

*Technology Education Program*

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

*Spring 2011*

*Course Syllabus*

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**I COURSE TITLE: TECH 422 Student Teaching Seminar in Technology Education 2 Credits**

**CLASS HOURS: Monday 2:30 – 4:30**

**CLASSROOM: HBS 222 Conference Room**

**II *Technology Education Prerequisites:* TECH 407 - TECH 408: Concurrent enrollment in TECH 421**

- Completion of all required education courses with a minimum grade of B- (except CEP 215).
- A minimum grade of B- in Practicum K-6 & 7 – 12, AND a positive recommendation from the practicum instructor.
- Completion of ALL content area courses with a minimum grade point average of 2.75.
- Minimum cumulative GPA of 2.5 a full semester prior to student teaching.
- Completion of Community Service Requirement. Information about procedures for completing this program requirement is found in a booklet available in the Dean's Office; Department of Educational Studies; or the Office of Clinical Experiences. The completion of this requirement involves a minimum of 25 hours of unpaid service to children or youth.
- Completion of Technology Competency Requirement
- Proficiencies include word processing, spreadsheets, file management procedures, email, and internet searches. Satisfaction of this requirement may be met by:
- Instructional Technology 251: Introduction to Emerging Technologies
- Satisfactory performance on the Technology Competency Test

**III CATALOG DESCRIPTION:** Seminar TECH 422: Teacher behaviors appropriate to effective teaching are developed. Topics include classroom and time management, effective communication, knowledge of different learning styles, teaching strategies, and assessment techniques.

### ***Relationship to Feinstein School and Professional Development***

This is the final course of the professional sequence. TECH 422 builds on the work accomplished in all previous professional preparation courses. Students study the principles, methods, content and curriculum necessary to deliver appropriate lessons for elementary students. Teacher candidates have ample opportunity to plan, act, and reflect, as advocated by the PAR model during this course. The classroom/ laboratory experiences guided by a cooperating teacher and a supervising teacher, 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, junior, or senior high school level for one semester. During this course, Technology Education teacher candidates plan, develop and present lessons at the selected middle and high school field sites. Candidates are under the supervision of an experienced Technology Education 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 supervising instructor and college instructor to review future lesson/unit plans, evaluate macro-teaching presentations, and create appropriate assessment strategies for middle or high school students. Students combine theory and practice in Technology Education as they begin to develop curriculum materials and explore various approaches for delivering content in a variety of settings. Course assignments from the Student Teaching 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, all culminating in the Teacher Candidate Work Sample (TCWS).

Teacher candidates will reflect on, analyze, select, and implement new and contemporary methods, activities, and curricula related to technology education for the elementary classroom. Participants will be introduced to technological literacy initiatives (ITEA), content standards, and cross-curricular opportunities to solve problems related to the development and understanding of technology. Students will be prepared to teach using strategies appropriate for pre-service teachers, 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 RIPTS Standards Achieved:** 1.1, 1.2, 1.3; 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7; 3.1, 3.2, 3.3; 4.1, 4.2, 4.3; 5.1, 5.2, 5.3, 5.4, 5.5; 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7; 7.1, 7.3, 7.4; 8.1, 8.2, 8.3, 8.4; 9.1, 9.2, 9.3, 9.4, 9.5; 10.1, 10.2, 10.3, 10.4; 11.1, 11.2, 11.3, 11.4, 11.5

### **V COURSE OBJECTIVES:**

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

- describe the planning, action, and reflection approach to instruction;
- organize, plan, and deliver units of instruction;
- critique and improve course goals and learning objectives;
- 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;
- design several evaluation methods - rubrics, peer evaluation, authentic assessment, etc.
- create and apply evaluation schemes for 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;
- 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;
- reflect on self-performance in actual teaching situations.

## VI. TEXT: (Required)

***RIC Student Teachers' Handbook.*** Office of Partnerships and Placements

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

RI GSE Engineering and Technology ( DRAFT)

**<http://www.ride.ri.gov/instruction/gle.aspx#engineertech>**

Rhode Island Professional Teachers Standards (2009) RIDE, PROVIDENCE, RI 02903  
[www.uri.edu/hss/education/applicants/app\\_material/RIPTS.pdf](http://www.uri.edu/hss/education/applicants/app_material/RIPTS.pdf)

## Resource Materials:

Selected Articles from The Technology and Engineering Teacher, The Journal of Technology Education, and Children's Technology and Engineering: A publication of The International Technology and Engineering 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>**

Mass. Frameworks for Science, Technology & Engineering:  
[www.doe.mass.edu/frameworks/scitech/1006.pdf](http://www.doe.mass.edu/frameworks/scitech/1006.pdf)

New Hampshire Technology Education Curriculum Guide  
<http://www.education.nh.gov/instruction/curriculum/tech/index.htm>

The Helpful 100:  
[http://edtech.tennessee.edu/~bobannon/helpful\\_hundred.html](http://edtech.tennessee.edu/~bobannon/helpful_hundred.html)

Writing Objectives:  
[http://edtech.tennessee.edu/~bobannon/writing\\_objectives.html](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.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://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](http://mathstar.nmsu.edu/exploration1/unit/unit_toolmap.html)

Lesson Planning:  
[http://edtech.tennessee.edu/~bobannon/lesson\\_plan.html](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](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://www.shs1.bham.wednet.edu/curric/cool/qp.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.tnanet.com/tnav2/pdf/measurable_learning_objectives.pdf)  
[http://www.teach-nology.com/web\\_tools/rubrics/](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:**

You will not miss your assigned teaching duties. In the event of some emergency, you will first contact the supervising teacher at RIC and then, out of courtesy, your cooperating teacher. You will be asked specific details of the nature of the absence.

Student Teaching Assignments must be approved by the Office of Partnerships and Placements before students can make visits to their assigned schools.

## **VIII 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.**

## **IX Tentative Course Schedule**

### **Planning**

Material acquisition  
Books and media  
Class rosters  
Seating Assignments  
Course requirements  
Beginning of class routine

### **Factors Influencing Learning**

Environment  
Social issues  
Ability  
Physical space

### **Lesson Plan Elements**

Lesson Format & Components  
Unit Planning  
STL & RIBTS

### **Design Brief**

Creating challenges  
Brief format  
    Contexts  
    Challenge  
    Objectives

### **Reviewing Unit Elements**

Writing Performance Objectives  
Evaluation

### **Implementing Instruction**

Teacher characteristics  
Presentation techniques  
Using educational technology  
Questioning techniques  
Observation techniques  
Motivational techniques  
Recording techniques  
Student performance evaluation techniques  
Self-evaluation techniques

### **Instructional Support and Techniques**

Presentation (chalkboard, dry erase, overhead transparencies, computer presentation, etc.)  
Handouts (instruction sheets, design briefs, etc.)  
Manipulatives  
Supporting Learning  
AV & IT Equipment  
Materials (construction supplies)  
Instructional technology and support materials  
Computer assisted instruction

### **Monitoring Bad Behavior Revisited**

Prompt management  
Monitoring behavior  
Positive climates  
Incentives & rewards

### **Managing the Classroom and Laboratory**

Organization of records

Health and safety considerations

Facility management

Managing students

Classroom control

Discipline

Task assignment

**Assessment**

Authentic

Criterion-based

1. Observation

2. Documentation

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

Administering evaluation

Record keeping and posting reporting

**X METHODS OF INSTRUCTION:**

Instructional strategies to reinforce content will include:

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

**XI EVALUATION:**

Student Teaching Seminar  
Final Grades

Unit and Lesson plans	30%
Exit Interview	10%
Class Observations	10%
Teacher Candidate Work Sample	50%
	<b>100%</b>

**Grade Scale:**

**A 100% - 96%**

**A- 94% - 90%**

**B + 89% - 86%**

**B 85% - 81%**

**B- 80**

**C+ 79% - 76%**

**C 75% - 71%**

**C- 70%**

**D 69% - 60%**

**F 59% or less**

**XII Recommendation for Teaching Positions**

A word about the professional sequence in Technology Education is necessary at this point. You are assuming the role of a professional teacher. Therefore, it goes without saying, you will conduct yourself in a professional manner. Behavior deemed as abnormal and inappropriate will not be tolerated. Students who exhibit poor behavior and judgment will be dismissed from the class and will be reported to the Office of Partnerships and Placements for removal from the program. You will not be permitted to retake student teaching (TECH 421) and will not receive a positive recommendation.

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

Success in your student teaching assignment coursework is grounded in the attitude you develop toward the work. Simply put, if you procrastinate, you are doomed! (similar to Practicum!) 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 receive a positive recommendation.

## *Tentative Schedule*

### **TECH 422 Student Teaching Seminar in Technology Education**

**CLASS HOURS: Monday 2:30 – 4:30**

**CLASSROOM: HBS 222 Conference Room**

<i>Date</i>	<i>Topic</i>	<i>Due</i>
<i>1/25</i>	Syllabus TCWS review	
<i>1/31</i>	Contexts RIDE Information- InfoWorks! The Schools Network	<i>Lesson and Unit Outlines</i>
<i>2/7</i>	Planning Strategies and Writing Objectives <i>Pre Assessments – SEE TCWS handouts</i>	
<i>2/14</i>	Lesson Planning and Unit Development Standards and Content GSE and STL	
<i>2/21</i>	Factors Influencing the Teaching and Learning Process	<i>Learning Goals Due</i>
<i>2/28</i>	Unit Elements Pre-Assessments Overview	<i>Contexts Due</i>
<i>3/7</i>	Assessments in TE	<i>Design for Instruction</i>
<i>3/14</i>	<i>Spring Break No Class</i>	
<i>3/21</i>	Classroom/Lab Management	<i>Assessment Plan Due</i>
<i>3/28</i>	Analysis of Student Learning	
<i>4/4</i>	Implementing Instruction	<i>Instructional Design</i>
<i>4/11</i>	PLAN B and other Strategies to Succeed in the Classroom	<i>Instructional Decision Making</i>
<i>4/18</i>	Reflections on Good Practice	<i>Analysis of Learning</i>
<i>4/25</i>	Exit Surveys	<i>TCWS is Due</i> <i>Submission in hard Copy and</i> <i>on a CD</i>
<i>5/2</i>	Course Evaluation Wrap-up	

