

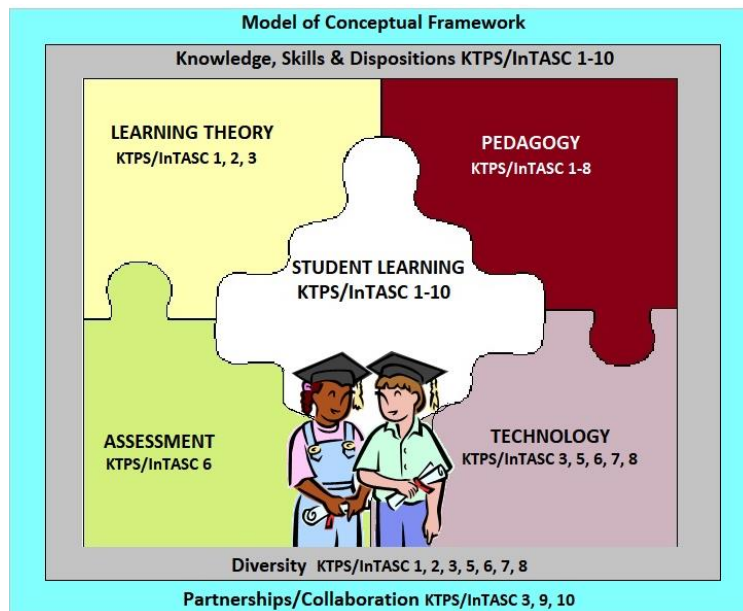
Campbellsville University
School of Education 2018-19 G6 (May 6-June 28)
ED 675-01
Action Research
Practicum II

Professor: Dr. Joseph ‘Rocky’ Wallace
Class: ED 675-01, Action Research Project Practicum II
E-mail: jfwallace@campbellsville.edu
Phone: Cell (606)-922-7681
Classroom: Online (Tuesday 7:30 pm - 8:45 pm)
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:

American Psychological Association (2010). *Publication Manual of the American Psychological Association Sixth Edition*. Washington D.C.: American Psychological Association.

ED 675 2017 G6 Action Research Practicum II

Hendricks, C. (2013). *Improving Schools Through Action Research: A Reflective Practice*. New York: Pearson.

Willian, L., and R Wallace (2018). *Student Ownership: Five Strands for Student Success for All Students*. Lanham, Maryland: Rowman & Littlefield Education.

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)	KTPS/ InTASC	ILA Standards	TLMS	SPAs determined by MARP topic	CAEP
Assignment One: Data Analysis (68 points) Students will analyze MARP data and draw conclusions.	6 a-i 7 a, b, c, f	2.1, 2.3, 3.1, 3.3, 4.1, 4.3, 5.1, 5.3, 6.1, 6.3	2B, 3C, H, 7A		A.1.1 A.1.2 A.2.1 A.2.2
Assignment Two: Discussion (60 points) Students will draw conclusions about their MARP topic.	9 a, b, c, f	2.1, 2.3, 3.1, 3.3, 4.1, 4.3, 5.1, 5.3, 6.1, 6.3	2B, 3C, H, 7A		A.1.1 A.1.2 A.2.1 A.2.2
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.	6h, i	2.1, 2.3, 3.1, 3.3, 4.1, 4.3, 5.1, 5.3, 6.1, 6.3	2B, 3C, H, 7A		A.1.1 A.1.2 A.2.1 A.2.2

Assignment Four: MARP Video and Reflection (70 points) Students will record their MARP presentation and reflect on their own performance.	6 h, i	2.1, 2.3, 3.1, 3.3, 4.1, 4.3, 5.1, 5.3, 6.1, 6.3	2B, 3C, H, 7A		A.1.1 A.1.2 A.2.1 A.2.2
Assignment Five: Final Version of MARP (416 points) Students will write the final version of the MARP.	6 a-i 10 f, h	2.1, 2.3, 3.1, 3.3, 4.1, 4.3, 5.1, 5.3, 6.1, 6.3	2B, 3C, H, 7A		A.1.1 A.1.2 A.2.1 A.2.2
Assignment Six: Field Hours (100 points) Students will implement their MARP in a classroom.	9 a, b, c, f 10 f, h	2.1, 2.3, 3.1, 3.3, 4.1, 4.3, 5.1, 5.3, 6.1, 6.3	2B, 3C, H, 7A		A.1.1 A.1.2 A.2.1 A.2.2

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)

Teacher Leader Model Standards

Domain I: Fostering a collaborative culture to support educator development and student learning
Domain II: Accessing and using research to improve practice and student learning
Domain III: Promoting professional learning for continuous improvement
Domain IV: Facilitating improvements in instruction and student learning
Domain V: Promoting the use of assessments and data for school and district improvement
Domain VI: Improving outreach and collaboration with families and communities
Domain VII: Advocating for student learning and the profession

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 6-7)
(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 9)
(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 6)
(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 (KTS 1.1, 5.4, 8.4; InTASC 6)
(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 6, 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
(20 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 9, 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
(80 points)**

ED 675 will meet online ‘live’ 8 weeks during the semester (Tues, 7:30-8:45 pm). See the weekly schedule at back of syllabus.

**Discussion Forum
(80 points)**

GRADING SCALE:

Due Date	Assignment	Point Value
Weekly (8)	Class Participation	80
Weekly (8)	Discussion Forums	80
Week of May 27	Assignment 1: Data Analysis	68
Week of June 3	Assignment 2: Discussion	60
Week of June 10	Assignment 3: MARP Power point	60
Week of June 17	Assignment 4: MARP Video and Reflection	70
Week of June 17	Assignment 5: Final Version of MARP	416
Week of June 24	Assignment 6: Field Hours	20
	Total	854

Grade Calculation

<u>Percentage</u>	<u>Points</u>	<u>Grade</u>
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:

Ehrens, B., Ehrens, T., & Proly, J. (2009). Response to intervention: An action guide for school leaders. Alendandria, VA: Educational Research Service.

Johnson, A. P. (2012). A short guide to action research. Upper Saddle River, N.J: Pearson.

Mertler, C. A. (2018). Introduction to educational research. Thousand Oaks, California : SAGE Publications, Inc.

Mills, G. (2014). Action research: a guide for the teacher researcher. (6th Ed.) NY, NY: Pearson.

Useful websites:

www.campbellsville.edu

www.education.ky.gov (Kentucky Department of Education)

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

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

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: Week of May 6	Online Class Meeting (every Tuesday 7:30-8:45 pm) Orientation, Syllabus, Course Materials, Assignments MARP Guidelines/Rubric/Revisions Data Analysis and Interpretation	Review Data Analysis Presentation Forum 1 Reading and Reflection
2: Week of May 13		Forum 2 Reading and

	<p align="center">Online Class Meeting Data Analysis and Interpretation Discussion, MARP Video/PowerPoint Reflection</p>	<p align="center">Reflection</p>
3: Week of May 20	<p align="center">Online Class Meeting Data Analysis and Interpretation MARP Video/Power point/Reflection</p>	<p align="center">Forum 3 Reading and Reflection</p>
4: Week of May 27	<p align="center">Online Class Meeting Discussion</p>	<p align="center">Assignment 1: Data Analysis due Monday, May 27 by 11:55 pm</p> <p align="center">Forum 4 Reading and Reflection</p>
5: Week of June 3	<p align="center">Online Class Meeting Discussion Video/Power point/Reflection</p>	<p align="center">Review Discussion Presentation</p> <p align="center">Assignment 2: Discussion due Monday, June 3 by 11:55 pm</p> <p align="center">Forum 5 Reading and Reflection</p>
6: Week of June 10	<p align="center">Online Class Meeting Field Hours</p>	<p align="center">Assignment 3: MARP PowerPoint due Monday, June 10 by 11:55 pm</p> <p align="center">Forum 6 Reading and Discussion</p>
7: Week of June 17	<p align="center">Online Class Meeting MARP wrap up</p>	<p align="center">Assignment 4: MARP Video and Reflection due Monday, June 17th by 11:55 pm</p> <p align="center">Assignment 5: Final Version of MARP due Monday, June 17 by</p>

		<p>11:55 pm</p> <p>Forum 7 Reading and Discussion</p>
8: Week of June 24	<p>Online Class Meeting Course wrap up</p>	<p>Assignment 6: Field Hours due Sunday, July 1 by 11:55 pm</p> <p>Forum 8 Reading and Discussion</p>