

Ashland University
Dwight Schar College of Education
Department of Doctoral Studies and Advanced Programs
Syllabus and Calendar
Online Coursework
Spring, 2020

This syllabus was updated on March 15, 2020, as an adaptation to Governor DeWine's closing

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Office hours 10:30-12:30 daily
Other hours by appointment
Zoom, Bb Collaborate, or Phone

Ungrad/GRAD XXX
Credit Hours: 3
Field/Clinical Hours: 50/90

Course number & title:
EDIS 710, Field Practicum in Talent Development 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):
25

Fees and charges:
Tuition. May include technology fee.

Student assessment criteria:
Four module submissions, including a Context Chart of district/building/classroom demographics, a project overview, a mid-semester check in, and a final write-up. Discussion board posts.

Suggested texts and/or references:

None.

Suggested instructional strategies:

Small-group discussion
Research
Independent inquiry

Project planning and implementation
Teaching and reflection

Description of field/clinical experiences:

FIELD EXPERIENCE

The graduate student will plan and implement a curriculum project for gifted/high achieving students/individuals in a school or classroom setting. A minimum of 50 hours of face-to-face work with students / a maximum of 40 additional hours planning for a total of 90 hours. A log of hours is required.

CLINICAL EXPERIENCE

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.**

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

Ashland Multiliteracy Center (AMuLit Center)

The writing center has expanded services to become the Ashland Multiliteracy Center for Writing, Speaking, and Digital Communication, or AMuLit Center for short.

- Receive one-on-one feedback from an AMuLit Center coach on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, and much more!
- Location: Bixler 104
- Appointments available: M-TH 9am-9pm and F 9am-5pm (same-day appointments now available)
- Drop-in hours: Sun-TH 7pm-9pm (no appointment needed)
- Go to our website - <https://www.ashland.edu/administration/center-academic-support/amulit-center> - to schedule your appointment today!

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.

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.

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 1-2	Module 1: Context	20
Weeks 2-3	Module 2: Research and Planning	20
Weeks 4 - 9	Introductions and Project ideas Discussion Forum	20
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+

***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.

Formatting Focus Questions

[See the APA folder online for detailed information.]

Please format the file name thus:

650_FirstNameLastInitial_FQ# It would look like this: **650_JenniferG_FQ2**

EDIS 710 Calendar With March 14, 2020, updates

Date	<p>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. Please pay attention to due dates, especially close to the end of the semester, which may not include a grace period.</p> <p>NOTE: Some weeks there are videos posted going over new assignments and issues. If this happens, you will receive an Announcement.</p> <p style="color: red;">The University may extend when I am to submit grades. We will wait for information on the degree to which I can extend final due dates.</p>
Week 1 February 10 - 16	<p>Introductions and Your School Context View the Week 1 video overview of the course View the Module 1 video and review the Module 1 information</p> <p><u>Due:</u> -Begin working on Module 1.</p>
Week 2 February 17-23	<p>Context <u>Read and do:</u> -Research and complete Module 1</p> <p><u>Due in dropbox by midnight February 23</u> -Module 1</p>
Week 3 February 24 – March 1	<p>Research and Planning <u>Read and do:</u> -Work on Module 2, not due until the end of Week 5</p>
Wednesday, March 4 6:30pm-7:20pm	<p>Optional Online Session on Blackboard Collaborate I will be available at 6:30 pm until at least 7:20 in the Blackboard Collaborate room if you want to ask questions, work through ideas, or get clarification on the 710 work. Not required. Click the Collaborate link on Blackboard to join.</p>
Week 4 March 2 - 8	<p>Research and Planning <u>Read and do:</u></p>

	<p>-Continue working on Module 2</p> <p>--Post to the Introduction and Project Idea Forum. You could post a video, PowerPoint slide, or a simply written post by March 8. Introduce yourself, include your name, where you live, where you work and what you do, any other information. Include pictures if you like. Share ideas you have for your 710 project. Please respond and connect to that person as a teacher-colleague and give ideas, thoughts, suggestions, support, etc.</p> <p>-Set up a 20 minute appointment on the Resource Notebook Meeting wiki to talk to your instructor about your Resource Notebook in Week 11/April 20. If you need a different day, please contact your instructor by the end of this week.</p>
<p>Week 5 March 9 - 15</p>	<p>Research and Planning</p> <p><u>Read and do:</u></p> <p>-Finish Module 2 by the end of this week</p> <p><u>Due in the dropbox by midnight March 15:</u></p> <p>-Module 2 (Annotated Bibliography and Project Plan)</p>
<p>Wednesday March 18 6:30-7:30pm</p>	<p>Zoom Drop-in Office Hours</p> <p>Feel free to drop into this Zoom session to ask questions, work through ideas or challenges, or get clarification. I offer this drop-in session to all of my classes, so I will chat with students on a first-come, first-served basis. See the Zoom information below.</p> <p>7:30pm – 8:00pm is my exclusive time for EDIS and EDUC 710. Please call within that time frame if you have questions or concerns.</p> <p>In addition, I have added a General Discussion Forum to the Content page where you can get help from OR *be* a help to your 710 colleagues for any challenges you are facing as you teach in a nontraditional way. Check this Discussion Forum from time to time and ask for what you need or help where you can.</p>
<p>Updated calendar begins here Weeks 6 – 7 March 16 – 22 March 23 - 29</p>	<p>Planning and Implementing</p> <p>View video overview of Module 3.</p> <p><u>Do:</u></p> <p>-Read the instructions for Module 3</p> <p>-Carry out your study</p> <p><u>Due in the dropbox by midnight March 29: I am not going to extend this due date, (you still have a week grace period) because this module lets me know which option you would will move forward with.</u></p> <p>-Module 3</p> <p>-Email me throughout weeks 6 – 9 if you need any support, if you have concerns or need ideas.</p>
<p>Wednesday April 1</p>	<p>Zoom Drop-in Office Hours</p>

<p>6:30-7:30pm</p>	<p>Feel free to drop into this Zoom session to ask questions, work through ideas or challenges, or get clarification. I offer this drop-in session to all of my classes, so I will chat with students on a first-come, first-served basis. See the Zoom information below.</p>
<p>Weeks 8 – 9 March 30 – April 5 April 5 - 12</p>	<p>Implementing View video overview of Module 4. Consider the adaptations if you have chosen options 2 or 3. <u>Do:</u> -Continue carrying out your study and collecting data or otherwise moving forward with your Module 4. -Read over Module 4 to prepare for writing your reflection or preparing your presentation. Regardless of the format of your presentation, I expect professional writing and citing sources for ideas that are not yours.</p>
<p>Wednesday April 15 6:30-7:30pm</p>	<p>Zoom Drop-in Office Hours Feel free to drop into this Zoom session to ask questions, work through ideas or challenges, or get clarification. I offer this drop-in session to all of my classes, so I will chat with students on a first-come, first-served basis. See the Zoom information below.</p>
<p>Week 10 April 13 - 19</p>	<p>Putting it all together <u>Do:</u> -Module 4 <u>Due in the dropbox by midnight April 19. This dropbox WILL close at midnight on April 19, no exceptions: If you have difficulties with this deadline due to the shift in your teaching format, please email me immediately. I will let you know if the University updates the final semester date.</u> -Submit your Practicum Project Paper to the dropbox OR post your 710 Project Presentation to the Final Project Discussion Forum in the column of your choice. -Post a paragraph “sketch” (video, PowerPoint, or narrative) of how your project went to the Final Discussion Forum. What you learned, what advice you might give to colleagues, how your students or you grew. Comment on others. I have eliminated this assignment. View the presentations that have been posted in your column. Comment on two others.</p>
<p>Week 11 April 20 - 26</p>	<p>Read Discussion Forum Posts and comment. Resource Notebook meetings (April 20, from 6:00pm until 7:30pm). -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 and wait for your grade to be posted. I will return project papers this week, which can be revised and resubmitted by May 1 for an improved grade.</p>

Wednesday April 29 6:30-7:30	LAST Zoom Drop-in Office Hours Feel free to drop into this Zoom session for any final questions about your grade and 710 assignments. See the Zoom information below.
Week 12 April 27 – May 1	Done! Be Happy.

Topic: Dr. Groman's Drop-in Session

Time: Mar 18, 2020 06:00 PM Eastern Time (US and Canada)

Every 14 days, 4 occurrence(s)

Mar 18, 2020 06:00 PM

Apr 1, 2020 06:00 PM

Apr 15, 2020 06:00 PM

Apr 29, 2020 06:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Daily: [https://ashlanduniversity.zoom.us/meeting/tZEvde-
uqjMqsHGQvLOyt6dr2DOQ2Kjb7g/ics?icsToken=98tyKuGtrDksHNCdsF3td7AtE8H4b_HMk2JmjZJ
LsDD8F3ZXcFHSGdMQGbh9R9-B](https://ashlanduniversity.zoom.us/meeting/tZEvde-
uqjMqsHGQvLOyt6dr2DOQ2Kjb7g/ics?icsToken=98tyKuGtrDksHNCdsF3td7AtE8H4b_HMk2JmjZJ
LsDD8F3ZXcFHSGdMQGbh9R9-B)

Join Zoom Meeting

<https://ashlanduniversity.zoom.us/j/852266480>

Meeting ID: 852 266 480

One tap mobile

+16468769923,,852266480# US (New York)

+14086380968,,852266480# US (San Jose)

Dial by your location

+1 646 876 9923 US (New York)

+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

Meeting ID: 852 266 480

Find your local number: <https://ashlanduniversity.zoom.us/u/aceaR1RzSg>