***Campbellsville University***

**School of Education 2017 G6**

# ED 675-01, 02, 03

# Action Research Practicum II

**Professor:** Dr. Valerie Flanagan

**Class:** ED 675 01, 02, and 03 Action Research Project Practicum II

**E-mail:** vpflanagan@campbellsville.edu

**Phone:** School – 270-789-5482, Cell- 270-566-1033

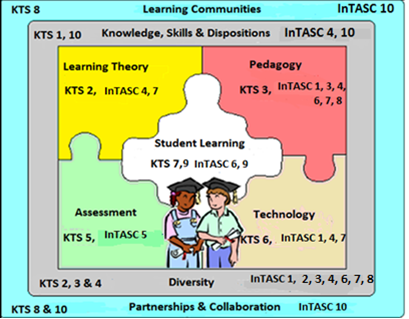
**Classroom**: Online

**Virtual Office Hours**: Virtual meetings by appointment

Professor can be reached anytime by e-mail or by phone (text or leave a message if no answer). Email to schedule a time for a face-to-face, telephone or online conference. I will be online 15 minutes before class and available to stay after class online to answer any questions or concerns. I am also happy to meet by appointment online.

*Campus Security numbers: Office* ***(270) 789-5555,*** *Cell* ***(270) 403-3611***

# “Empowerment for Learning”

****

## Textbook:

Hendricks, C. (2013). *Improving schools through action research: A reflective practice.* New

York: Pearson.

American Psychological Association (2010). *Publication Manual of the American Psychological*

*Association Sixth Edition.* Washington D.C.: American Psychological Association.

**Pre-requisites**: **ED 665, ED 670**

#### Course Description:

The action research project is the heart of the work in the Campbellsville University teacher leader masters’ programs. Practicum II builds upon knowledge gained in the previous two research courses, in which action research was explored and introduced. Teachers have been asked to implement a research topic of personal interest to them to improve classroom practice and to improve the community in which their practice is embedded. In this final practicum, the action research project concludes with foci on the last two sections: data analysis and discussion. The study is concluded so that final data can be analyzed and discussed. Implications of the research are reviewed and the final edition of the entire MARP is written and shared with peers. This final edition of the action research reports is also reviewed through professor and self-evaluation. The final research project is shared with a formal group in the teachers’ schools or on campus.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Advanced Kentucky**  **Teacher**  **Standards**  **(KTS or IECE)** | **KTS Diversity Indicators** | **InTASC** | **ILA Standards** | **Technology**  **(Yes or No)** | **SPAs determined by MARP topic** | **CAEP** |
| **Assignment One: Data Analysis (68 points)**  **Students will analyze MARP data and draw conclusions.** | 2.3, 5.1, 5.2, 5.3, 5.4, 6.4, 7.1, 7.2, 8.4 | 2.2, 4.2, 5.4 | 1-10 | 2,3,4,5,6 | Yes |  | 1 |
| **Assignment Two: Discussion (60 points)**  **Students will draw conclusions about their MARP topic.** | 1.1, 1.3, 2.1, 4.1, 6.1 | 3.3 | 1-10 | 2,3,4,5,6 | Yes |  | 1 |
| **Assignment Three: MARP Power Point (60 points)**  **Students will create a power point over the key aspects of their MARP to share in an authentic setting.** | 1.1, 5.4, 8.4 | 2.2, 3.3., 4.2, 5.4 | 1-10 | 2,3,4,5,6 | Yes |  | 1 |
| **Assignment Four: MARP Video and Reflection**  **(70 points)**  **Students will record their MARP presentation and reflect on their own performance.** |  |  | 1-10 | 2,3,4,5,6 | Yes |  | 1 |
| **Assignment Five: Final Version of MARP (416 points)**  **Students will write the final version of the MARP.** | 1.1, 1.3, 2.1, 2.3, 4.1, 5.1, 5.2, 5.3, 5.4, 6.1, 6.4, 7.1, 7.2, 8.4 | 2.2, 3.3, 4.2, 5.4 | 1-10 | 2,3,4,5,6 | Yes |  | 1 |
| **Assignment Six: Field Hours (100 points)**  **Students will implement their MARP in a classroom.** | 1.1, 1.3, 2.1, 2.3, 4.1, 5.1, 5.2, 5.3, 5.4, 6.1, 6.4, 7.1, 7.2, 8.4 | 2.2, 3.3, 4.2, 5.4 | 1-10 | 2,3,4,5,6 | Yes |  | 1 |

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment Standard 4 The Teacher Implements and Manages Instruction Standard Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development Standard 10 Provides Leadership Within School/Community/Profession

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Interstate Teacher Assessment and Support Consortium** (***InTASC***) InTASC 1 Learner Development

InTASC 2 Learner Differences InTASC 3 Learning Environments InTASC 4 Content Knowledge InTASC 5 Application of Content InTASC 6 Assessment

InTASC 7 Planning for Instruction InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)** Standard 1 Foundational Knowledge Standard 2 Curriculum and Instruction Standard 3 Assessment and Evaluation Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Programs (*CAEP*)** Standard 1 Content and Pedagogical Knowledge Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Specialized Professional Association (SPA) Standards**

(i.e. early childhood, special education, school counselors)

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

* Knowledge and skills
* Caring Dispositions, including respect for diversity
* Commitment to life-long learning in a global society-
* Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**SPECIFIC OBJECTIVES/COURSE TASKS/EVALUATION:**

Upon completion of this course, you will have gained an understanding of:

**Assignment One: Data Analysis (KTS 2.3, 5.1, 5.2, 5.3, 5.4, 6.4, 7.1, 7.2, 8.4, InTASC 1-10)**

**(68 points)**

**Students will analyze MARP data and draw conclusions.**

Refer to the MARP scoring rubric for instructions on the Data Analysis document.

**Assignment Two: Discussion (KTS 1.1, 1.3, 2.1, 4.1, 6.1, InTASC 1-10)**

**(60 points)**

**Students will draw conclusions about their MARP topic.**

Refer to the MARP scoring rubric for instructions on the Discussion document.

**Assignment Three: MARP Power Point (KTS 1.1, 5.4, 8.4, InTASC 1-10)**

**(60 points)**

**Students will create a power point over the key aspects of their MARP to share in an authentic setting.**

Develop a power point presentation to present your MARP in your district.

**Assignment Four: MARP Video and Reflection**

**(70 points)**

**Students will record their MARP presentation and reflect on their own performance.**

Make arrangements to present MARP and findings before a formal group in your school district.

Record the MARP and submit a link to your video for evaluation on Learning House.

Write a reflection on your presentation before the formal group. How well did it go? How receptive were the audience? Did they offer any suggestions? How or do they plan to use your results? You must also include a sign-sheet with a minimum of five students and the agenda of the meeting with a listing of your presentation.

**Assignment Five: Final Version of MARP**

**(416 points)**

**(KTS 1.1, 1.3, 2.1, 2.3, 4.1, 5.1, 5.2, 5.3, 5.4, 6.1, 6.4, 7.1, 7.2, 8.4, InTASC 1-10)**

**Students will write the final version of the MARP.**

Refer to MARP scoring rubric for instructions. Submit your MARP to a plagiarism software and score an originality score of less than 15%.

**Assignment Six: Field Hours**

**(100 points)**

**(KTS 1.1, 1.3, 2.1, 2.3, 4.1, 5.1, 5.2, 5.3, 5.4, 6.1, 6.4, 7.1, 7.2, 8.4, InTASC 1-10)**

**Students will implement their MARP in a classroom.**

Submit a field hours form with three hours of field work and a minimum of two pages of reflection.

**Class Participation**

**(40 points)**

**ED 675 will meet four weeks during the semester. See the schedule below.**

**Discussion Forum**

**(40 points)**

**During weeks when we do not meet, students will complete a discussion forum.**

**GRADING SCALE:**

|  |  |  |
| --- | --- | --- |
| **Due Date** | **Assignment** | **Point Value** |
| **Weekly (4)** | **Class Participation** | **40** |
| **Weekly (4)** | **Discussion Forums** | **40** |
| **May 28** | **Assignment One: Data Analysis** | **68** |
| **June 11** | **Assignment Two: Discussion** | **60** |
| **June 19** | **Assignment Three: MARP Power point** | **60** |
| **July 2** | **Assignment Four: MARP Video and Reflection** | **70** |
| **July 2** | **Assignment Five: Final Version of MARP** | **416** |
| **July 5** | **Assignment Six: Field Hours** | **100** |
|  | **Total** | **854** |

**Grade Calculation**

|  |  |  |
| --- | --- | --- |
| Percentage | Points | Grade |
| 93 -100% | 794-854 | A |
| 85 - 92 % | 726-793 | B |
| 78 - 84% | 665-725 | C |
| 72 – 77 % | 615-665 | D |
| 71% or below | <615 | F |

**RUBRICS:**

**See MARP Scoring Rubric for details on all MARP components.**

On weeks with no class meetings, students will participate in online discussion forums. I would like to use our discussion board as a professional learning community for your MARP. Please discuss the topic according to your own MARP and join conversations to help you grow in the Action Research Project Experience. Ask questions, provide feedback/ideas, and support each other in the MARP process. Please join the discussion before midnight according to the course schedule on the Monday we do not meet in chat. See the Discussion Forum Rubric below for scoring details. Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum.

Forum responses will be evaluated using the following criteria:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | **5** | **4** | **3** | **2** |
| **Contributions**  **(Participation)** | Routinely provides useful ideas and information/questions when participating in the group and in classroom discussion. Initial response and at least two other replies to peers. | Usually provides useful ideas and seeks information when participating in the group and in classroom discussion. Initial response and two replies to peers. | Sometimes provides useful ideas when participating in the group and in classroom discussion. Initial response and one peer reply. | Rarely provides useful ideas when participating in the group and in classroom discussion. Initial response only and/or short/vague peer reply. |
| **Problem-solving** | Actively looks for and suggests solutions to problems. | Refines solutions suggested by others. | Does not suggest or refine solutions, but is willing to try out solutions suggested by others. | Does not try to solve problems or help others solve problems. |

**BIBLIOGRAPHY:**

Calhoun, E.F. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: ASCD.

Daniel, D., Fauske, P., Galeno, P., & Mael, D. (2001). *Take charge of your writing: Discovering*

*writing through self-assessment.* Boston: Houghton Mifflin.

Ehrens, B., Ehrens, T., & Proly, J. (2009). *Response to intervention: An action guide for school*

*leaders*. Alendandria, VA: Educational Research Service.

Glantz, J. (2003). *Action research: An educational leader’s guide to school improvement*. Norwood,

MA: Christopher-Gordon Publishers, Inc.

Johnson, A. (2007). *A short guide to action research*. Upper Saddle River, NJ: Pearson.

Rossman, G.B., & Rallis, S.F. (2003). *Learning in the field: An introduction to qualitative research*.

Thousand Oaks, CA: Sage Publications.

Schmuck, R. (2006). *Practical action research for change*. Arlington Heights, IL: Skylight.

Useful websites:

[www.campbellsville.edu](http://www.campbellsville.edu)

[www.education.ky.gov](http://www.education.ky.gov) (Kentucky Department of Education)

[www.rtinetwork.org](http://www.rtinetwork.org) (Response to Intervention Action Network)

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

## Campbellsville University’s Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

#### Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

#### Student Academic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**Tentative Course Schedule/Topics**

|  |  |  |
| --- | --- | --- |
| **Week** | **Focus** | **Reading Assignment/ Primary Assignments** |
| 1: May 15 | **Online Class Meeting**  Orientation, Syllabus, Course Materials, Assignments  MARP Guidelines/Rubric/Revisions  **Chat** Room/Class-time  **Data Analysis and Interpretation** | Review Data Analysis Presentation |
| 2: May 22 | **Online Class Meeting**  Data Analysis and Interpretation  Discussion, MARP Video/PowerPoint Reflection | **Assignment One: Data Analysis due Sunday, May 28 by 11:55 pm** |
| 3: May 29 | **No Online Class Meeting**  Data Analysis and Interpretation  MARP Video/Power point/Reflection | **Discussion Forum One** |
| 4: June 5 | **Online Class Meeting**  Discussion | **Review Discussion Presentation**  **Assignment Two: Discussion due Sunday, June 11 by 11:55 pm** |
| 5: June 12 | **No Online Class Meeting**  Discussion  Video/Power point/Reflection | **Discussion Forum Two** |
| 6: June 19 | **No Online Class Meeting**  Field Hours | **Assignment Three: MARP PowerPoint due Sunday, June 25 at 11:55 pm**  **Discussion Forum Three** |
| 7: June 26 | **Online Class Meeting**  MARP Wrap-up | **Assignment Four: MARP Video and Reflection due Sunday, July 2 at 11:55 pm**  **Assignment Five: Final Version of MARP due Sunday, July 2 at 11:55 pm** |
| 8: July 3 | **No Online Class Meeting** | **Assignment Six: Field Hours due Wednesday, July 5 at 11:55 pm**  **Discussion Forum Four** |