Ashland University
Graduate Education
Course Syllabus EDIS 710

Fall, 2018
Official Course Dates are: September 10, 2018 – December 7, 2018

Course Number: EDIS 710
Course title for the catalog: Field Practicum for Talent Development in Education

Notice: Based on the instructor's perception of class needs, and at the discretion of the instructor, this syllabus and class schedule are subject to change at any time during the semester. You will be given ample notice of adjusted due dates and assignment specifications.

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Location: College of Education– Room 257
Office Hours: By Appointment

Course Readings & Material
See Course Documents on Blackboard

CLASS POLICIES:

Students with Disabilities
Ashland University makes every effort to comply with the Americans with Disabilities Act. A student who has a specific physical, psychiatric or learning disability and requires accommodations is encouraged to inform their instructor of their needs early in the semester so that learning needs can be appropriately met. It is the student's responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, (419) 289-5904.

Assignments
If there are due dates specified in the syllabus for each assignment, these are guidelines only to help you gauge your work this semester, but be aware that the dropbox will close 7 days after the due date to keep the course moving forward.

File format and Storage of work
All students are expected to submit work in Microsoft Word. This is so I can make comments within the text and return it to you. A PDF is also possible, but I prefer Word. Please retain a back-up copy of all assignments until final grades for the semester have been posted.

Academic Dishonesty
Submitted work, whether in hard copy or electronic form, is assumed to be your own work, unless citations of other sources are included. Submission of someone else's work (including information/files retrieved from the Internet) as your own, will be considered academic dishonesty.

Any instance of academic dishonest will be dealt with per the Ashland University Catalogue. Any instance of cheating, fabrication or plagiarism, or assisting others with such behaviors will be dealt with according to the maximum penalty allowable, which may be imposed by the instructor according to the Ashland University Catalogue.

Description:
A field experience which emphasizes the application of knowledge gained in the Talent Development program. Candidates collaborate to select instructional strategies and technologies that create meaningful learning experiences for all talented students and explain how their choices reflect a thorough understanding of the school, family, and community contexts in which they work. They implement those instructional strategies, and then analyze student performance data to make data-driven decisions about strategies for teaching and learning.

The prerequisite (s) for this course is (are): Students should have completed the required courses in Talent Development program. MEd candidates must have completed the Core requirements and 21 semester hours to be eligible for the Field Practicum.

Course and field/clinical experience objectives (including knowledge, skills, and dispositions):

Knowledge:
The graduate education candidate will have knowledge of:
1. The impact of cultural diversity in educational settings
2. Family structures in a dynamic changing society.
3. School and community resources
4. The impact of teacher expectations on students
5. Self-assessment and reflection as a step in professional growth
6. Assessment and the use of data
7. Technology and its impact on teaching

Skills:
The graduate education candidate will have skills to:
1. Recognize and accommodate cultural, ethnic, gender, exceptionalities, and socioeconomic diversity
2. Set positive expectations for student achievement
3. Plan, teach, and evaluate a variety of lessons in the classroom setting
4. Use technology in the classroom
5. Use self-assessment techniques
6. Use a variety of assessment strategies and use data effectively

Dispositions:
The graduate education candidate will:
1. Appreciate and respect cultural, racial, ethnic, gender and socioeconomic diversity.
2. Be involved with the community
3. Demonstrate that they believe all children can learn and that each individual is important and can be a contributing member of society
4. Value the impact that teacher expectations have on student achievement.

Field Experience: A minimum of 30 hours of fieldwork in an appropriate setting.

Evaluation of Students: The on-line submission of assignments and the interaction with the supervisor will be the basis of the assessment. This may include observation reports, planned and completed activities, reflection papers, and self-assessment. Candidates will complete a project that allows them to demonstrate the following:
1. broad range of instructional strategies and technologies
2. analysis P–12 student learning
3. analysis of classroom and school performance data
4. evidence of data-driven decisions about strategies for teaching and learning
5. the implications of research for practice
6. collaboration with the professional community
7. reflection to identify their strengths and areas of needed improvement
8. reflection on their practice in the context of theories on teaching and learning
9. demonstration of classroom behaviors that are consistent with the ideal of fairness and the belief that all students can learn.

The project will be carried out in a site that has:
1. male and female P–12 students
2. students from different socioeconomic groups
3. students from at least two ethnic/racial groups
4. English language learners
5. students with disabilities

You are required to find your own practicum placement.

Point Distribution

Point distribution:

Week due	Assignment	Points Possible
Week 1	Introduction Discussion Forum	10
Week 1-2	Module 1: Context	20
Weeks 2-3	Module 2: Research and Planning	20
Weeks 4 - 9	Project ideas Discussion Forum and responses	10
Weeks 4 – 9	Module 3:	20
Week 10	Module 4: Practicum Project Paper	70
Week 10	Project summary Discussion Forum	10
Week 12	Rewrites are due, if needed	
	Total	**160**
	Passing score (must attain 80% in all submissions)	**128+**

Weekly Schedule

Date	Responsibilities
	Assignments are due Sunday night before midnight. The dropbox closes one week after the assignment due date, no penalty points are taken if you have uploaded by then.
Week 1 **September 10 –** **September 16**	**Introductions and Your School Context** Due: -Post to the Introduction Discussion Forum by September 16. Introduce yourself, include your name, where you live, where you work and what you do, any other information. Include pictures if you like. Feel free to comment on others if you like, but not required. Please read all. Comment if you are so inclined. -Begin working on Module 1.
Week 2 **September 17 –** **September 23**	**Context** Read and do: -Research and complete Module 1 Due in dropbox by midnight September 23 -Module 1
Week 3 **September 24 –** **September 30**	**Research and Planning** Read and do: -Work on Module 2, not due until the end of Week 5
Week 4 **October 1 –** **October 7**	**Research and Planning** Read and do: -Continue working on Module 2
Week 5 **October 8 –** **October 14**	**Research and Planning** Read and do: -Finish Module 2 by the end of this week -Post a one-paragraph narrative "sketch" of your project to the Project Ideas Discussion Forum -Read all your colleagues' postings and thoughtfully comment on two that do not have comments posted already. Connect to that person as a teacher-colleague and give ideas, suggestions, support, resources, etc. Due in the dropbox by midnight October 14: -Module 2 (Annotated Bibliography and Project Plan)_ -Post to the Project Idea Discussion Forum

Weeks 6 – 7 October 15 – October 28	**Planning and Implementing** <u>Do:</u> -Read the instructions for Module 3 -Carry out your study <u>Due in the dropbox by midnight October 29:</u> -Module 3 -Respond to two colleagues in the Project Idea Discussion Forum -Email me throughout weeks 6 – 9 if you need any support, if you have concerns or need ideas.
Week 8 - 9 October 29 – November 11	**Implementing** <u>Do:</u> -Continue carrying out your study and collecting data -Read over Module 4 to prepare for writing your reflection
Week 10 November 12 – November 18	**Pulling it all together** <u>Do:</u> -Module 4 <u>Due in the dropbox by midnight November 18. This dropbox WILL close at midnight on November 18, no exceptions:</u> -Submit your Practicum Project Paper -Post a paragraph narrative "sketch" of how your project went to the Final discussion Forum. What you learned, what advice you might give colleagues, how your students or you grew.
Thanksgiving Break November 19 – November 25	**Eat** -Relax with your family/friends, and wait for your grade to be posted. I will grade and comment on your papers and return them to the dropbox for you. If you are not happy with your grade, you are welcome to rewrite and resubmit your paper for an improved grade until December 5.
Week 12 November 27 – December 1	**Done! Be Happy.**