teaching and learning process. Using specific references to the artifacts contained within this portfolio, candidates address the Rhode Island Beginning Teacher Standards, the FSEHD Conceptual Frameworks and the content-specific standards that indicate areas of strength and areas for improvement in their professional preparation.