Ashland University
Dwight Schar College of Education
Department of Doctoral Studies and Advanced Programs
Syllabus and Calendar
Online Coursework
EDIS 710
Field Practicum for Talent Development in Education
Fall, 2019

Instructor: Dr. Jennifer Groman
Contact Information:
jgroman@ashland.edu,
257 Schar College of Education,
(cell) 419-651-2586 (office) 419-289-2157
Office hours daily from 11:00am-12:30pm
Other times by appointment.

Ungrad/GRAD XXX
Credit Hours: 3
Field/Clinical Hours: 0

Course number & title:

EDIS 710, Field Practicum for Talent Development in Education

Department(s):

Doctoral Studies and Advanced Programs

Catalog 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.

Prerequisites:
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.

The enrollment restriction (s) for this course is (are):

Fees and charges:
Tuition. May include a technology fee.

EDIS 710OL
Fall 2019

Student assessment criteria:
Students will be assessed using four module submissions and participation in discussion boards.

Suggested texts and/or references:
None

Description of field/clinical experiences:
> FIELD EXPERIENCE
> The Ohio Department of Education requires 50 contact hours with gifted individuals as part of the application process for endorsement. Ashland University requires a log of 90 hours for this purpose:
> - 50 or more hours contact with gifted individuals;
> - up to 15 hours compiling the Resource Notebook;
> - and the remainder of the hours, and up to 40 hours collaborating, preparing and planning for instruction, as long as these hours are focused on gifted education.
>
> CLINICAL EXPERIENCE

Faculty who frequently teach the course:

Licensure programs in which course is required:
Endorsement/Gifted

If the course is offered for either undergraduate or graduate credit identify the respective difference in expectations:
Graduate Credit Only

Academic Integrity
Students are responsible for reading, understanding, and abiding by the academic integrity policies in the Ashland University catalogs:
https://www.ashland.edu/administration/office-records-and-registration/academic-integrity-policy

HLC statement for online and hybrid courses
This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional semester offering of this course.

Student Accessibility
It is Ashland University's goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to au-sac@ashland.edu. The Student Accessibility Center and the course instructor will work together in order to establish accommodations, and to meet your learning needs.

Tutoring included in your tuition
AU provides students with peer tutoring in any of your undergraduate courses, drop-in on most requested courses from Monday – Thursdays 7 – 9 pm. We also offer Time Management, Study Skills, Note Taking, and Test Taking Strategies tutoring.

EDIS 710OL
Fall 2019

Please visit **www.ashland.edu/tutor** for a full drop-in courses schedule or click on "One on One Tutoring" to request a tutor by filling out the form, and we will be in touch with you very soon. The ideal time to request tutoring is during your 3rd week of class to get you ready for your mid-term taking place during week 8.

Questions? Denisia Stoops, Tutoring Programs Coordinator, dstoops@ashland.edu, 419.207.6779, or 701 Library during regular business hours.

Walk-in   Request a tutor

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 unless otherwise stated 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. 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.

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

EDIS 710OL
Fall 2019

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.

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.

EDIS 710OL
Fall 2019

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 and Log of hours*	110
Week 10	Project summary Discussion Forum	10
Week 12	Rewrites are due, if needed	
Week 11	Resource Notebook and meeting	Pass/Fail
	Total	**200**
	Passing score **(must attain 80% in all submissions)**	**160**+

*Note for MEd Students in Talent Development Education: This course has two components not included in the EDUC 710 (Field Practicum in Education) due to Ohio Gifted Intervention Specialist Endorsement and Ashland University Talent Development Program requirements to prepare students for the Ohio Assessments for Educators (OAE) exam. These are the Log of Contact Hours and the Resource Notebook.

Log of Contact Hours: The Ohio Department of Education requires 50 contact hours with gifted individuals as part of the application process for endorsement. Ashland University requires a log of 90 hours that include:

- 50 or more hours contact with gifted individuals;
- up to 15 hours compiling the Resource Notebook;
- and the remainder of the hours, and up to 40 hours collaborating, preparing and planning for instruction, as long as these hours are focused on gifted education.

Use the Log Template on Blackboard. See the example Log also on Blackboard. The Log is turned in with the Practicum Project Paper (Module 4).

Resource Notebook: A new requirement for the endorsement program at Ashland University is the submission of a Resource Notebook. The purpose of the Resource Notebook is to provide graduate students with a repository of work products, readings, professional documents, and other pertinent information. This repository can be used as an ongoing resource in the classroom, as well as a study guide for the Ohio Assessments for Educators Content Knowledge exam for Gifted Education. You should already have this notebook well underway by the time EDIS 710 is taken.

There is a list of required and suggested items to include in the Notebook on Blackboard as well as a pass/fail rubric. Students will make an appointment to meet with the instructor on Blackboard Collaborate or by telephone to go over the notebook in the last two weeks of the semester (or earlier, if the student is ready). Students may submit the notebook electronically or if hard copy, up to 10 digital photographs of key pieces will be submitted to the instructor before the Blackboard Collaborate meeting. It is understood by the instructor that there may be required assignments that are in progress at

the time of the Resource Notebook meeting. Those items can be included upon completion, but will not impact the Pass/Fail grade of the Notebook.

Please note: Based on the instructor's perception of class needs, 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. Also note: There are due dates specified in the syllabus for each assignment to help you gauge your work this semester, but you are given a short grace period. Unless otherwise stated the dropbox will close 7 days after the due date to keep the course (and you!) moving forward. The due date for Module 4 is firm, there is no grace period.

Calendar

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 16 –** **September 22**	**Introductions and Your School Context** View the Week 1 video overview of the course and Module 1. Due: -Post to the Introduction Discussion Forum by September 22. 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 23 –** **September 29**	**Context** <u>Read and do:</u> -Research and complete Module 1 <u>Due in dropbox by midnight September 29</u> -Module 1
Week 3 **September 30 –** **October 6**	**Research and Planning** View the Module 2 overview video. <u>Read and do:</u> -Work on Module 2, not due until the end of Week 5
Week 4 **October 7 –** **October 13**	**Research and Planning** <u>Read and do:</u> -Continue working on Module 2 -Set up a 20 minute appointment on the Resource Notebook Meeting wiki to talk to your instructor about your Resource Notebook in Week 11. If you need a different day, please contact your instructor by the end of this week.
Week 5 **October 14 –** **October 20**	**Research and Planning** <u>Read and do:</u> -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. <u>(continued)</u>

	Due in the dropbox by midnight October 20: -Module 2 (Annotated Bibliography and Project Plan) -Post to the Project Idea Discussion Forum
Weeks 6 – 7 **October 21 –** **November 3**	**Planning and Implementing** View video overview of Module 3. Do: -Read the instructions for Module 3 -Carry out your study Due in the dropbox by midnight November 3: -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 **November 4 –** **November 17**	**Implementing** View video overview of Module 4. Do: -Continue carrying out your study and collecting data -Read over Module 4 to prepare for writing your reflection
Week 10 **November 18 –** **November 24**	**Pulling it all together** Do: -Module 4 Due in the dropbox by midnight November 24. This dropbox WILL close at midnight on November 24, no exceptions: -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 25 –** **December 1**	**Resource Notebook meetings** **(Nov 25, 26, and 27, from 6:00pm until 9pm).** -There is a document posted in the Week 10 folder to help you prepare for this short meeting. Access the rubric, as well. -After your Resource Notebook meeting, 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 (hopefully!) by the end of this week. If you are not happy with your grade, you are welcome to rewrite and resubmit your paper for an improved grade until December 8.
Week 12 **December 2 – 8**	**Done! Be Happy.**

EDIS 710OL
Fall 2019