**AUBURN UNIVERSITY**

**COURSE SYLLABUS**

1. **Course Number:** CTEE 7516

**Course Title:** Research Studies in Education in Areas of Specialization

**Credit Hours:** 3

**Meeting Time Available:** Thursdays; 4:00-6:50 p.m.

**Prerequisites:** None

**Corequisites:** None (concurrent enrollment in CTEE 7916 for M.Ed. non-practicing teachers)

**Office Hours:** By appointment, Dr. Eick, 334-844-6887, eickcha@auburn.edu

1. **Date Syllabus Prepared:** Updated October 11, 2011
2. **Texts and Major Resources:**
* Hubbard, R. & Power, B. (2003). *The art of classroom inquiry: A handbook for teacher-researchers.* Revised edition. Portsmouth, NH: Heinemann. ***[See J&M Bookstore downtown]***
* APA Style Manual. 6th ed. For citation and reference format. ***[See LRC Reserve]*** or: <http://owl.english.purdue.edu/owl/section/2/10/>
* Annotated bibliography format: <http://apps.carleton.edu/campus/library/find/guides/general/?guide_id=132945>
* Personal computer (updated software) with microphone and high-speed Internet access
* Digital camera for photographs of classroom and student artifacts
* Canvas™ online learning site provided by Auburn University
1. **Course Description:** A review, analysis and interpretation of research with an emphasis on designing research to meet the changing needs of the school and to enhance student learning in the digital age.
2. **Course Goals:**

The course is intended for the student to (1) utilize educational research applicable to the classroom, (2) understand the methods of classroom research, and (3) apply course knowledge and technology in practice through producing a teacher-researcher project (i.e., action research project).

This project also that serves as the **Graduate Professional Work Sample** (GPWS) for the Master’s Degree in the College of Education. The GPWS will be rated in the four areas of: Planning, implementation, reflection, and analysis of student work. Students must also complete and submit the **ADVANCED FIELD PLACEMENT DOCUMENTATION FORM** verifying their current employment or field placement. (See attached).

**Student Learning Outcomes:**

Students will plan, implement, manage, and evaluate an action research project in the content area of their choice within their school placements. Action research projects are designed to maximize content area learning, address diverse learning needs, include authentic digital age learning experiences, and rely upon ongoing assessment to evaluate project success. Projects will be documented through the completion of an action research paper or report.

Students will…

* + Review professional literature on classroom practice and student learning, including use of digital media, in an area of interest and need in their classrooms. ***{See Literature Review}.***
	+ Demonstrate written understanding of teacher or *action research* and how it is done in each area of the four-step process. ***{See Chapter Exercises}.***
	+ Collaborate for peer and instructor feedback in the collection, analysis, and interpretation of classroom data to improve student learning. ***{See Discussion Board and Online Conference}.***
	+ Design, implement, and report on the results of *action research* carried out in their classrooms that also utilizes digital learning tools and resources to support student learning. ***{See Research Proposal, Research Report, and Research Presentation}.***
1. **Course Content Outline:**
	* Week 1 (January 12) – Introduction: The nature of teacher research – ***Mills pdf chapter***; Research questions – ***Hubbard chapter 1***

Homework:

* + - 1. Chapter 1 exercises
			2. Practicum students meet with teachers: Find tentative topic areas for classroom inquiry
	+ Week 2 (January 19) – Literature search & online resources (Todd Shipman) – ***RBD Library*** ***4:00 pm*** \*\*\*\*{Information will be put on Canvas for students who cannot attend}.\*\*\*\*

Homework:

* + - 1. Start building annotated bibliography of articles on research topic area
			2. Discussion Board – Post #1
	+ Week 3 (January 26) – Research design – ***Hubbard chapter 2***

Homework:

* + - 1. Chapter 2 exercises
			2. Topic, research question(s), and annotated bibliography **(DUE NEXT WEEK)**
	+ Week 4 (February 2) – Research design (continued)

Homework:

* + - 1. Discussion Board – Post #2
			2. Begin drafting project proposal and permission letter
	+ Week 5 (February 9) – Data collection – ***Hubbard chapter 3***

Homework:

* + - 1. Chapter 3 exercises
			2. Project proposal and permission letter **(DUE NEXT WEEK)**
	+ Week 6 (February 16) – Data collection (continued)

Homework:

* + - 1. Discussion Board – Post #3
			2. Begin implementing ‘instructor-approved’ project – Make required modifications
	+ Week 7 (February 23) – Data analysis – ***Hubbard chapter 4***

Homework:

* + - 1. Chapter 4 exercises – with quantitative data supplement – ***Ross & Shannon pdf chapters***
			2. Continue implementing projects
	+ Week 8 (March 1) – Data Analysis (continued)

Homework:

* + - 1. Discussion Board – Post #4
			2. Continue implementing projects
	+ Week 9 (March 8) – Revisiting the literature review – ***Hubbard chapter 5***

Homework:

* + - 1. Chapter 5 exercises
			2. Finish collecting project data
			3. Set up a time to meet with instructor to review project data collection and analysis
* **AU Spring Break (March 12-16) ☺**
* Week 10 (March 22) – Revisiting the literature review (continued)

Homework:

1. Discussion Board – Post #5
2. March 19-23: Meet with instructor for project data analysis
	* Week 11 (March 29) – Writing up research – ***Hubbard chapter 6***

Homework:

* + - 1. Chapter 6 exercises
			2. Begin writing project report
	+ Week 12 (April 5) – Writing up research (continued)

Homework:

* + - 1. Discussion Board – Post #6
			2. Project report **(DUE NEXT WEEK)**
	+ Week 13 (April 12) – Finding support for classroom inquiry – ***Hubbard chapter 7***

Homework:

* + - 1. Chapter 7 exercises
			2. Project presentation **(DUE NEXT WEEK)**
* Week 14 (April 19) – Finding support for classroom inquiry (continued)

Homework:

1. Discussion Board – Post #7 – Final Reflection on Discussion Board
2. Peer feedback on presentations
3. Submit signed: ADVANCED FIELD EXPERIENCE DOCUMENTATION FORM
4. **Assignments/Projects:**
* **Chapter Exercises (80 points – 8 @10 points each) –** Students will complete chapter readings and select exercises every other week to learn and practice qualitative and descriptive methods for classroom inquiry. (See assignments posted in Canvas).
* **Discussion Board (70 points – 7 @ 10 points each)** – Students will post and comment to the bi-weekly blog in areas paralleling chapter readings and their action research projects. (See instructions).
* **Literature Review (75 points) –** Students will complete an annotated bibliography of literature on their specific topic areas following the given criteria and format. (See attached).
* **Project Proposal (100 points)** – Students will complete a formal proposal for instructor approval and requested modification for carrying out an action research project in their classrooms. (See attached).
* **Project Conference (Required) –** Students will meet with the instructor in an online conference (via Canvas) in order to discuss data collection and analysis for project reports. (See instructions).
* **Project Report (175 points) –** Students will write up the results of their action research in a formal paper or report following the four GPWS areas: Planning, implementation, analysis of student learning, and reflection on learning. (See attached).
* **Project Presentation (50 point) –** Students will complete a voice-over Powerpoint presentation of their project research and findings. (See attached).

***NOTE:*** *All written assignments must be typed and should adhere to Standard English usage and conventions, or they will be subject to point loss and have to be redone.*

1. **Grading Scale:**
	* The four components listed above make up the course grade out of 100 possible points. Final grades will be awarded as follows: A = 495-550 points (90-100%), B = 440-494 points (80-89%); C = 385-439 points (70-79%); D = 330-384 points (60-69%); F = below 330 points (less than 60%).
	* **All assignments that make up the final grade must be completed, even if late and at a point loss, in order to receive credit for this course. Students who do not submit all required work will receive an incomplete (I) for a grade**.
2. **Class Policy Statements:**

**Students must have the appropriate and working computer hardware, software, and Internet connection for this course. This is the student’s responsibility. Failure of students’ equipment is NOT an excuse for late assignments.**

**Chapter exercises and discussion board postings must be completed on time for credit. All other major assignments will be accepted up to three days late with a letter grade point loss for each day.**

1. Attendance: **This class has no mandatory attendance requirements.** Students are expected to

complete all assigned work and meet all submission deadlines, and will be held responsible for any content covered in the event of illness.

B. Excused absences: **University-approved excuses will be required to be submitted within 7 days for deadline extensions at no point loss**. Students are granted university-approved excuses for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excuse from class for any other reason must contact the instructor in advance to request permission – such as for professional/job/work reasons. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any late submission, but in no case shall such notification occur more than one week after the missed deadline. Appropriate documentation for all excuses is required. Please see the *Tiger Cub* for more information on excused absences.

C. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

E. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

G. Professionalism: As faculty, staff, and students interact in professional settings, they are expected

to demonstrate professional behaviors as defined in the College’s conceptual framework. These

professional commitments or dispositions are listed below:

o Engage in responsible and ethical professional practices

* 1. o Contribute to collaborative learning communities
	2. o Demonstrate a commitment to diversity
	3. o Model and nurture intellectual vitality

**10. Justification for Graduate Credit**

This course prepares graduate students to do teacher-research in their classrooms. Graduate students must plan, implement, analyze the results, and reflect on learning in their own action research; and are evaluated in the associated work and reports produced.

Graduate students take this course to:

(1) Develop an understanding of qualitative and descriptive teacher-research,

(2) Collect and analyze teacher research data,

(3) Design and report on her/his own research project.

**COURSE ASSIGNMENTS:**

**Chapter Exercises (70 points)**

Students will complete individual and collaborative chapter exercises, where designated. \*Collaborative teams will utilize the CONFERENCE feature of Canvas to communicate with each other. Exercises will be selected from those given in the text at the end of each chapter (1-7), but also will sometimes include instructor-created exercises for practice in data collection and analysis techniques. Chapter exercises will typically alternate weeks with a Discussion Board.

\*A conference leader must be established (and rotated) who sets up the Canvas conference feature for other team members to join at the agreed upon day and time. Face-to-face meetings if preferred can be done.

Chapter exercises must be posted to Canvas™ by Thursday night (midnight deadline) one week after they are assigned.

**Discussion Board (70 points)**

Students will complete an online discussion board for useful collaboration and support in carrying out their research projects. These discussions will also parallel the information from previous chapter readings. **Discussion topics (150-250 words)** must be posted to Blackboard by Monday night (midnight deadline) four days after they are assigned for half of the credit for this assignment. Responses should meaningfully address the given question(s) based on the assigned reading, prior practical knowledge and experience, and thoughtful reflections linked to practice – along with the current need for advice and assistance in planning and implementing classroom inquiry.

At least two **Comments** **(75-word minimum)** must be made AFTER the Monday night deadline for initial postings and by Thursday night (midnight deadline) the following week for the other half of the credit for this assignment. Comments should be helpful to the poster, extend thinking, and provide practical suggestions and support for their project – NOT simply affirm the initial post.

Be sure to make discussion board subject lines focus on your major point or idea, and one that will attract others to read it and comment on it! **Look for postings with no comments to consider for your comments BEFORE responding to people with ample comments!** You can and are encouraged to comment to more than two people IF you have helpful advice, knowledge, or tips --- and earn ‘brownie points’ ☺.

Be sure to go back and read others’ comments to your topic for help before the next chapter assignment!!!

You will assess the effectiveness of the Discussion Board as a technology tool to support thinking and learning in a final reflective posting as part of this assignment.

**Literature Review (75 points)**

The format and examples for an **annotated bibliography** that we will use for the literature review are found at the following Carleton website: <http://apps.carleton.edu/campus/library/find/guides/general/?guide_id=132945> The literature review as an **introduction and** **annotated bibliography** will include a minimum of 7 research-based sources and be written from a disciplinary (e.g., math, reading, etc.) and applied perspective. You can include as additional sources (8th, 9th, etc.) non-research-based sources such as a textbook or other teacher resource as long as it is current (e.g., past 5 years). Also, you must include at least one article that directly addresses the use of digital learning technologies in your topic area (e.g., online games, learning activities, video/audio podcasts, communication tools, etc.). The literature review should lay the foundation for the proposed project through *highly related* and *strongly supportive* literature for the chosen topic.

The **project title and short paragraph description** should be written on top of the annotated bibliography entries as an introduction. Students will submit to the instructor their literature review following the given annotated bibliography guidelines found at the Carleton website including the **ten elements** that should be addressed: <http://apps.carleton.edu/campus/library/find/guides/general/?guide_id=132945>.

For example, students focusing on math might share literature on the most effective use of graphing software for achievement in math students. Students studying reading might research the impact of reading groups in helping struggling readers. Topic areas for research study must be highly focused around a classroom project that is ‘targeted’ (specific) and ‘doable’ (feasible) in implementing it in one month’s time. Close consultation with your classroom teacher (for practicum students) or peers/principal (for teachers) in co-planning your topic is critical to its success! Some schools have specific interests for classroom inquiry (research) that may shape the nature of your work.

***Research-based literature* as we define it** means an article or book chapter that reviews research for the practitioner as teacher or administrator (e.g. professional association magazines, monographs) or specialty area reader as researcher (e.g., edited themed books). In addition, there is literature on the results of actual research conducted that is in research or scientific format (e.g., *Journal of Elementary Science Education, School Science & Mathematics*). All examples of research-based literature MUST include an extensive reference list of cited research related to their article or chapter. For example, *Science & Children* would NOT be considered research-based literature because its articles do not emphasize research and do not have a lengthy citation/reference list, but mainly emphasize ideas, tips, lessons, and strategies for teacher practice. These non-research-based sources for practitioners can count as additional sources above the required number of research-based sources. **When in doubt about a source, please check with your instructor by sending him a copy of the article (word or pdf format).**

*Literature/Resource Review Rubric:*

68-75 points = Introduction present; Minimum required literature is all research-based; 1 article on technology use; Annotations are highly informative and clearly link to the project; Consistent and correct bibliographic format; Each annotation addresses most of the 10 Carleton Elements; Few to no grammar and spelling errors; Reads logically and fluently

60-67 points = Introduction present; Minimum required literature is all research-based; 1 article on technology use; Annotations are informative and link to the project; Mostly consistent and correct bibliographic format; Each annotation addresses most of the 10 elements required; Few to no grammar and spelling errors; Reads fairly logically and fluently

53-59 points = Introduction present; Minimum required literature is mostly research-based; 1 article on technology use; Annotations are somewhat informative and somewhat link to the project; Somewhat consistent and correct bibliographic format; Each annotation addresses at least half of the 10 elements required; Some grammar and spelling errors; Reads somewhat logically and fluently

45-52 points = Introduction present; Minimum required literature is mostly research-based; 1 or 0 articles on technology use; Annotations are not informative or link to the project; Inconsistent and/or incorrect bibliographic format; Each annotation addresses less than half of the 10 elements required; Frequent grammar and spelling errors; Reads illogically and hard to understand

Less than 45 points = Introduction present; Fewer than minimum required literature is somewhat research-based; 1 or 0 articles on technology use; Annotations are not informative or link to the project; Inconsistent and/or incorrect bibliographic format; Each annotation addresses less than half of the 10 elements required; Frequent grammar and spelling errors; Reads illogically and hard to understand

**Project Proposal (100 points)**

(**Prepare two copies**: one for the instructor and one for the building principal or field teacher)

*{See posted examples from past classes.}*

Cover Page (5 points)

CTEE 7516 Research Study in (Area of Specialization), Professor’s Name, Title of project, Semester and Year, Student Information (Name, School and Grade Level, Email address) (1 page)

The Project and its Significance (10 points)

Give an adequate thumbnail sketch or overview of the proposed project and its importance. **Cite literature** (1-2 sources) that addresses topic importance and need. Be sure to include in your overview: the project’s topic area, intended purpose, key features (i.e., what will you do and why?), research question and related sub-questions, assessment of outcomes (tied to questions), and significance of its potential outcomes. (1 page)

Supporting Evidence and Rationale (20 points)

Describe classroom observations made, problem between theory and practice, and rationale supporting your chosen area for classroom inquiry. **Cite and** **discuss ‘key’ related literature** (3-5 sources) which directly addresses your research question(s) for study. (1-2 pages)

References (5 points)

List all references cited in the above two sections in alphabetical APA format. (Reference list)

{**Note:** Points will be deducted for not having proper APA format on any citations and references.}

Objectives (5 points)

Write the specific objectives (no more than 3 objectives) to be achieved by the proposed project. Each written objective should directly tie to the research sub-questions and have measurable outcomes that will be evaluated for the project’s success, including student learning: What do you hope to achieve? (Numbered list)

Project Design (15 points)

Describe **in detail** the operational, step-wise plan or procedure for implementing the project, including its key pieces, and how this plan achieves your stated objectives. Be sure to describe and/or give an example of the strategy or treatment for implementation – what you are doing – If needed, attach item that details it. Describe how you envision the final product or outcomes, and its usefulness to the classroom teacher. (1-2 pages)

Activity Management (10 points)

Indicate in chronological order with **exact dates** the events of project implementation from start to finish, and the time frame for the completion of each event or portion. (Calendar with labeled events and key steps)

Resources (5 points)

List all resources, including data collection materials, needed to complete activities and objectives; and briefly explain how they are to be used. (Bulleted list)

Evaluation (20 points)

Describe how you will assess or evaluate students on the outcomes of your project and the criteria for success or attainment: How will you know if you are successful? **Attach** all instruments, forms, check-sheets, questions, tests, etc. that you will use. Evaluation should measure each objective for student outcomes. (1/2-1 page + ALL attachments)

School Permission Letter (5 points)

Attach principal’s (for classroom teachers) or field teacher’s (for practicum students) SIGNED permission letter for implementing this proposal in your classroom. Permission letters must be on school letterhead.

**Project Data and Analysis Conference (Required)**

You will be required to meet with the instructor to review your project status, data collection, and data analysis. This meeting will take place in person or via the Canvas conferencing feature at the scheduled date and time. In order to be prepared for this conference, you must:

Be in the process of data collection, or finishing it.

Be prepared to discuss the nature of the data that you are collecting.

Have notes on your proposed ideas for data analysis.

Record instructor’s comments and input to help strengthen your analysis work for your report.

**Project Report Guidelines (175 points)**

You will re-create a more detailed rubric than this one to submit with your final project report. You will break down the following points further in each required section as either an *analytic rubric* (specific points assigned to subsections) or *holistic* rubric (general descriptive point categories) or a combination of both types of rubrics. Be sure that points assigned and/or descriptions are assigned based on the quantity and quality of work required in each section – or the course instructor may adjust your scheme accordingly.

**Example for Planning Section (35 points)**

Analytic –10 points: Problem description

 5 points: Research questions

 20 points: Literature review

 [Other possible subsections???]

Holistic – 35-32 points: Research question and subquestions are clearly written; Issue or problem needing study clearly described in adequate detail; five literature sources are well-addressed related to the topic with proper citation format; other possible descriptions??? [31-28 points…, 27-25 points…, etc.]

Combination – Can you envision a ‘nested’ approach with analytic points assigned and further described for quality for A point range, B point range, C point range, etc.?

Be sure to check APA format for your required use of citations and references, tables, figures (graphs or student work images), and quotations (from field journals, surveys, informal interviews, etc.). Tables and Figures must be labeled appropriately (e.g., Table X, Figure X) with descriptions. Graphs must include titles, properly labeled axes, and identifying keys if needed.

*{See posted examples from past classes, but note changes in this year’s assignment!}*

Cover Page (Required)

CTEE 7516 Action Research Study, Title – as short as possible but including key specific identifiers, Semester and Year, Student Information (Name, School and Grade Level, Email address), Professor’s Name (1 page)

Planning (35 points)

**Introduction**, including problem/issue to address and its importance, the research question, subquestions, and literature review of relevant sources supporting and/or informing the study (with citations) *(2-3 pages, double-spaced)*

Implementation (35 points)

**Methodology**, including opening description of study context and setting (e.g., nature of classroom, student participants, program/activities used, etc.), then step-wise procedure in carrying it out – including data sources (included in Appendices) and proposed data analysis *(2-3 pages)*

Analysis of Student Learning (50 points)

**Results**, including analyzed data – charts/graphs, themes, quoted words, student work (if applicable). All claims or findings stated in results MUST be supported by data as numbers (tables, graphs) or words (quotes) or images (student work) given in this section. All graphs require associated tables.

*(narrative, 1-2 pages, plus analyzed data such as quotes, tables, figures [graphs or student work])*

Reflection (35 points)

**Discussion**, including teacher learning based on findings, links and comparisons to past similar research (with citations), surprises, speculation on why these outcomes, implications for the classroom, possible limitations to this study, needed future student support, next steps for further action research *(1-2 pages)*

[NOTE: All possible discussion areas are chosen and addressed based on your unique study and outcomes]

References (5 points)

List references in APA format from citations within your literature review (mostly) and from your discussion (some) where you link your planning and work and findings to related literature *(5-7 sources)*

Appendix (15 points)

Include sample of ALL used instruments (surveys, tests, worksheets, activities, check-sheets, etc.) or other related items from the study to which you MUST refer explicitly in your written text of methodology (e.g., See Appendix A, See Appendix B, etc).

NOTE: Samples of actual student work (with actual names removed) are only needed if directly addressed (referred to) in the results because this work supports understanding the results and are a part of data analysis. Student work would be embedded in the results, like charts/graphs, referred to in the text (See Figure X.) and labeled as a figure.

**Project Presentation (50 points)**

You will put together a voice-over powerpoint (or keynote) presentation that includes the following narrated slides for the instructor and class to view on Canvas:

Slide 1: Project title, research question, school and grade level, researcher’s name (you)

Slide 2: Research question, subquestion(s) addressed in this research

Slide 3: Key research-based literature (3-5) in reference format with narrated review of each

Slide 4: Brief narrated synopsis of step-wise methods for implementation, including…

Slide 5: …data sources and analysis

Slide 6: Results overview, including…

Slide 7: …major data analysis as charts, graphs, themes, or images of artifacts

Slide 8: Final learning, conclusions, and next steps in research cycle

***Your entire narrated presentation must be within 5 minutes of time from start to finish, or a letter grade of points will be deducted for each additional minute of time over five minutes***.

*Presentation Rubric:*

45-50 points: All slides and information are included, highly appropriate text and wording, very informative and clear narration, very effective use of displaying results, judicious use of images to enhance presentation

40-44 points: All slides and information are included, appropriate text and wording, informative and clear narration, effective use of displaying results, somewhat judicious use of images to enhance presentation

35-39 points: All slides and information are included, somewhat appropriate text and wording (perhaps too short or too wordy), somewhat informative and clear narration (perhaps too short or too wordy or hard to hear), somewhat effective use of displaying results (perhaps confusing table), somewhat judicious use of images to enhance presentation (perhaps too few, too many, or too off-subject)

30-34 points: Most slides and information are included, somewhat appropriate text and wording (perhaps too short or too wordy), somewhat informative and clear narration (perhaps too short or too wordy or hard to hear), somewhat effective use of displaying results (perhaps confusing table), somewhat judicious use of images to enhance presentation (perhaps too few, too many, or too off-subject)

Less than 30 points: Some slides and information are included, somewhat appropriate text and wording (perhaps too short or too wordy), somewhat informative and clear narration (perhaps too short or too wordy or hard to hear), somewhat effective use of displaying results (perhaps confusing table), somewhat judicious use of images to enhance presentation (perhaps too few, too many, or too off-subject)

**ADVANCED FIELD EXPERIENCE** **DOCUMENTATION FORM**

**TO BE COMPLETED TERM PROFESSIONAL WORK SAMPLE (PWS) IS COMPLETED**

Name of Candidate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ID 902- \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Major \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Degree \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Distance (yes/no) \_\_\_\_\_\_\_\_\_\_

Graduate Adviser \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PART I – GRADUATE STUDENT COMPLETES.**

Check the option that describes your completion of the required advanced field experience. Provide

requested school/grade/subject information for the school where employed/placed when the

Professional Work Sample (PWS) was completed.

**\_\_\_\_\_ Option 1 - I completed the required advanced field experience and Professional Work Sample as part of my employment in the area of certification I am pursuing at an approved school site.**

**\_\_\_\_\_ Option 2 - I completed the required advanced field experience and Professional Work Sample in a school placement arranged by the College of Education.**

Name of School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ System \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level(s) Taught \_\_\_\_\_\_\_\_\_\_\_\_\_ Subject(s) Taught \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course in Which PWS Was Completed/Evaluated: CTEE 7510/7516 **Term \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Course Instructor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cooperating Teacher (if not employed) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PART II – GRADUATE STUDENT OBTAINS SIGNATURE FROM APPROPRIATE SCHOOL PERSONNEL.**

Print the completed form and obtain the appropriate signatures. (Electronic signatures may be used.)

**Option 1 – Principal’s Signature** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By signing above, I am verifying that the above individual was employed as described during the term noted above.

**Option 2 – Cooperating Teacher’s Signature** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By signing above, I am verifying that the individual noted on this form satisfactorily completed a

practicum including a minimum of \_\_\_\_ clock hours in my classroom during the term noted above.

**PART III – GRADUATE STUDENT SUBMITS COMPLETED FORM TO INSTRUCTOR FOR FINAL SIGN OFF. INSTRUCTOR SUBMITS COPY TO C & T DEPARTMENT, ATTN: TRACY KOERPER**

**Instructor’s Signature** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

By signing above, I am verifying that the individual noted on this form completed the PWS during the term/course noted above. Following are the PWS ratings.

**PWS Ratings (1-4):** Planning \_\_\_\_ Implementation \_\_\_\_ Analysis/Student Learning \_\_\_\_\_ Reflection \_\_\_\_\_

***Graduate Professional Work Sample Rubric for the College of Education***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Graduate PWS Categories** | **Poor - 1***Performance is far below expectations.* | **Approaching Competence - 2***Performance sometimes meets expectations but is inconsistent.* | **Competent - 3***Performance meets and sometimes exceeds expectations.* | **Exemplary - 4***Performance far exceeds expectations; consistency is evident.* |
| **Planning** * Learning Outcomes
* Assessment
* Materials/Procedures
* Learning Environment
* Diversity
* Communication Skills
 | Candidate provides insufficient details about learning outcomes, materials/procedures, and assessment. Important features of the learning environment and the students are omitted from the response. Decisions lack insight and/or are not based on best practices. Response lacks examples and relies on generalizations. Response is unclear &/or contains several grammatical & usage errors. | Candidate provides some details about learning outcomes, materials/procedures, assessment, but fails to explain their relationships. Some features of the learning environment and the students are shared. Some decisions lack insight and/or are not based on best practices. Response is supported by some examples but seems contrived. Parts of the response lack clarity & contain some grammatical & usage errors. | Candidate provides details about learning outcomes, materials/procedures, and assessment and explains the relationships between them. Features of the learning environment and the students are discussed. Decisions are based on best practices. Response is supported by examples. Response is clear, organized & free of major grammatical & usage errors. | Candidate provides substantial details about learning outcomes, materials/procedures, assessment and effectively describes the connection between them. Important features of the learning environment and the students are carefully considered and addressed. Decisions reflect insightfulness and are based on sound professional judgment & best practices. Response is supported by many relevant, original examples. Response shows an exceptional command of written language.  |
| **Implementation*** Content Knowledge
* Pedagogical & Professional Knowledge/Skills
* Diversity
* Dispositions
* Communication Skills
 | Candidate has difficulty communicating content & relevant connections. Many activities, materials &/or strategies are inappropriate for content & students. Candidate fails to convey a passion for learning & students are not engaged in much the lesson. Candidate often fails to monitor learning, &/or to respond to students’ insights &/or confusion or to make adaptations for diverse learners.  | Candidate has some difficulty clearly communicating content &/or relevant connections. Not all activities, materials &/or strategies are appropriate for content &/or students. Candidate fails to convey a passion for learning &/or students are not engaged in parts of the lesson. Candidate fails to monitor learning consistently, does not always respond to students’ insights &/or confusion or make appropriate adaptations for diverse learners.  | Candidate communicates content & relevant connections. Activities, materials &/or strategies are appropriate for content & students. Candidate conveys a passion for learning & students are engaged in the lesson. Candidate monitors learning, responds in to students’ insights & confusion, & makes adaptations for diverse learners. | Candidate clearly & effectively communicates content & relevant connections. Activities, materials &/or strategies are exceptionally well-suited for content & students. Candidate conveys a passion for learning & students are highly engaged in the lesson. Candidate consistently monitors learning, thoughtfully responds to students’ insights & confusion, & makes appropriate adaptations for diverse learners.  |
| **Reflection** * Professionalism
* Collaboration
* Diversity
* Technology
* Communication Skills
 | Candidate had difficulty facilitating a discussion about learning & teaching. Candidate’s observations & insights are inconsistent with others’ perspective. Candidate fails to provide examples to support reflections. Candidate fails to convey a commitment to meeting the learning needs of students & did not draw upon an understanding of teaching/learning theory to support comments. Candidate fails to shares ways technology might be used. Candidate does not communicate ideas clearly. | Candidate had some difficulty facilitating a discussion about learning & teaching. Candidate’s observations & insights are not generally consistent with others’ perspectives. Candidate provides few examples to support reflections. Candidate conveys some commitment to meeting the learning needs of students but failed to draw upon an understanding of teaching/learning theory to support comments. Candidate shares some ways technology might be used. Some of the candidate’s ideas are not communicated clearly.  | Candidate facilitates a discussion about learning & teaching. Candidate’s observations & insights are generally consistent with others’ perspectives. Candidate provides examples to support reflections. Candidate conveys a commitment to meeting the learning needs of students & draws on an understanding of teaching/learning theory to consider implications for future teaching. Candidate shares ways technology might be used effectively. Candidate clearly communicates ideas.  | Candidate successfully facilitates a productive discussion about learning & teaching. Candidate’s observations & insights are consistent with others’ perspectives. Candidate provides specific, relevant examples to support reflections. Candidate conveys a deep commitment to meeting the learning needs of all students & draws on a broad understanding of teaching/learning theory to consider implications for future teaching. Candidate shares specific & creditable ways that technology might be used. Candidate clearly & effectively communicates ideas. |
| **Analysis of Student Work** * Interpretation of Data
* Use of Data
* Diversity
* Communication Skills
 | Candidate provides a poorly organized &/or incomplete summary of data. Sources of data, data analysis, &/or their interpretation are questionable. Conclusions do not appear valid, nor are they supported by data & other sources of information. No mention was made of how data were used to understand learners’ differences. Candidate’s account of how data is used to inform instruction lacks examples &/or little detail. | Portions of the summary of data were incomplete or unclear. Data were gathered, but was not always analyzed or interpreted accurately. Some conclusions seem invalid &/or are not supported by data or other sources of information. Little attention was given to how data were used to understand learners’ differences. Candidate’s account of how data is used to inform instruction seems contrived or scripted. | Candidate provides a clear, complete summary of data. Data were gathered, analyzed, and interpreted appropriately. Conclusions seem valid & are supported by data & other sources of information. Attention was given to how data were used to understand learners’ differences. Candidate includes a complete account of how data is used to inform instruction.  | Candidate provides a well-organized, comprehensive, & seemingly accurate summary of data. Important data were gathered from appropriate sources, analyzed carefully, and interpreted in a meaningful way. Conclusions are insightful & are supported by relevant data & other pertinent information. Remarkable attention was given to how data were used to understand learners’ differences. Candidate includes a detailed, vivid account of how relevant data is used to inform instruction.  |