

DINÉ COLLEGE
CDTE MASTER COURSE SYLLABUS

COURSE NUMBER	EDU 297
COURSE TITLE & (CREDITS)	Practicum in Education (1 credit)
SEMESTER	
CLASS MEETING TIME(S)	
LOCATION	
INSTRUCTOR	
OFFICE LOCATION	
OFFICE PHONE NUMBER	
E-MAIL	
OFFICE HOURS	
BEST CONTACT METHOD	
PREREQUISITE (If any)	ENG 101; NAV 101 or 211; any two EDU courses; Navajo Nation Tribal Background Check; and State of Arizona Fingerprint Clearance Card BS in Secondary Math and Science program.

COURSE DESCRIPTION

Through Nitsáhákees, Nahat'á, Iiná, and Sih hasin, this course is designed to provide an opportunity for practical application of education courses in a B-12 setting. The course includes 24 hours of field experience as well as classroom experience conducted as a seminar. The seminar focuses on instructional approaches, learning styles, and broader issues associated with teaching and learning.

The language of instruction will be 30% Navajo.

COURSE OUTCOMES

The pre-service teacher...

Nitsáhákees

- Understands families of instruction (e.g., activity plan, direct, inquiry, social, personal, SIOP, and different kinds of units) for lesson and unit development
- Understands multiple strategies for having learners demonstrate their knowledge through a variety of products and performance
- Understands laws, professionalism, and community expectations as they pertain to the teaching profession
- Understands K'é as a system for building relationships with students, families, and colleagues

Nahat'á

- Designs personal and professional plans for program and teaching success
- Integrates K'é into curriculum and instructional practices

Iiná

- Demonstrates mastery of instructional content by passing subject knowledge exams
- Collaborates with colleagues, faculty, families, school personnel, and community members to ensure learners' support and growth
- Applies K'é with students, families, and colleagues

Sih hasin

- Commits to lifelong learning
- Demonstrates self-direction based on concepts of t'áá hó ájit'éego as'ah oodáál dóo t'áá hó ájit'éego hózhóqgo oonish
- Values K'é as a system for building relationships with students, families, and colleagues

InTASC STANDARDS

Content knowledge
#4 <i>Content knowledge.</i> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teacher and creates learning experiences that makes these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
Instructional Practice
#7 <i>Planning for instruction.</i> The teacher 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.
#8 <i>Instructional strategies.</i> The teacher 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
#9 <i>Professional learning and ethical practice.</i> The teacher 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.
#10 <i>Leadership and collaboration.</i> The teacher 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, to advance the profession.

ESSENTIAL QUESTION

Is teaching *still* the right career for me?

SUGGESTED TEXTS AND RESOURCES

Esquith, R. (2007). *Teach Like Your Hair Is On Fire: The Method and Madness Inside Room 56.* New York: Penquin Books.

Goethals, M, et al. (2004). *Student Teaching: A Process Approach to Reflective Practice, Second Edition.* Upper Saddle River, NJ: Pearson Education, Inc.

COURSE AND PROGRAM ASSESSMENTS

Here is a list of course assessments/assignments. Each has a certain number of points:

Develop a personal statement of education
NES I subtest I

GRADING POLICY

You will earn a course grade by compiling points-per-assignment. Each of the assignments is worth a certain number of points as indicated above. You will receive no points for late assignments. Grades will be calculated by dividing points earned by total possible points, which creates a percentage, which translates into a traditional letter grade as follows:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59% or less = F

SCHEDULE (optional)

ATTENDANCE POLICY

As teacher candidates, attendance for every class period is important and expected. An absence from class or practicum teaching is granted only in the case of:

- A verifiable illness (a doctor's statement may be requested).
- Being a patient in a Navajo or other traditional/religious ceremony (again, a medicine-person's or equivalent's signed, notarized statement may be requested).
- A death in the immediate family.

All instructors must be contacted individually beforehand to request an absence. Instructors can be contacted in person, by phone, or by email. Do not leave a message with another faculty or staff person.

DISABILITY SUPPORT SERVICES

Diné College is committed to providing college-wide educational support and assistance for students with documented disabilities. Students who have learning disabilities, sensory impairments, psychological disabilities, or physical conditions are encouraged to meet with a Disability Coordinator to discuss resources and reasonable accommodations.

The following services are available: classroom accommodation, testing accommodations, educational coaching and referral for academic support services, career advising, and supportive counseling. Eligibility for services is dependent upon documentation of individual's specific disability.

The Disability Support Services are available at the Tsaille and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsaille (928) 724-6856 or Shiprock (505) 368-3627.

ACADEMIC INTEGRITY

Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work: cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or an improved grade; and, representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or and recording the decision in the student's academic record.