CI 569, Practicum for Technology Facilitation

CI 569 is a required course for the Masters in Instructional Technology

College of Education
Department of Curriculum and Instruction

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(NOTE: Office hours may vary due to scheduling of observations during Field Experience. Refer to Field Experience Schedule.)

Texts: Selected Readings

Course Description: CI 569, Practicum for Technology Facilitation, provides a field-based practicum in a school setting. Application of the duties and responsibilities of the technology facilitator is studied on a daily basis.

This course is intended to involve candidates in a number of real experiences in which they apply what they have learned in previous Masters of Instructional Technology courses. It provides the opportunity for the candidate to practice leadership skills in planning, developing, and implementing improvements to a PK-12 curriculum. The candidate will work with classroom teachers to modify instruction to include effective technology on a daily basis.

Overall Objectives for the Course:

1. Demonstrate and assist classroom teachers in ***appling*** technology in the instructional process

2. Demonstrate and assist classroom teachers in integrating the fundamental principles, generalizations, or theories involved in ***applying*** technology in the instructional process

3. Demonstrate and assist classroom teachers to integrate specific skills, competencies, and points of view needed by professionals while ***applying*** technology in the instructional process

4. Practice skills assisting classroom teachers in improving their integration of technology in the curriculum and instruction

Standards Matrix:

Course Objectives	**Activities**	**Performance Assessment**	**Standards ISTE Technology Facilitator**
Demonstrate knowledge, skills, and understanding of concepts related to technology	Collaboration with Classroom Teachers; Planning and Designing Instruction	Practicum Project Assignment; MiniTeach, Copyright and Fair Use Assignment	TF-1A
Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies	Analyze procedures and critique according to current research	MiniTeach, Copyright and Fair Use Assignment	TF-1B
Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	Collaboration with Classroom Teachers; Planning and Designing Instruction	Practicum Project Assignment, MiniTeach , Curriculum Planning Meeting, Assessing Student Performance, Digital Imaging Integration	TF-2A
Apply current research on teaching and learning with technology when planning learning environments and experiences	Analyze procedures and critique according to current research	Practicum Project Assignment, MiniTeach, Curriculum Planning Meeting	TF-2B
.Identify and locate technology resources and evaluate them for accuracy and suitability	Compare existing resources to availability of resources and learners' needs	District Technology Planning Meeting, Copyright and Fair Use Assignment	TF-2C
Plan for the management of technology resources within the context of learning activities	Collaboration with Classroom Teachers; Planning and Designing Instruction	Practicum Project Assignment, MiniTeach, District Technology Planning Meeting, Curriculum Planning Meeting, Assessing Student Performance	TF-2D
Plan strategies to manage student learning in a technology-enhanced environment	Collaboration with Classroom Teachers; Planning and Designing Instruction	Practicum Project Assignment, MiniTeach, District Technology Planning Meeting, Curriculum Planning Meeting, Assessing Student Performance, Digital Imaging Integration	TF-2E
Identify and apply instructional design principles associated with the development of technology resources	Collaboration with Classroom Teachers; Planning and Designing Instruction	Practicum Project Assignment, MiniTeach, Curriculum Planning Meeting	TF-2F
Facilitate technology-enhanced experiences that address content standards and student technology standards	Collaboration with Classroom Teachers; Planning and Designing Instruction	Practicum Project Assignment, MiniTeach, Curriculum Planning Meeting, Assessing Student Performance	TF-3A
Use technology to support learner-centered strategies that address the diverse needs of students	Collaboration with Classroom Teachers; Planning and Designing Instruction	Practicum Project Assignment, MiniTeach, Curriculum Planning Meeting, Assessing Student Performance, Digital Imaging Integration	TF-3B
Apply technology to demonstrate students' higher order skills and creativity	Consult with classroom teachers in planning	MiniTeach, Curriculum Planning Meeting	TF-3C
Manage student learning activities in a technology-enhanced environment	Collaboration with Classroom Teachers; Planning and Designing Instruction	MiniTeach, Digital Imaging Integration	TF-3D
Use current research and	Consult with classroom	Practicum Project Assignment,	

district/region/state/national content and technology standards to build lessons and units of instruction	teachers in planning	MiniTeach, Curriculum Planning Meeting, Assessing Student Performance	TF-3E
Apply technology to increase productivity	Collaboration with Classroom Teachers; Planning and Designing Instruction	Practicum Project Assignment, MiniTeach, District Technology Professional Development Plan, Curriculum Planning Meeting, Assessing Student Performance	TF-5C
Model and teach legal and ethical practice related to technology use	Consult with classroom teachers in planning	Practicum Project Assignment, MiniTeach, District Technology Professional Development Plan	TF-6A
Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities	Collaboration with Classroom Teachers; Planning and Designing Instruction	Practicum Project Assignment, MiniTeach, District Technology Professional Development Plan, Curriculum Planning Meeting , Assessing Student Performance, Digital Imaging Integration	TF-6B
Identify and use technology resources that affirm diversity	Consult with classroom teachers in planning	MiniTeach, District Technology Planning Meeting, District Technology Professional Development Plan, Curriculum Planning Meeting, Digital Imaging Integration	TF-6C
Promote safe and healthy use of technology resources	Consult with classroom teachers in planning	Practicum Project Assignment, MiniTeach, District Technology Planning Meeting, District Technology Professional Development Plan, Copyright and Fair Use Assignment	TF-6D
Facilitate equitable access to technology resources for all students	Collaboration with Classroom Teachers; Planning and Designing Instruction	Practicum Project Assignment, MiniTeach, District Technology Planning Meeting, Curriculum Planning Meeting	TF-6E

Description of Standards Cited in Matrix Above

International Society for Technology in Education

Standards for Technology Facilitator

Technology Facilitation Standard I. (TF-I)
Technology Operations and Concepts. Educational technology facilitators demonstrate an in-depth understanding of technology operations and concepts. Educational technology facilitators:

Performance Indicator

Performance Indicator

Meets Standard Exceeds Standard

Meets Standard Exceeds Standard

Exceeds Standard

A. Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Teachers). Candidates:

A. Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Teachers). Candidates:

TF-I.A.1

TF-I.A.1

Assist teachers in the ongoing development of knowledge, skills, and understanding of technology systems, resources, and services that are aligned with district and state technology

plans. Conduct needs assessment to determine baseline data on teachers' knowledge, skills, and understanding of concepts related to technology.

Assist teachers in the ongoing development of knowledge, skills, and understanding of technology systems, resources, and services that are aligned with district and state technology plans. Conduct needs assessment to determine baseline data on teachers' knowledge, skills, and understanding of concepts related to technology.

Conduct needs assessment to determine baseline data on teachers' knowledge, skills, and understanding of concepts related to technology.

TF-I.A.2

TF-I.A.2

Provide assistance to teachers in identifying technology systems, resources, and services to meet specific learning needs. Evaluate the effective-ness of modeling used to demonstrate teachers' knowledge, skills, and under-standing of concepts related to technology.

Provide assistance to teachers in identifying technology systems, resources, and services to meet specific learning needs. Evaluate the effective-ness of modeling used to demonstrate teachers' knowledge, skills, and under-standing of concepts related to technology.

Evaluate the effective-ness of modeling used to demonstrate teachers' knowledge, skills, and under-standing of concepts related to technology.

B. Demonstrate continual growth in technology knowledge

and skills to stay abreast of current and emerging technologies. Candidates:

B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. Candidates:

TF-I.B.1

TF-I.B.1

Model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts. Evaluate the effectiveness of modeling appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts.

Model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts. Evaluate the effectiveness of modeling appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts.

Evaluate the effectiveness of modeling appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts.

Technology Facilitation Standard II. (TF-II)
Planning and Designing Learning Environments and Experiences. Educational technology facilitators plan, design, and model effective learning environments and multiple experiences supported by technology.

Educational technology facilitators:

Performance Indicator		**Meets Standard**	Exceeds Standard
A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. Candidates:			
TF-II.A.1		**Provide resources and feedback to teachers as they create developmentally appropriate curriculum units that use technology.**	Model the creation of developmentally appropriate curriculum units that use technology.
TF-II.A.2		**Consult with teachers as they design methods and strategies for teaching computer/ technology concepts and skills within the context of classroom learning.**	Model methods and strategies for teaching computer/ technology concepts and skills within the context of classroom learning.
TF-II.A.3		**Assist teachers as they use technology resources and strategies to support the diverse needs of learn-ers including adaptive and assistive technologies.**	Model strategies to support the diverse needs of learners including adaptive and assistive techno-logies and disseminate information to teachers.
B. Apply current research on teaching and learning with technology when planning learning environments and experiences. Candidates:			
TF-II.B.1	.	**Assist teachers as they apply current research on teaching and learning with technology when planning learning environments and experiences.**	Model strategies reflecting current research on teaching and learning with technology when planning learning environments and experiences.
C. Identify and locate technology resources and evaluate them for accuracy and suitability. Candidates:			
TF-II.C.1		**Assist teachers as they identify and locate technology resources and evaluate them for accuracy and suitability based on district and state standards.**	Model the use of technology resources reflecting district and state standards.
TF-II.C.2		**Model technology integration using resources that reflect content standards.**	Create professional development lessons integrating technology resources that reflect content standards.
D. Plan for the management of technology resources within the context of learning activities. Candidates:			
TF-II.D.1		**Provide teachers with options for the management of technology resources within the context of learning activities.**	Model the use of technology resources within the context of learning activities.
E. Plan strategies to manage student learning in a technology-enhanced environment. Candidates:			
TF-II.E.1		**Provide teachers with a variety of strategies to use to manage student learning in a technology-enhanced environment and support them as they implement the strategies.**	Model a variety of strategies to manage student learning in a technology-enhanced environment and support the teachers as they implement the strategies.
F. Identify and apply instructional design principles associated with the development of technology resources. Candidates:			
TF-II.F.1		**Assist teachers as they identify and apply instructional design principles associated with the development of technology resources.**	Model the use of appropriate instructional design principles associated with the development of technology resources.

Technology Facilitation Standard III. (TF-III) **Teaching, Learning, and the Curriculum.** Educational technology facilitators apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning. Educational technology facilitators:	
Performance Indicator Performance Indicator	**Meets Standard** **Meets Standard** Exceeds Standard
A. Facilitate technolo	

gy-enhanced experiences that address content standards and student technology standards. Candidates:

A. Facilitate technology-enhanced experiences that address content standards and student technology standards. Candidates:

TF-III.A.1

TF-III.A.1

Use methods and strategies for teaching concepts and skills that support integration of technology productivity tools (refer to NETS for Students). Analyze methods and facilitate strategies for teaching concepts and skills that support integration of technology productivity tools (refer to NETS for Students).

Use methods and strategies for teaching concepts and skills that support integration of technology productivity tools (refer to NETS for Students). Analyze methods and facilitate strategies for teaching concepts and skills that support integration of technology productivity tools (refer to NETS for Students).
Analyze methods and facilitate strategies for teaching concepts and skills that support integration of technology productivity tools (refer to NETS for Students).

TF-III.A.2

TF-III.A.2

Use and apply major research findings and trends related to the use of technology in education to support integration throughout the curriculum. Summarize major research findings and trends related to the use of technology in education to support integration throughout the curriculum.

Use and apply major research findings and trends related to the use of technology in education to support integration throughout the curriculum. Summarize major research findings and trends related to the use of technology in education to support integration throughout the curriculum.
Summarize major research findings and trends related to the use of technology in education to support integration throughout the curriculum.

TF-III.A.3

TF-III.A.3

Use methods and strategies for teaching concepts and skills that support integration of research tools (refer to NETS for Students). Analyze methods and facilitate teachers as they use strategies for teaching concepts and skills that support integration of research tools (refer to NETS for Students).

Use methods and strategies for teaching concepts and skills that support integration of research tools (refer to NETS for Students). Analyze methods and facilitate teachers as they use strategies for teaching concepts and skills that support integration of research tools (refer to NETS for Students).
Analyze methods and facilitate teachers as they use strategies for teaching concepts and skills that support integration of research tools (refer to NETS for Students).

TF-III.A.4

TF-III.A.4

Use methods and strategies for teaching concepts and skills that support integration of problem solving/ decision-making tools (refer to NETS for Students). Analyze methods and facilitate strategies for teaching concepts and skills that support integration of problem solving/ decision-making tools (refer to NETS for Students)

Use methods and strategies for teaching concepts and skills that support integration of problem solving/ decision-making tools (refer to NETS for Students). Analyze methods and facilitate strategies for teaching concepts and skills that support integration of problem solving/ decision-making tools (refer to NETS for Students)
Analyze methods and facilitate strategies for teaching concepts and skills that support integration of problem solving/ decision-making tools (refer to NETS for Students).

TF-III.A.5

TF-III.A.5

Use methods and strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print media, and graphics. Analyze methods and facilitate strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print media, and graphics.

Use methods and strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print media, and graphics. Analyze methods and facilitate strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print media, and graphics.
Analyze methods and facilitate strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print media, and graphics.

TF-III.A.6

TF-III.A.6

Use and describe methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment. Analyze methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.
Use and describe methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment. Analyze methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.
Analyze methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.

TF-III.A.7

TF-III.A.7

Use methods for teaching concepts and skills that support use of web-based and non web-based authoring tools in a school environment. Analyze methods for teaching concepts and skills that support use of web-based and non web-based authoring tools in a school environment.
Use methods for teaching concepts and skills that support use of web-based and non web-based authoring tools in a school environment. Analyze methods for teaching concepts and skills that support use of web-based and non web-based authoring tools in a school environment.
Analyze methods for teaching concepts and skills that support use of web-based and non web-based authoring tools in a school environment.

B. Use technology to support learner-centered strategies that address the diverse needs of students. Candidates:

B. Use technology to support learner-centered strategies that address the diverse needs of students. Candidates:

TF-III.B.1

TF-III.B.1

Use methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology. Analyze methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology.
Use methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology. Analyze methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology.
Analyze methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology.

C. Apply technology to demonstrate students' higher order skills and creativity. Candidates:

C. Apply technology to demonstrate students' higher order skills and creativity. Candidates:

TF-III.C.1

TF-III.C.1

Use methods and facilitate strategies for teaching problem solving principles and skills using technology resources. Analyze methods and facilitate strategies for teaching problem solving principles and skills using technology resources.
Use methods and facilitate strategies for teaching problem solving principles and skills using

technology resources. Analyze methods and facilitate strategies for teaching problem solving principles and skills using technology resources. Analyze methods and facilitate strategies for teaching problem solving principles and skills using technology resources. **D.** Manage student learning activities in a technology-enhanced environment. Candidates: **D.** Manage student learning activities	[redacted]

in a technology-enhanced environment. Candidates: **TF-III.D.1** **TF-III.D.1** **Use methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings.** Analyze methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or	

lab settings.
Use methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings. Analyze methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings.
Analyze methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings.

E. Use current research and district/region/state/national content and technology standards to build lessons and units of instruction. Candidates:

E. Use current research and district/region/state/national content and technology standards to build lessons and units of instruction. Candidates:
TF-III.E.1 . Describe and identify curricular methods and strategies that are aligned with district/region/state/ national content and technology standards. Disseminate information regarding curricular methods and strategies that are aligned with district/region/state/ national content and technology standards.
TF-III.E.1 . Describe and identify curricular methods and strategies that are aligned with district/region/state/ national content and technology standards. Disseminate information regarding curricular methods and strategies that are aligned with district/region/state/ national content and technology standards.
. **Describe and identify curricular methods and strategies that are aligned with district/region/state/ national content and technology standards.** Disseminate information regarding curricular methods and strategies that are aligned with district/region/state/ national content and technology standards.
Describe and identify curricular methods and strategies that are aligned with district/region/state/ national content and technology standards. Disseminate information regarding curricular methods and strategies that are aligned with district/region/state/ national content and technology standards.
Disseminate information regarding curricular methods and strategies that are aligned with district/region/state/ national content and technology standards.
TF-III.E.2
TF-III.E.2
Use major research findings and trends related to the use of technology in education to support integration throughout the curriculum. Summarize and disseminate major research findings and trends related to the use of technology in education to support integration throughout the curriculum.
Use major research findings and trends related to the use of technology in education to support integration throughout the curriculum. Summarize and disseminate major research findings and trends related to the use of technology in education to support integration throughout the curriculum.
Summarize and disseminate major research findings and trends related to the use of technology in education to support integration throughout the curriculum.

Technology Facilitation Standard IV. (TF-IV)
Assessment and Evaluation. Educational technology facilitators apply technology to facilitate a variety of effective assessment and evaluation strategies. Educational technology facilitators:

Performance

Indicator
Performance
Indicator

Meets

Standard Meets	**Standard** Exceeds	Standard
A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques. Candidates:		
A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques. Candidates: **TF-IV.A.1**	**TF-IV.A.1** **Model the use of technology tools to assess student learning of subject matter**	

using a variety of assessment techniques. Analyze methods and facilitate the use of strategies to assess student learning of subject matter using a variety of assessment techniques.
Model the use of technology tools to assess student learning of subject matter using a variety of assessment techniques. Analyze methods and facilitate the use of strategies to assess student learning of subject matter

using a variety of assessment techniques.
Analyze methods and facilitate the use of strategies to assess student learning of subject matter using a variety of assessment techniques.

TF-IV.A.2

TF-IV.A.2

Assist teachers in using technology to improve learning and instruction through the evaluation and assessment of artifacts and data. Analyze methods and facilitate the use of strategies to improve learning and instruction through the evaluation and assessment of artifacts and data.

Assist teachers in using technology to improve learning and instruction through the evaluation and assessment of artifacts and data. Analyze methods and facilitate the use of strategies to improve learning and instruction through the evaluation and assessment of artifacts and data.
Analyze methods and facilitate the use of strategies to improve learning and instruction through the evaluation and assessment of artifacts and data.

B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. Candidates:

B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. Candidates:

TF-IV.B.1

TF-IV.B.1

Guide teachers as they use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. Examine the validity and reliability of technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Guide teachers as they use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. Examine the validity and reliability of technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
Examine the validity and reliability of technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity. Candidates:

C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity. Candidates:

TF-IV.C.1

TF-IV.C.1

Assist teachers in using recommended evaluation strategies for improving students' use of technology resources for learning, communication, and productivity. Recommend evaluation strategies for improving students' use of technology resources for learning, communication, and productivity.

Assist teachers in using recommended evaluation strategies for improving students' use of technology resources for learning, communication, and productivity. Recommend evaluation strategies for improving students' use of technology resources for learning, communication, and productivity.
Recommend evaluation strategies for improving students' use of technology resources for learning, communication, and productivity.

TF-IV.C.2

TF-IV.C.2

Examine and apply the results of a research project that includes evaluating the use of a specific technology in a P-12 environment. Analyze data from a research project that includes evaluating the use of

a specific technology in a P-12 environment.
Examine and apply the results of a research project that includes evaluating the use of a specific technology in a P-12 environment.
Analyze data from a research project that includes evaluating the use of a specific technology in a P-12 environment.
Analyze data from a research project that includes evaluating the use of a specific technology in a P-12 environment.

Technology Facilitation Standard V. (TF-V)
Productivity and Professional Practice. Educational technology facilitators apply technology to enhance and improve personal productivity and professional practice. Educational technology facilitators:

Performance Indicator		**Meets Standard**	Exceeds Standard
A. Use technology resources to engage in ongoing professional development and lifelong learning. Candidates:			
TF-V.A.1		**Identify resources and participate in professional development activities and professional technology organizations to support ongoing professional growth related to technology.**	Use resources and professional development activities available from professional technology organizations to support ongoing professional growth related to technology.
TF-V.A.2		**Disseminate information on district-wide policies for professional growth opportunities for staff, faculty, and administrators.**	Implement policies that support district-wide professional growth opportunities for staff, faculty, and administrators.
B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning. Candidates:			
TF-V.B.1		**Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.**	Continually evaluate professional practice to make informed decisions regarding the use of technology in support of student learning and disseminate findings to district administrators.
C. Apply technology to increase productivity. Candidates:			
TF-V.C.1		**Model advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products.**	Model the integration of advanced features of word processing, desktop publishing, graphics programs, and utilities to demonstrate professional products.
TF-V.C.2		**Assist others in locating, selecting, capturing, and integrating video and digital images, in varying formats for use in presentations, publications, and/or other products.**	Facilitate activities to help others in locating, selecting, capturing, and integrating video and digital images, in varying formats for use in presentations, publications and/or other products.
TF-V.C.3		**Demonstrate the use of specific-purpose electronic devices (such as graphing calculators, language translators, scientific probeware, or electronic thesaurus) in content areas.**	Facilitate the use of specific-purpose electronic devices (such as graphing calculators, languages translators, scientific probeware, or electronic thesaurus) in content areas.
TF-V.C.4		**Use a variety of distance learning systems and use at least one to support personal and professional development.**	Use a variety of distance learning systems to support personal/professional development.
TF-V.C.5		**Use instructional design principles to develop hypermedia and multimedia products to support personal and professional development.**	Apply instructional design principles to demonstrate hypermedia/multimedia products to support professional development.
TF-V.C.6	.	**Select appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and**	Model the use of appropriate tools for communi-cating concepts, conducting research, and solving problems for an intended audience and

		purpose.	purpose.
TF-V.C.7		**Use examples of emerging programming, authoring, or problem solving environments that support personal and professional development.**	Use examples of emerging programming, authoring or problem solving environments that support personal/professional development.
TF-V.C.8		**Set and manipulate preferences, defaults and other selectable features of operating systems and productivity tool programs commonly found in P-12 schools.**	Set and manipulate preferences and defaults of operating systems and productivity tool programs, and troubleshoot problems associated with their operation.
D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning. Candidates:			
TF-V.D.1		**Model the use of telecommunications tools and resources for information sharing, remote information access, and multimedia/ hypermedia publishing in order to nurture student learning.**	Stay abreast of current telecommunications tools and resources for information sharing, remote information access, and multimedia/ hypermedia publishing in order to nurture student learning.
TF-V.D.2		**Communicate with colleagues and discuss current research to support instruction, using applications including electronic mail, online conferencing and web browsers.**	Communicate with colleagues and apply current research to support instruction, using applications including electronic mail, online conferencing and web browsers.
TF-V.D.3	.	**Participate in online collaborative curricular projects and team activities to build bodies of knowledge around specific topics.**	Investigate and disseminate online collaborative curricular projects and team activities to build bodies of knowledge around specific topics.
TF-V.D.4		**Design and maintain Web pages and sites that support communication between the school and community.**	Design, maintain, and facilitate the development of Web pages and sites that support communication between teachers, school, and community.

Technology Facilitation Standard VI. (TF-VI)
Social, Ethical, Legal, and Human Issues. Educational technology facilitators understand the social, ethical, legal, and human issues surrounding the use of technology in P-12 schools and assist teachers in applying that understanding in their practice. Educational technology facilitators:

Performance Indicator		**Meets Standard**	Exceeds Standard
A. Model and teach legal and ethical practice related to technology use. Candidates:			
TF-VI.A.1		**Develop strategies and provide professional development at the school/classroom level for teaching social, ethical, and legal issues and responsible use of technology.**	Analyze rules, policies, and procedures to support the legal and ethical use of technology.
TF-VI.A.2		**Assist others in summarizing copyright laws related to use of images, music, video, and other digital resources in varying formats.**	Plan activities that focus on copyright laws related to use of images, music, video, and other digital resources in varying formats.
B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. Candidates:			
TF-VI.B.1		**Assist teachers in selecting and applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.**	Analyze and recommend appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

TF-VI.B.2	**Identify, classify and recommend adaptive/assistive hardware and software for students and teachers with special needs and assist in procurement and implementation.**	Analyze and recommend appropriate adaptive/assistive hardware and software for students and teachers with special needs and assist in procurement and implementation.
C. Identify and use technology resources that affirm diversity. Candidates:		
TF-VI.C.1	**Assist teachers in selecting and applying appropriate technology resources to affirm diversity and address cultural and languages differences.**	Recommend appropriate technology resources to affirm diversity and address cultural and language differences.
D. Promote safe and healthy use of technology resources. Candidates:		
TF-VI.D.1	**Assist teachers in selecting and applying appropriate technology resources to promote sage and healthy use of technology.**	Recommend appropriate technology resources to promote sage and healthy use of technology.
E. Facilitate equitable access to technology resources for all students. Candidates:		
TF-VI.E.1	**Develop a summary of effective school policies and classroom management strategies for achieving equitable access to technology resources for all students and teachers.**	Conduct research to determine effective strategies for achieving equitable access to technology resources for all students and teachers.

Course Format:

The format of the class consists primarily of practicum experiences at the mentoring school. There will be a small number of face-to-face "seminars", with the other interactions consisting of on-line discussions.

Course Content:

1.Use the school technology facilities and resources to implement classroom instruction.
2. Apply strategies for and knowledge of issues related to managing the change process in schools.
3. Apply effective group process skills.
4. Lead in the development and evaluation of district technology planning and implementation.
5. Engage in supervised field-based experiences with accomplished technology facilitators and/or directors.

Course Requirements:

Requirements for this CI 569 Practicum course are as follows:

1. Practicum Project Assignment – The candidate will research a school/district and its instructional technology needs, followed by the planning and implementing of action directed toward addressing these needs. Assignments to be completed in this process are as follows:

a. Technology Contextual Factors (District, School, Classroom)
b. Needs Assessment for the school location or district
c. Preparation of training to address the chosen technology need of the school/district
d. Implementation of the training
e. Report over the reflection on this process (to be presented at the end of the semester to members of this course).

Examples of Practicum Project Assignments

Following are some examples of projects that might be completed to fulfill the requirements of the project assignment:

a. Planning and conducting a workshop for students, faculty or staff organized around appropriate instructional technology activities.

b. Consulting with one or more faculty or other professional persons and developing a systematic approach to some instructional or informational problem.

c. Planning, producing, and presenting materials for an in-service education workshop for staff at the school or district level.

Other kinds of fieldwork activities may also be appropriate. The goal is for the candidate to obtain as wide a variety of experiences as possible in the assigned setting. Consideration of your variety of experiences will be included in the assessing of your activity log.

To complete the Practicum Project Assignment, the following interim assignments will be necessary in order to have a complete understanding of the school/district and its instructional technology needs:

2. District Technology Planning Meeting - Attend and critique a technology planning meeting at district level. (Optional: Attend and critique two technology planning meetings from different school districts. Compare and contrast communication in the two school districts).

3. District Technology Professional Development Plan - Analyze the technology professional development plan for the district.

4. Curriculum Planning Meeting - Participate in and critique a curriculum-planning meeting at the building or district level, specifically being aware of the integration of technology and resources in the curriculum planning. Critique the process for adapting and/or modifying curriculum and/or instruction to meet the needs of various types of students (i.e. regular, vocational, special education, gifted and talented, bilingual lower socio-economic), specifically as it relates to the use of technology in the classroom. Note if there is any use of customized audio/video resources specifically created to meet the needs of these students.

5. Assessing Student Performance - Analyze the use of technology at the building or the district level to assess students' performance (This could be data on benchmark testing or TAKS testing, etc.)

6. Digital Imaging Integration - Assist others in locating, selecting, capturing, and integrating video and digital images, in varying formats for use in presentations, publications, and/or other products. (This can be completed either as a training session or as a MiniTeach.)

7. Copyright and Fair Use Assignment - Assist others in summarizing copyright laws related to use of images, music, video, and other digital resources in varying formats. (This can be completed either as a training session or as a MiniTeach.)

8. MiniTeach - Throughout the 100 hours of Practicum work, there will be opportunities to apply your instructional technology skills in an unplanned and/or unstructured format as the need arises. (A "Mini Teach"). (For example, a classroom teacher needs assistance in choosing appropriate technology for a lesson being planned. Or, a classroom teacher needs a tutorial on using some element of a piece of software.) The requirement for these opportunities is to:

a. Document these instances on your log sheet of activities for hours
b. Write a reflection over these activities. In this reflection, include:
    i. A description of the activity
    ii. Which of the Technology Facilitation Standards each of these activities addresses. . (Try to address as many of these Technology Facilitation Standards in these "Mini Teaches" as is possible.)
    iii. The results of the "Mini Teach"

Evaluation

	Points
Practicum Project Assignment	150
District Technology Planning Meeting	50
District Technology Professional Development Plan	50
Curriculum Planning	50
Assessing Student Performance	50
Digital Imaging Integration	50
Copyright and Fair Use Assignment	50
MiniTeach	50
Total	**500**

Grading Scale

	Points
A =	449.5 - 500
B =	399.5 – 449.4
C =	349.5 – 399.4

*With a grade below a "C", the student will have to re-take the course

Time Requirement

For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Late Work

Scheduled assignments are due by midnight electronically on the due date. If assignments are one day late, there will be a reduction in possible points earned on that assignment of 50%. Second day late, the assignment receives a zero. Recognizing that "extenuating circumstances" may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points.

Professionalism

Professionalism is expected, both in the classroom and in the public schools. If individual assignments possess a striking similarity to another student's work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. The students should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom.

Dispositions

In addition to the requirements for this course, in order to be eligible to register for the next level/course in your program, you must demonstrate the dispositions listed for the "Emerging Competence" level. These "Emerging Competence" levels consist of the following categories: Values, Commitment, Professional Ethics, and Organization/Flexibility. Dispositions Notebook details will be given later.

Additional Information

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or

the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY
It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT
SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Bibliography:

1. How People Learn: Brain, Mind, Experience, and School: Expanded Edition -- by John Bransford (Editor)

2. Computers in the Classroom: Mindtools for Critical Thinking – D. H. Jonassen

Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.