CI 513 Education Practice and Innovation Field Experience
Evening Cohort
Spring 2016

Course Section: K0
Meeting Time and Place: Cedar Bluff
Evening Cohort
Course Credit Hours: 3 semester hours credit
Companion Course CI 512

Faculty Contact Information: See Faculty Contact information attached
Graduate Education Webpage: http://www.lmunet.edu/academics/schools/school-of-education

Course Description: This course is the companion Practicum to CI 512 Educational Practice and Innovation. Candidates will design and implement innovative teaching strategies related specifically to their teaching situation. Candidates will then implement and assess those strategies.

Course Objectives: The candidates will:
- Identify and investigate innovative education models
- Create a directory of innovative educational programs in their areas
- Correlate standards to integrate content
- Create learning activities that develop deep content knowledge and assessments
- Examine, analyze and share with colleagues examples of innovative educational programs
- Develop integrated assessment systems

Standards/Goals:

CI Candidate Outcome 2: The candidate engages learners in deep content knowledge that includes reflection on prior content knowledge and skills, integrates technology, links new concepts to familiar concepts, develops critical thinking skills and connects to real-world local and global issues.

InTASC Standard #5 Application of Content: The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problems solving related to authentic local and global issues.

Texts/Materials for the Course:

Required Textbooks:
None

Suggested Readings:


**LINKS FOR ADDITIONAL MATERIALS:**

- **PBL Edutopia**
  [http://www.edutopia.org/project-based-learning?gclid=Cj0KEQiAsNyxBRBuKrMhsbt3vw8EiQAdRgPsKzno0brseUD8xU3OHpDI2RylKjN9e
  kqULwQp5pw82caAhm68P8HAQ](http://www.edutopia.org/project-based-learning?gclid=Cj0KEQiAsNyxBRBuKrMhsbt3vw8EiQAdRgPsKzno0brseUD8xU3OHpDI2RylKjN9e
  kqULwQp5pw82caAhm68P8HAQ)

- **Buck Institute for Education**
  [http://bie.org/?gclid=Cj0KEQiw8-GtBRCMILm54PzgjNQBEiQAIzcv8OC2G69teftgBY6O0KU_NnFw-zq-fY1Crl2RmHpZkaArK_8P8HAQ](http://bie.org/?gclid=Cj0KEQiw8-GtBRCMILm54PzgjNQBEiQAIzcv8OC2G69teftgBY6O0KU_NnFw-zq-fY1Crl2RmHpZkaArK_8P8HAQ)

- **PBL – Diana Wood**
  [http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1125189/](http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1125189/)

- **PBL – Sheila Gallagher**

- **PBL Stanford University**

- **PBL Study Guides and Strategies**
  [http://www.studygs.net/pbl.htm](http://www.studygs.net/pbl.htm)

- **Work That Matters: Teacher’s Guide to PBL**

- **PBL Guide**

**Course Requirements, Assessment (Learning Outcomes) and Evaluation Methods:**

**Learning Outcomes:** This graduate course addresses the three themes essential to the conceptual framework of the Lincoln Memorial University’s Carter & Moyers School of Education: Values, Education, and Service. Using values congruent with dispositions of the profession, candidates will actively apply coursework in the school and/or community environment. Throughout this course candidates will engage in activities to extend their professional and pedagogical knowledge, along with applying, evaluating, and reflecting on course content that contributes to continuous improvement of education practice. Another component is researching current standards-based instructional strategies that appropriately address diverse learning styles. This course emphasizes the goal of encouraging our graduates to engage in service to diverse student bodies, schools and communities by exhibiting and modeling professional behavior in the field that models integrity, fairness, and ethical decision-making which is in the best interests of all students and stakeholders. The ultimate aim in emphasizing these three themes is to produce educational leaders who reflect Lincoln Memorial University’s motto, Preparing Professional Educators of Distinction to Make a Positive Impact on This Generation and the Next.

**Requirements** (see Course Outline and Requirements section)

Reading and discussion of required materials. See related discussion guides

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In-class writings
Any other readings or in-class activities that the instructor may assign
Group Projects: Groups will research assigned topics for presentation to the class.
Key Assignments: Each course includes two Key Assignments that are critical to successful completion of the course. Key Assignments are submitted via Live Text and will be assessed electronically by the instructor using a rubric. In addition to the Key Assignments, the instructor may require other coursework.

Clinical Experience: This is a clinical experience course

Evaluation Method: Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

ATTENDANCE
Cooperative and group learning are essential components of the MEd program. When class absences occur, students can make up for knowledge and skills by completing required assignments, but they are not able to make up for the knowledge and skills their participation in class would have provided to their own learning and to their fellow students’ learning. Therefore, even with successful completion of make-up assignments, class absences will cause a reduction in the final course grade. The first absence in a semester will not result in a reduction of final grade. The second absence will result in a reduction of one letter grade. Three absences will result in a final grade of C or lower. More than three absences will result in a grade of F for the course(s) taken that semester. Faculty will determine when circumstances legitimately cause a student to be tardy or need to leave a class early; however, a pattern of excessive tardiness or leaving early may affect grade. Students may not make up for an absence at another class site. Refer to the Graduate Catalog for further academic information and restrictions.

Methods of Instruction: Instructional methods will include lecture, class discussion, reflection, collaborative assignments, group presentations, problem solving, and written assignments.

Information Literacy/Technological Resources:
Technology
Incoming students must be computer literate and be able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. Computer access must be available on a personal computer.

Turnitin:
Candidates will be required to submit some assignments to Turnitin, the computer program designed for checking literature duplication. Submitting additional course work to Turnitin is at the instructor’s discretion. Instructions for using Turnitin can be found at http://www.turnitin.com/en_us/training/student-training

Live Text: Each student will be required to establish or continue an account with the Live Text program. Live Text is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions are posted on the School of Education website at www.lmunet.edu/education - Degrees and Programs/Live Text Help.

Library Resources (Revised 2/2/2012)
The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education Field, including tutorials, databases, and experienced reference librarians. Visit the library’s website (library.lmunet.edu) for full details. There are many professional databases including: ERIC, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; ProQuest Education Journals database which contains access to 760 leading journals of which over 600 are in full-text; ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than one million dissertations and theses; Mental Measurements Yearbook which
contains descriptive information and critical reviews of commercially-available standardized
English-language educational, personality, aptitude, neuropsychological, achievement and intelligence
tests. Additionally, the library provides access to over 100 other databases and can obtain books and
articles from libraries worldwide through Interlibrary Loan.

University Policies:

**Students With Disabilities Policy:** As a rule, all students must read and comply with standards of
the LMU Student Handbook and LMU catalogue. Any student seeking assistance in accordance with the
Americans Disabilities Act (1990 as amended) should contact the Director of Counseling and ADA, Dan
Graves, with regard to required documentation and in order to make appropriate arrangements. Contact
information: dan.graves@lmunet.edu and/or 423.869.6267 (800-325-0900 ext. 6267).

**Counseling:** LMU counselors are available to help current students with personal, career and
academic concerns that affect academic success and quality of life. The Director of Counseling, Jason
Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6401 (800-325-0900 ext.
6401).

**Course Evaluations:** In addition to meeting degree requirements specified in the graduate and
undergraduate catalogs, all students are required to complete University-administered course evaluations.

**Outcomes Assessment Testing:** Degree requirements include participating in all outcomes
assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested.
Students may be required to complete one or more questionnaires and to take one or more standardized
tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog
for additional information).

**LMU’s Inclement Weather Policy** can be found at the following link to LMU’s website:
http://www.lmunet.edu/student-life/weather-cancellation-notification. Students should check their LMU
email during delays/closures to receive information from individual faculty regarding potential assignments
and/or other course information.

**Intent to Graduate:** Students planning to graduate at the end of the current semester need to
apply for graduation by submitting an Intent to Graduate form to Erin Brock (erin.brock@lmunet.edu) by
the deadline indicated in the Important Dates section of the syllabus. Graduation forms and additional
information can be found at http://www.lmunet.edu/academics/schools/school-of-education/graduation-
information/graduation-forms.

**PROFESSIONAL CERTIFICATION AND LICENSURE DISCLAIMER** – Authorization
for the University to provide a program for the preparation of teachers, counselors, or administrators, does
not guarantee eligibility for certification, licensure, or benefits. It is the sole responsibility of the candidate
to be knowledgeable about specific state certification/licensure/benefits requirements, qualify for
certification, licensure, or benefits and apply for the same.

**FOR ALABAMA STUDENTS:**

**Alabama Commission on Higher Education Disclaimer Statement**

State authorization to provide a program related to the preparation of teachers or other P-12
school/system personnel does not indicate eligibility for an Alabama certificate. Applicants for an Alabama
certificate based on reciprocity must meet Alabama’s test requirements and submit a valid, renewable
professional educator certificate/license issued by another state at the degree level, grade level, and in the
teaching field or area of instructional support for which an Alabama certificate is sought and for which
Alabama issues a certificate. Applicants for Alabama certification in an area of administration must also
document at least three years of full-time employment as an administrator in a P-12 school system(s).
www.alsde.edu

**UNIT COMMITMENT TO DIVERSITY** – The School of Education recognizes differences
among groups of people and individuals based on ethnicity, race, socioeconomic status, gender,
exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs,
implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate
the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments
indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided
for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

**mission statements:**

**Lincoln Memorial University Mission Statement** can be found at the following link to LMU’s website:

**Carter & Moyers School of Education Mission Statement:**

**Carter & Moyers Graduate School of Education Mission Statement:**
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**CURRICULUM AND Instruction Mission Statement:**
(Page 34)
KEY ASSIGNMENTS:

KA #1: Innovation Interview and Innovation Resource Manual
Candidates will interview a school or system technology specialist, vocational director, or other appropriate school official to gather information regarding innovative programs. The candidate should create 5 interview questions related to innovation. Questions should be designed to discover innovative programs in the school or district. Questions should also relate to school or district plans to support innovation and to identify barriers. Candidates should submit a 2-page summary of the interview including reflections. Candidates will identify at least 10 models for digital work and learning. These resources could be guest speakers for the classroom or field trip activities that expose students to 21st century innovation and technology. Candidate will provide a short description of the resource, contact information, curriculum integration information and standards met through the activity. For example, candidate may locate a 3-D printer and plan a field trip for students to observe the technology in action, identify uses and brainstorm future applications.

Assessment: KA #1 Innovation Interview and Innovation Resource Manual Checklist

KA #2: Section 2 of the Electronic Portfolio
Candidates will complete and submit section 2 of the Electronic Portfolio with direction from the professor.

Assessment: KA #2 Electronic Portfolio Rubric

ADDITIONAL STUDENT ASSIGNMENTS FOR EDUC 513

See assignment guide provided by the professor for other assignments and course requirements.

THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.
The InTASC Model Core Teaching Standards (April 2011)

The Learner and Learning

Standard #1: Learner Development
The candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences
The candidate uses understanding of individual difference and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments
The candidate works with others to create environments that support individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge

Standard #4: Content Knowledge
The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content

Standard #5: Application of Content
The candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

Standard #6: Assessment
The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate’s and the learner’s decision making.

Standard #7: Planning for Instruction
The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies
The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

Standard# 9: Professional Learning and Ethical Practice
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration
The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Notes:

In each standard the term “teachers” has been replaced with the term “candidate” in compliance with CAEP requirements.
“These standards are no longer intended only for ‘beginning’ teachers but as professional practice standards. Council of Chief State School Officers. (2013, April). Interstate Teacher Assessment and Support Consortium

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InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0: A Resource for Ongoing Teacher Development. Washington, DC: Author.

Full documents available at:
http://www.cesso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html
LMU CI Candidate Outcomes:

CI Candidate Outcome 1: The candidate will design and implement research-based strategies to manage the learning environment and to motivate and actively engage diverse learners.

CI Candidate Outcome 2: The candidate engages learners in deep content knowledge that includes reflection on prior content knowledge and skills, links new concepts to familiar concepts, develops critical thinking skills and connects to real-world local and global issues.

CI Candidate Outcome 3: The candidate designs and uses multiple methods and appropriate types of assessment to identify student learning needs and collaborates with other professionals to design instruction that supports all students in meeting rigorous learning goals.

CI Candidate Outcome 4: The candidate designs and/or engages professional learning experiences to improve practice, enhance ethical decision making and seek leadership roles in the school community.

CI Candidate Outcome 5: The candidate demonstrates the dispositions of the profession.
INSTRUCTOR INFORMATION – Faculty will be available by appointment before class, during the lunch period and after class for advisement sessions with students. The preferred method for contacting professor is the LMU email system.

Dr. Shannon Collins
Shannon.collins@lmunet.edu
931-319-9951

Director of Curriculum and Instruction
Dr. Terry Stevenson
Theresa.stevenson@lmunet.edu
423-322-1001