**AUBURN UNIVERSITY SYLLABUS**

1. Course Number: CTEE 8980

Course Title: Field Project

Credit Hours: 3 semester hours (may be repeated for credit not to exceed 6 hours) Prerequisites: Departmental Approval

Corequisites: None

2. Date Syllabus Prepared: Revised edition for non-practicing teachers only, November

30, 2009

3. Texts: Textbook and/or other resources (journals, research monographs, unpublished research, etc.) Selected as appropriate to the individual practicum topics. Annotated bibliogr aphy f or m at: [http://apps. car leton. edu/cam pus/libr ar y/f ind/g uides/g ener](http://apps.carleton.edu/campus/library/find/guides/gener) a l/? guide\_id=132945 APA Style Manual for social science citations and references. {See LRC Reserve}

4. Course Description:

Provides individual students with experiences relating theory and practice in a school setting. The practicum is designed to provide teaching experience related to the area of

specialization. It is designed to provide students with study and teaching practice that will assist them in gaining expertise/experience within a selected area of specialization. Flexibility is provided through choice of project that will provide meaningful learning in practice with regard to their current needs and future professional activities. This project will also serve as the **Graduate Professional Work Sample (GPWS)** required by the College of Education. GPWS’s are rated in four areas: *Planning, Implementation, Reflection, and Analysis of Student Work*.

The approved project associated with the practicum should entail a **minimum of 60 hours** of documented work or involvement in the school to be arranged per approval of the instructor and cooperating teacher.

5. Course Objectives:

The course is designed to:

A. Provide experience closely relating theory and practice in a school setting.

B. Provide choice from various and flexible learning experiences to afford the student the opportunity to achieve required or desired experience in an area of specialization.

Students will be able to:

C. In consultation with the professor and classroom teacher, select one field-based project/ study from an area of study related to their areas of specialization and document field hours in implementing it.

D. Submit an annotated bibliography of references related to their field project/study.

E. Write a proposal to guide completion of the field project. The proposal will include a description of the project/study, rationale for it, objectives, activities to be implemented in completing the project (including resources), and evaluation.

F. Submit evidence of study/project completion, such as a finished product or paper, and results.

G. Present the study/project and important learning from it to the class.

6. Course Content and Schedule:

A. The course content is developed based upon the individual student’s approved project/

study proposal. *(See attached guidelines for submitting practicum proposals.)*

B. The length of time expended in the course will depend on the required minimum time in the school placement (60 clock hours) along with the required course meetings and work outside of the school placement.

C. The student is expected to spend a minimum of 60 hours of documented practice in the classroom. Some learning experiences will require more hours in the school and outside of school than others, depending upon the activity to be accomplished.

7. Course Requirements/Evaluation:

A. Attend an orientation session with the professor.

B. Identify a topic within the choice of professional experiences project.

C. Prepare an annotated bibliography using the *Publication Manual of the American*

th

*Psychological Association* (5

edition). (Minimum of 3 references; at least one text

or book in project area; all articles must have cited literature within them).

D. **Prepare a calendar schedule** for meeting your 60 hours of field work in your school.

E. Obtain appropriate  **written permission from your school and assigned teacher** to implement your project BEFORE you implement it. Check with your course instructor if you have any question about this.

F. Write a proposal describing the study/project and a plan for completing and evaluating the study/project.

G. Class will meet for a minimum of six (6) required times with the professor during the semester. Locations TBA. These are check-point and discussion meetings on the practicum project and not for new instruction.

1) Orientation meeting – Set future meeting dates and overview of syllabus

2) Week 3 or Week 4 – Project selection, annotated bibliography, school/teacher permissions, calendar schedule

3) Week 6 or Week 7 – Project proposal

4) Week 9 or Week 10 – Project progress and field hours checkpoint #1

5) Week 12 or Week 13 – Project progress and field hours checkpoint #2

6) Week 15 – Submit and present final paper or finished product

H. Evaluation: The professor will determine whether the student has met the criteria established jointly by professor and student and will assign an S (Satisfactory) or U (Unsatisfactory) for the course. Weighted components will be the following:

1) Annotated Bibliography (See website; minimum of three references; at least one book) up to 10 points

2) Proposal up to 20 points

3) Meeting with professor and checkpoints completed up to 10 points

4) Final created project product(s) or artifact(s), and evaluation results up to 50 points

5) Final powerpoint presentation of project and learning (5-10 minutes) up to 10 points

I. Satisfactory grades will be assigned for meeting minimum required hours in the

school placement (60 hours verified by time sheet attached) and to projects that earn at

least 80 points.

J. Students must also submit their completed ADVANCED FIELD EXPERIENCE DOCUMENTATION FORM (attached) with their teacher’s signature to their instructor.

**Students must submit a final copy of their Graduate PWS along with their four-point COE rubric scores (See COE Graduate PWS Rubric and Scoring Form attached) to their Graduate advisor as a requirement of the Masters program.**

8. Field Based Project/Study Areas of Choice – Any proposed project must be planned in concert with your classroom teacher and have his/her **permission in writing on school letterhead** to do so.

A. **Curriculum Development** – You will propose to develop a small area of curriculum to meet a targeted need or learning goal in the topic area of interest or specialization in the elementary classroom. Curriculum development, even on the small scale, goes through a research and development (R & D) process or cycle where new curriculum is developed based on research on best practice, tested with students in real classrooms, and then modified for greater success in the next round of testing before being packaged for widespread use. The goal in this process is both pedagogical ease of use and maximum student learning. You will be required to complete one round of the R&D cycle with your curriculum. **Curriculum can be the development of a unit (series of lessons and assessment) that meets a learning need.** This project may be designed with knowledge of curriculum and teaching developed in the core disciplinary courses, CTEE 7430/7440/7420/7410. **You must obtain your teacher’s approval in writing before testing any new curriculum elements in the classroom.**

B. **Teaching Practice** – You will propose to implement a teaching method that can be used to help students learn in the topic area of interest or specialization in the elementary classroom. Numerous teaching methodologies exist that are supported by research in helping students learn better under specified contexts. Examples include peer tutoring, cooperative learning, and immediate feedback, to name a few. You must devise an assessment plan to determine the effectiveness of your implemented method within your teacher’s existing curriculum. This project may be designed with knowledge of teaching practice developed in the core disciplinary courses, CTEE 7430/7440/7420/7410. **You must obtain your teacher’s approval in writing before testing any new teaching approaches in the classroom.**

C. **Assessment Development** – You will propose to research and develop appropriate authentic assessments (formative and/or summative) that better gauge what students ‘know and can do’ in the topic area of interest or specialization in the elementary classroom. Many new, reform-based, standards-based curricula exist that need stronger means of assessing students in authentic situations. Devised assessments must meet learning goals as well as give the classroom teacher feedback on student learning before end-of-unit testing. New assessments must be ‘tested’ on students in appropriate settings at low risk in order to obtain needed data for refinement and future use. **You must obtain your teacher’s approval in writing before testing any new assessments in the classroom.**

D. **Differentiated Instruction Plan** – You will propose to research and develop a systemic plan to meet the learning needs of diverse learners in the topic area of interest or specialization in the elementary classroom. Diverse learners may include, but not limited to, English language learners, inclusion students, students from different cultures, to name a few. Many general educational approaches do not take into account meeting the needs of these students. Meeting the needs of these learners is important for ALL students to achieve at high levels. You will implement your plan and must assess its effectiveness on student learning. **You must obtain your teacher’s approval in writing before implementing any new approach to meeting the needs of your targeted population in the classroom.** Proposals involving special education students who have IEPs may require the approval of their IEP committees before changing intervention strategies.

9. Class Policy Statements

 Attendance: Students are expected to attend all pre-arranged class meetings, and will be held responsible for any content covered in the event of an absence. **Students must meet their**

**minimum field-based, clock-hour requirement in order to receive credit for this practicum**.

 Excused absences: Students are granted excused absences from class or field placement 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 excused absence from class for any other reason

must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor and cooperating teacher prior to the occurrence of any excused

absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

 Make-Up Policy: Arrangement to make up missed assignments or field hours 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). Documentation for the absence must be submitted during this time for the absence to be excused. **Unexcused absences will result in the loss of points for late assignments.**

 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.

 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).

 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, and addendum to your syllabus and/or course assignments will replace the original materials.

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:

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 Contribute to collaborative learning communities

 Demonstrate a commitment to diversity

 Model and nurture intellectual vitality

9. **Justification for Graduate Credit**

This course will allow individual graduate students to pursue in-depth study of advanced topics within their respective areas of specialization in a school setting. Although guided by the professor at periodic checkpoints, the course requires independent work of the student to design, develop, and produce a product for presentation and evaluation.

**PROPOSAL GUIDELINES**

Practicum in Area of Specialization

(**Prepare two copies**: one for the instructor and one for the classroom teacher)

1. Cover Page (2 points)

A. Heading: CTEE 7910 Practicum in (Area of Specialization). B. Professor’s Name; Cooperating Teacher’s Name

C. Title of project

D. Semester and Year

E. Student Information a. Name

b. Address

c. Phone number and email address

F. Date

G. Contract sign off (Student) (Date) (Professor) (Date)

(Cooperating Teacher) (Date)

2. Body of Proposal (18 points)

1. The Project and its Significance (2 points)

Discuss with some detail the educational project proposed in the specific area of the proposed practicum: What will you do? What will you make? (1/2-1 page).

2. Supporting Evidence and Rationale (4 points)

Describe preliminary planning already accomplished, observations made, problems between theory and practice, and review of related literature which provide a rational for the proposed objectives of the practicum: Why are you doing this project? (1-2 pages).

4. Objectives (2 points)

Write the specific objectives to be achieved by the proposed project. Each written objective should have measurable outcomes that will be evaluated for the outcome of the project: What do you hope to achieve? (no more than 3 objectives)

5. Project Design (3 points)

Describe the operational plan for implementing the project and indicate why the plan is appropriate for achieving the stated objectives: How will you do it? Describe how you envision the final product (or artifacts) and its usefulness to the classroom teacher: How will it look and be useful? (1 page)

6. Activity Management (2 points)

Indicate in chronological order the events and the time frame for their completion. (steps and dates)

7. Resources (2 points)

List the resources needed to complete activities and objectives and briefly explain how they are to be used. (bulleted list)

8. Evaluation (3 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?; and attach all instruments, forms, check-sheets, questions, tests, etc. that you will use. Evaluation should measure each objective for student outcomes. (Attach)

3. Proposed Project Evaluation Scheme (required) – See Page -2- H4 above.

Propose a detailed evaluation scheme or rubric for the completed project – worth 50 points – which reflects the process: Planning, implementation (product/artifacts), results of student learning, teacher reflection on learning and suggested modification for the next cycle. ***Evaluation scheme to be approved by the professor.***

**CTEE 8910: Time Sheet for Field Hours (60 hours total minimum)**

Name: Cooperating Teacher:

School:

Grade:

Students are required to complete a minimum of 60 clock hours of field experience as part of the practicum requirement. **Any scheduled lab time missed must be made up in order to complete your required hours.**

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**MEETING DATES:**

|  |  |
| --- | --- |
| Weeks Write in the dates each weekWeek 1IWeek 2Week 3Week 4Week 5Week 6Week 7Week 8Week 9Week 10Week 11Week 12Week 13Week 14Week 15I I | Activities/Instruction/Tasks Completed Total Hours Sponsor TeacherIn Lab Placement Describellist activities/instruction/tasks Completed for Signature- to be signedyou participated in this week. Week each week |
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**Instructor:** Office Hours:

Cooperating Teacher: School/Grade: \_

Subject (if applicable): Email:

Mee/ng #1:

Materials Due: **Printed and reviewed syllabus**

Mee/ng #2:

Materials Due:

Mee/ng #3:

Materials Due:

Mee/ng #4:

Materials Due:

Mee/ng #5:

Materials Due:

Mee/ng #6:

Materials Due:

**AD VANCED F IELD EX PER IENCE DOCUMENTATION F OR M**

**TO BE C OMP L ETED AND SUBMITTED TH E TERM G RAD UATE P ROFESSIONAL WORK SAMP L E (PWS) IS C OMP L ETED**

Name of Candidate I D 902-­‐

Major Degree Distance (yes/no)

**PA RT I – GRA DUA TE STUDENT COM PL ETES.**

Check the op/on that describes your comple/on of the required advanced ﬁeld experience. Provide

requested school/grade/subject informa/on for the school where employed/placed when the

Professional Work Sample (P W S) was completed.

**OpNon 1 -­‐ I completed the required advanced ﬁeld experience and Professional Work Sample as**

**part of my employment in the area of cerNﬁcaNon I am pursuing at an approved school site.**

**OpNon 2 -­‐ I completed the required advanced ﬁeld experience and Professional Work Sample in a school placement arranged by the College of EducaNon.**

Name of School System

Principal

Grade Level(s) Taught

Subject(s) Taught

Course in Which P W S Was Completed/Evaluated **Term**

Course Instructor

Coopera/ng Teacher (if not employed)

**PA RT II – GRA DUA TE STUDENT OBTA INS SIGNA TURE FROM A PPROPRIA TE SCHOOL PERSONNEL.**

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

**OpNon 1 – Principal’s Signature**

Date

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

**OpNon 2 – CooperaNng Teacher’s Signature**

Date

By signing above, I am verifying that the individual noted on this form sa/sfactorily completed a prac/cum including a minimum of clock hours in my classroom during the term noted above.

**PA RT III – GRA DUA TE STUDENT SUBM ITS COM PL ETED FORM TO INSTRUCTOR FOR FINA L SIGN OFF. INSTRUCTOR SUBM ITS COPY TO PES, A TTN: L ORI M CL EA N.**

**Instructor’s Signature**  Date

By signing above, I am verifying that the individual noted on this form completed the P W S during the

term/course noted above. Following are the P W S ra/ngs.

PW S Ra/ngs -­‐ Planning

Implementa/on

Analysis/Student Learning Reﬂec/on

**COE G R AD UATE PR OF ES S IONAL WOR K S AMPLE R UB R IC AND S COR ING F OR M A copy of this completed form must go to the student’s graduate advisor for online submission.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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.* | **Rati ng** *Circle the selec**ted ratin g* |

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| **Planning**LearningOutcomesAssessmentMaterials/ ProceduresLearningEnvironment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 writtenlanguage. | 4321 |
| **Implementation**ContentKnowledgePedagogical & Professional Knowledge/ SkillsDiversityDispositionsCommunication Skills | Candidate has difficultycommunicating content & relevant connections. Many activities, materials&/or strategies are inappropriate for content& students. Candidate fails to convey a passion for learning & studentsare 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 somedifficulty 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 communicatescontent & 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. | 4321 |
| **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. Candidatefails 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 todraw upon an understanding of teaching/learning theory to support comments. Candidate shares someways 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 theoryto 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 & insightsare consistent with others’ perspectives. Candidate provides specific, relevant examples to support reflections. Candidate conveys a deep commitment to meetingthe learning needs of all students & draws on a broad understanding of teaching/learning theoryto consider implications for future teaching.Candidate shares specific& creditable ways that technology might beused. Candidate clearly & effectively communicates ideas. | 4321 |

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| **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 notappear 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 toinform instruction lacks examples &/or little detail. | Portions of the summary of data were incomplete or unclear. Data weregathered, 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 tohow 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, andinterpreted 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. | 4321 |

Instructor’s S ignature: Date:

Student’s Signature:

Date:

Printed Name:

Graduate Advisor’s Name: