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Ashland University
Dwight Schar College of Education
Department of Doctoral Studies and Advanced Programs
EDUC 710 Field Practicum in Education
Syllabus and Calendar for Spring, 2023

Dr. Jennifer Groman
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Office hours 4:00-6:30pm Wednesdays
See link on Bb to sign up for a Zoom appointment
Other days/times/platforms by appointment

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

Course number & title:
EDUC 710, Field Practicum in Education

Department(s):
Doctoral Studies and Advanced Programs

Catalog Description:

A field experience which emphasizes the application of knowledge gained in the M.Ed. program (Curriculum and Instruction). Candidates collaborate to select instructional strategies and technologies that create meaningful learning experiences for all 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:

The enrollment restriction(s) for this course is(are):
25

Fees and charges:
Tuition. May include technology fee.

Student assessment criteria:
Five module submissions, including a Context Chart of district/building/classroom demographics, a project overview, a mid-semester check in, sharing the project with one or more educational colleagues, and a final write-up/presentation. 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 a curriculum project with students/individuals in a school or classroom setting, share it with colleagues to get feedback, and reflect on the process. A minimum of 30 field hours,

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 Services Statement

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.

Ashland Writing and Communications Center (WCC)

- Receive one-on-one feedback from an Writing and Communications Center coach on any project that involves communication - essays, speeches, group presentations, lab reports, poster presentations, etc.
- 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/wcc> - to schedule your appointment today!

The AU Healthy Minds App

Students are encouraged to get the Ashland Healthy Mind app, available on Android and Apple devices. This app provides tips and tools for stress prevention and management, health services, meditation, calming media, anxiety reduction, and highlights the Ashland University and Community mental health related services.

Attendance Reporting

Students are required to participate in a course related activity/log in *within the first three days* of the start date of the course. Students may be administratively withdrawn from the course and/or may lose financial aid benefits if a qualifying activity has not occurred between the student and the course work or faculty within the first three days of the course. Simply logging into a course online via the Learning Management System (LMS) is not considered a qualifying activity.

Student non-participation during the first 8 days of a course may initiate the administrative course withdrawal process. Student non-participation, mid-course, for 14 consecutive days may also initiate the administrative course withdrawal process.

According to policies and procedures set forth by Ashland University's Department for Veterans' Services, AU will grant any service member requiring more than a 30-day leave a release from coursework. Contact the Office of Veterans' Services for more information regarding this process.

Course and field/clinical experience objectives:

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.

Assessment – The Practicum Project

The online submission of assignments and the interaction with the supervisor will be the basis of the assessment. This may include 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 planned for:

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

Grading

Assignment	Points Possible
Padlet Forum 1: Introductions	20
Module 1: Context and Diversity Chart, Project Ideas	20
Module 2: Research/Annotated Bibliography	20
Padlet Forum 2: Project ideas Discussion Forum and responses (Padlet Forum)	20
Module 3: Rationale, Purpose Statement, and Goals	20
Module 4: Authentic Audience Project Presentation and Feedback (self-assessment)	50
Module 5: Practicum Project Final Presentation (Padlet)	30
Padlet Forum discussion posts	20
Total	200
Passing score	161+
(must attain 80% in all Module submissions)	

Formatting module submissions

[See the APA folder online for detailed information.]

Please format the file name thus:

710_FirstNameLastInitial_Mod1 It would look like this: **710_JenniferG_Mod1**

1.

Padlet Forum 1 (Introductions)

Post to the Introduction Padlet column of your choice (Elementary/Middle OR Middle/High School)

-Create an introduction video post. Record it in a place or with an item that is meaningful to you. Include professional information (where, what you teach, how long you've been there) and basic personal information (where you live, family, pets, interests) and tell about the place or item and why it is important to you.

- What are your preliminary thoughts on your 710 project?
- Do you have any questions for Dr. Groman or the group?

Module 1 (Context and Diversity Chart, Project Ideas)

Post to Blackboard Dropbox

Complete the Context and Diversity Chart using the template. Write a narrative reflection using the prompts in the Chart Template.

Padlet Forum 2 (Project Ideas Discussion Forum and responses)

Post to the Padlet column of your choice

Post a tweet (280 characters) that gives an overview of what you are considering for your 710 project.

Read all of the posts in your column. Respond with suggestions, ideas, materials or books or authors (if you know of any) or other support for at least two class colleagues.

Module 2 (Research/Annotated Bibliography)

Post to the Blackboard Dropbox

You should have a strong idea for your project by week four. Locate at least four articles, book chapters, or other sources to gain more knowledge and insight into your project topic. Use the Module 2 Instructions to write an Annotated Bibliography on each of your sources and five bullet points of new learning.

Module 3 (Rationale, Purpose Statement, and Goals)

Post to the Blackboard Dropbox.

In this module, you will be planning your project, and writing up presentation slides for your Rationale, Purpose Statement, and Professional Goals for the project. See the instructions and template on Blackboard.

Module 4 (Authentic Audience Project Presentation)

You will move forward with your project, completing it if possible. You will create a presentation and share it (synchronous - either in person or virtually) with one or more members of a stakeholder audience of teachers, colleagues, parents, administrators and gain feedback from this authentic audience in any area that is useful to you and in any format. Your presentation should include:

- I. Title Slide
- II. Introduction and Rationale
- III. Purpose Statement

IV Professional Goals

V. APA list of your annotated bibliography resources (APA reference only)

[When you present, you can spend a short amount of time telling what you learned from one or two resources]

VI. Overview of the project and what you will do, including Student (or other stakeholder) Outcomes or Learning Goals

VII. Your Learning (revisit your Purpose Statement and/or Professional Goals)

VIII. Standards Integration (if applicable)

IX. Feedback from your audience and reflection (to be added in Module 5)

X. Conclusions and Next Steps

XI. References (if you have any other sources beyond section V)

For this module you will write a journal telling me about your presentation and giving yourself a point or pass/fail grade. You are on your honor.

Module 5 (Practicum Project Final Presentation)

Create a video outlining your project for classmates, including feedback you received. Post your video to Padlet and post your slides/presentation to the Dropbox.

I will view the Padlet videos on Padlet for your grade, but would like a copy of your presentation slides only (Prezi, PowerPoint, etc) in the dropbox on Blackboard.

Add the feedback from your Authentic Audience to section IX.

Create a video presentation of up to 10 minutes that *outlines* your project as you presented it to your Authentic Audience. It does not have to be the entire presentation, but should be a summary of your project and what you shared with your colleagues. Focus on your learning, on the feedback you gained from your Authentic Audience with your reflection (added to section IX), and your thoughts on using the project in the future.

View at least three other presentations in your column, and comment meaningfully on them. Especially focus on presentations that do not have comments.

710 Module 5 rubric

6 of the 8 rubric sections must be present as passing grades.

	Exceeds expectations (Exceptional Pass)	Meets expectations (Pass)	Emerging (Fail)	Does not meet expectations (Fail)	Pass or Fail
Title, Introduction & Rationale (10 points)	Title slide exceeds requirements. Intro and Rationale provide in-depth, professionally presented introduction to the project that includes a strongly detailed personal, professional, and/or data driven rationale for the project. (10 points)	Title slide includes project title, name, and semester. Intro and Rationale include a professionally presented introduction to the project that includes a relevant personal, professional, and/or data driven reason for the project. (8-9 points)	Title slide does not include all relevant information. Intro and Rational are vague or weakly connected to the candidate's personal or professional life, or to data.	Not included or unrelated information presented. 0 points	

Brief outline of Purpose and Process	This slide provides a definitive Purpose Statement for the project, and succinctly outlines the process followed. Process outline is brief and precise.	This slide provides a Purpose Statement for the project and briefly outlines the process.	This slide does not include a clear Purpose Statement or does not outline the process in enough detail to be clear, or is overly wordy.	Not included or unrelated information presented. 0 points	
References	Annotated bibliography sources are perfectly formatted for APA. Verbal descriptions may be brief, but include relevant information from one or more of the sources.	Annotated bibliography sources are well formatted for APA (two APA errors or fewer). No verbal description of particular, relevant sources.	Annotated bibliography sources lack proper formatting (three or more APA errors).	Not included or no attention to APA formatting in the sources.	
Impact on student learning (20 points)	This section presents student learning resulting from the project with clear and organized pre- and post-assessment data directly related to the Purpose statement. Two or more aspects of student learning are considered and reflected on. (20 points)	This section presents student learning resulting from the project with clear pre- and post-assessment data related to the Purpose statement. One aspect of student learning is considered and reflected on.	This section is vague in its presentation of student learning, pre- and post-assessments are weakly connected to the Purpose Statement. An aspect of student learning is weakly presented or not present.	Not included or unrelated information presented. 0 points	
Impact on your learning points	This section presents the candidate's learning resulting from the project with clear and organized pre- and post-assessment or reflection data directly related to the Purpose statement. Two or more aspects of the candidate's learning are considered and reflected on.	This section presents the candidate's learning resulting from the project, clearly supported by pre- or post-assessment or reflection data.	This section is vague in presenting candidate's learning from the project, weakly or unconnected to pre- or post-assessment or reflection data.	Not included or unrelated information presented.	
Feedback from Stakeholder Group	This section presents information about the stakeholder group (number, roles, how you met with them) and two specific pieces of feedback received, which are considered and reflected on.	This section presents information about the stakeholder group and feedback received. Also included is a reflection on that feedback.	This section does not include specific information about the stakeholder group or the feedback received.	Not included.	
Conclusions and next steps	This section includes the candidate's conclusions and questions that show thought and connection to the project. At least two specific next steps to continue the project work are discussed and reflected on.	This section includes the candidate's conclusions and questions specifically connected to the project. One or more specific next steps are discussed and reflected on.	The conclusions presented in this section are vague or unrelated to the project. One specific next step is weakly or not presented.	Not included or unrelated information presented.	

Writing Conventions	Candidate's written and verbal communication are exceptional and professional. One or fewer APA or grammatical errors.	Candidate's written and verbal communication are succinct and professional. Three or fewer APA or grammatical errors.	Candidate's written and verbal communication lack professionalism. Presentation quality is inconsistent and unedited with 4 or more errors.	No attention to written or verbal professionalism, no evidence of editing.	
Total					

**EDUC 710 Calendar
Spring 2023**

Date	Responsibilities Assignments are due Sunday night before midnight. Unless otherwise stated, the dropbox closes three days after the assignment due date, no penalty points are taken within this grace period. Please pay attention to due dates, especially close to the end of the semester, as there may be no grace period.
Week 1 Jan 9 - 15	<p>Introductions and researching your school context</p> <ul style="list-style-type: none"> -View the Syllabus overview video -View the Module 1 video and review the Module 1 information -Begin working on Module 1 -Padlet Forum 1. Create an introduction video post. Record it in a place or with an item that is meaningful to you. Include basic personal information and professional information, tell about the place or item and why it is important to you. Use this opportunity to get to know your fellow 710 students (some may be from the Talent Development/Gifted Education Program) -Feel free to view any of the example 710 presentations from the Padlet. These will give you some insights into where we are headed this semester. <p><u>Due to Padlet</u></p> <ul style="list-style-type: none"> -Padlet Forum 1. Post your introduction video to the Padlet column of your choice -Comment on at least two colleagues' videos. <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
Week 2 - 3 Jan 16 - 22 Jan 23 - 29	<p>Your school context</p> <p><u>Read and do:</u></p> <ul style="list-style-type: none"> -Research and complete Module 1 <p><u>Due to the dropbox at the end of Week 3:</u></p> <ul style="list-style-type: none"> -Module 1 <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
Week 4 Jan 30 - Feb 5	<p>Preparing for Research</p> <ul style="list-style-type: none"> -View the Module 2 overview video. <i>four sources are required</i>, the video may say a different number! Look ahead in the syllabus to see the Module 2 due date. -Browse the APA folder, view the APA video -Work on Module 2 -Work on Padlet Forum 2. See below.

	<p><u>Due to Padlet:</u> -Padlet Forum 2. Share the idea(s) you have for your 710 project topic. You could post a video, PowerPoint slides, or a written post by the end of Week 4 (Sunday, please!) -Respond and connect to at least two other colleagues on either Padlet column as a teacher-colleague and give ideas, books/materials, thoughts, suggestions, support, etc. These comments will give you planning ideas and provide planning ideas for your 710 colleagues.</p> <p>Wednesday office hours, 5:30-8:00pm. Sign up on Blackboard</p>
<p>Week 5 Feb 6 - 12</p>	<p>Research and Planning -Continue working on Module 2 (four sources) -Respond and connect to at least two colleagues on the Padlet Forum 2.</p> <p><u>Due:</u> -Respond to your colleagues on Padlet.</p> <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>Week 6 Feb 13 - 19</p>	<p>Research and Planning -Finish Module 2 by the end of this week.</p> <p><u>Due in the dropbox.</u> -Module 2 (Annotated bibliography of four sources and Bullet Points)</p> <p>Wednesday office hours, 4:00 - 6:30pm. Sign up on Blackboard.</p>
<p>Week 7 Feb 20 - 26</p>	<p>Planning and Implementing -Read the instructions and view the video overview of Module 3 (Rationale, Purpose, and Goals slides). -Work on Module 3 -Begin carrying out your project</p> <p><u>Due:</u> -Module 3 to the Dropbox -Email me throughout weeks 7 - 10 if you need any support, if you have concerns or need ideas.</p> <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>Week 8 Feb 27 - Mar 5</p>	<p>Implementing and Mid-Semester Check In -Complete this survey using the link on Blackboard. -Carry out your project</p> <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>Week 9 Mar 6 - 12</p>	<p>AU Spring Break</p>
<p>Week 10 Mar 12 - 19</p>	<p>Implementing -Continue your project</p> <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>Week 11</p>	<p>Finish Implementing, then Writing up and Preparing to Share</p>

<p>Mar 20 - 26</p>	<ul style="list-style-type: none"> -View video overview of Module 4. -Finalize your project and collect post-assessment data. -Use Module 4 instructions to write up your project presentation for your Authentic Audience. -Arrange a time to present your project to two or more colleagues/your Authentic Audience in the next two weeks.
<p>Week 12 Mar 27 - Apr 2</p>	<p>Preparing and Presenting to Authentic Audience</p> <ul style="list-style-type: none"> -Use Module 4 instructions to prepare your presentation for the Authentic Audience -Schedule a time with your Authentic Audience next week <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>Week 13 Apr 3 - 9</p>	<p>Presenting to Authentic Audience and Finishing Final Presentation</p> <ul style="list-style-type: none"> -Share project with your Authentic Audience and get their feedback -Add Authentic Audience feedback to your Final Presentation <p><u>Due:</u></p> <ul style="list-style-type: none"> -Module 4 Journal (Authentic Audience Self-Assessment) <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>April 6 - 9</p>	<p>Easter Break - Long Weekend</p>
<p>Week 14 Apr 10 - 16</p>	<p>Finishing Final Presentations and Posting by Sunday at the end of Week 14. No Grace Period.</p> <ul style="list-style-type: none"> -Make a video no more than 10 minutes and post to the Padlet -Submit your slides only to the Dropbox <p><u>Due Sunday - no grace period!</u></p> <ul style="list-style-type: none"> -Module 5 Video presentation posted to Padlet -Module 5 Slides only posted to the Dropbox <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>Week 15 Apr 17 - 23</p>	<p>Viewing Projects and Commenting</p> <ul style="list-style-type: none"> -View at least two colleagues' projects on Padlet and comment on at least two. Comment on presentations that do not have comments first. -I will be grading and commenting on projects this week and return them to you via the Dropbox. If you wish to improve your grade/score, you may revise according to my suggestions and email your revision to me until the last day of the semester. <p><u>Due:</u></p> <ul style="list-style-type: none"> -Comment on at least two colleagues' presentations <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>
<p>Week 16 Apr 24 - 28</p>	<p>Final Week! Finish Commenting and Relax!</p> <ul style="list-style-type: none"> -Revisions may be emailed to me for an improved grade until the last day of the semester. -Please complete the AU Course Evaluation. You will receive a link in your email. <p>Wednesday office hours, 4:00-6:30pm. Sign up on Blackboard.</p>