

## **CIEP 561-001: C & I Practicum**

Spring 2016

Course Time: Monday 7:00-9:30 PM

Dates: Jan 25, Feb 15, Mar 14, Apr, 11, 18, 25

Location: CLC 304

Instructor: David Ensminger, Ph.D.

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Office Hours: By appointment. (I also am open to video office hours via adobe connect).

### **Course description:**

This practicum is intended to help students integrate theoretical and research coursework with their practice and to reflect on their own development as researchers, practitioners and providers in the service of social justice.

We encourage students to...

- Be aware of the social justice implications of their work as researchers and practitioners.
- Be willing to confront injustice and advocate for the disadvantaged.
- Proactively pursue opportunities to contribute to a more just society.
- Be reflective about their own work in order to grow as a researcher and practitioner.

This course format is blended, meaning course activities will occur in person, (Both as a class and one on one with the instructor) Practicum/seminar meetings will help further develop students' personal and professional philosophy and vision that guide their practice and research.

### **Course Meetings:**

CIEP 561 will meet formally (face-to-face) for six class sessions. Students will also schedule two one to one visits during the semester with the instructor, Please set aside one hour for these meetings. One of these sessions will take place prior to February 8 and will and the second meeting should take place after March 14<sup>th</sup> but prior to the April 11<sup>th</sup>

### **Course Goals:**

- Identify and reinforce connections between the academic and experiential.
- Develop application skills learned through coursework.
- Provide a forum for discussing and exploring issues and challenges arising from each student's experiences.
- Enhance the ability to critically analyze issues of relevance to the application and integration of instruction into an educational setting.
- Plan and carry out an action research study (M.Ed. candidates), program evaluation or pilot study (Ed.D. candidates)

**IDEA Learning Goals:**

- Developing specific skills, competencies and points of view needed by professionals in the field most closely related to this course.
- Learning how to find and use resources for answering questions or solving problems.
- Acquiring an interest in learning more by asking questions and seeking answers.

You can access the student login for IDEA Campus labs via the following URL to complete course evaluations: <http://luc.edu/idea/>

**Conceptual Framework:**

Our Conceptual Framework – through its components of service, skills, knowledge, and ethics guides the curricula of School of Education programs in the preparation of “professionals in service of social justice.” These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/). – standards that are explicitly embedded in major benchmarks across all SOE programs. This course emphasizes the following framework standard:

- CF6: Candidates demonstrate professional decision-making skills and behaviors in advancing social justice and service. (M.Ed)
- CF8: Candidates apply ethical principles in professional decision-making. (Ed.D)

**Dispositions:**

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

This course assesses all three dispositions. The behavior expected at the acceptable level for each is described below.

- Professionalism: Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.
- Fairness: Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners needs
- All Students Can Learn: Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.

Candidates are required to have a LiveText account in order to complete benchmark and CF assessments. More information about LiveText can be learned through the following link [LiveText](#). Dispositions will be assessed through LiveText and

associated dispositions rubrics can be found in students live text account under this course section course.

## Assignments

General Evaluation Criteria: In addition to the specific criteria described below, each work needs to address assignment specific criteria. Rubrics with these criteria are available in Sakai and LiveText. Assignments need to be typed double-spaced with 1" margins in 12 point font. Include appropriate identifying information.

Students are expected to use APA style (7thed.) for citing references. When quoting and paraphrasing sources or adapting an idea from a source those sources must be cited. Submit all assignments using the method noted next to the assignment description below.

Assignment Submission:

Electronically submitted assignments on Sakai or livetext must be named using the following format: Your Last Name\_Assignment Name\_Course Number.

Example: Ensminger\_Refelction Paper 1\_ CIEP 561

### **Practicum Project Plan:** 20 points

Candidates are expected to develop a practicum project plan that outlines the action research project (M.Ed candidates\*), evaluation project or dissertation pilot project (Ed.D candidates\*\*). Project plans must include the following information.

Candidates are to meet with the instructor with in the first three weeks of class to share their practicum project plans and get the instructors approval for the plan.

Students should come prepared with a completed practicum plan. Practicum plans must include the following information:

- Description of the practicum project including how it connects to a need or problem the project is addressing
- The goals and objectives of the project
- Personal and professional development goals and objectives the candidate wants to attain from the project.
- The essential roles and responsibilities the candidates will take on to complete the project. Also identify stakeholders who will be involved in the project.
- The key/essential activities involved in the project (e.g. solution activities, data collection activities, data analysis activates, communication activities, etc.)
- Timeline for implementing the project that includes the poster presentation and submission of final summary report of the practicum project due April 20<sup>th</sup>.
- Contact information of Principal for M.Ed. students action research site –  
Contact information of manager for program evaluations, dissertation chair if conducting pilot study.

\*M.Ed Candidates are expected to carry out the action research plan they developed in CIEP 488 Action Research to Improve Teaching and Learning and can draw on their CIEP 488 assignments to create their practicum project plan.

\*\* Ed.D candidates who do not have an existing program evaluation project or pilot study project should meet with the instructor as soon as possible to develop their practicum project.

**Seminar Discussion Participation:** 20 points

We will meet in person four times during the semester. All students must attend the face-to-face seminar sessions. These sessions will support students' efforts to develop, refine and complete their curriculum project plan. During seminar meetings, we will discuss each student's project, reflect on the work up to that point. The seminar is an opportunity for each student to engage his or her peers in the development and maintenance of their plans share their learning and exchange ideas, information and share literature. **All conversations held in the seminar are strictly confidential.** You are asked to listen attentively and sympathetically to colleagues and offer them thoughtful comments about their experiences, emotions, actions and motivations.

**Reflective Journal and Reflection Summaries (Sakai):** (40 points – 10 points for maintaining the journal and bringing it to seminar discussions and 10 Points each reflection summary)

Each Candidate is asked to reflect weekly on their practicum experiences and keep a reflection journal. Candidates are expected to bring their journal to the seminar discussions to be checked by the instructor. Each candidate is to submit three (3-4 pages) reflection summaries to the instructor drawing on their reflection journal as the source for the reflection summaries. In these summaries, candidates are asked to reflect on what they are learning and insights they may be gaining as they work on their practicum project. These insight may include understandings and awareness about themselves as researchers and practitioners, understandings and insights they have gained from data and literature as they work on their projects, understandings and insights about the context in which they are completing their projects, and understandings and insights about the population(s) involved in their project. Candidates are encourage to also reflect on issues of social justice that come to light as they work on their projects as well as their own personal and professional growth The refection summaries will be submitted to the instructor via Sakai by 11 p.m. the Tuesdays following face to face meeting dates.

**Presentations:** (30 Points) Candidates will prepare a presentation on their practicum project. The presentation must include of project goals, structure, activities, methods, results, discussion, conclusion, recommendations and next steps. Discussion of the personal and professional goals associated with the project and reflection on these goals. During this presentation you should be ready to discuss and explain your practicum project and answer questions from your peers and invited faculty members.

**Written reflection, analysis and critique of your practicum experience:(LiveText) (CF 6 M.Ed. & CF 8 Ed.D.)** (60 points)

Candidates will prepare a written summary of their practicum project that also includes a reflection and critique of the practicum experience that identifies and summarizes the major areas of learning related to the both the professional and personal project goals and objectives you defined in your project plan. You will also suggest professional and personal development goals for the future. You will also submit a grade recommendation for yourself that includes honest, balanced, and specific reasons to support the grade recommendation. Include descriptions of the following:

- How this has impacted your awareness of social justice implications of your work particularly as it related to instruction.
- How you proactively pursued opportunities to contribute to a more just society.
- How this experience developed your personal and professional philosophy and vision that guide your practice and research.
- How this experience help to identify and reinforce connections between the academic and experiential.
- How this experience help to develop your skills in applying knowledge and processes that you learned from your coursework.
- How this experience enhanced your ability to critically analyze issues of relevance to the application and integration of instruction into an educational setting.

See Course calendar for due date

### **The Annual School of Education Research Symposium**

You are encouraged to submit a proposal based on your curriculum project to the SOE Research Symposium. This will provide an opportunity for you to share and receive feedback on your data and findings. Extra credit will be awarded to students who submit a proposal (5 points).

<http://luc.edu/education/symposium-research.shtml>

### Grade Scale

94% -100%	A	77% -79%	C+
90% - 93%	A-	73% - 76%	C
86% - 89%	B+	70% - 72%	C-
83% - 85%	B	60% - 69%	D
80% - 82%	B -	<60%	F

### **Learning Community at Loyola University Chicago and School of Education**

As this is a graduate level course, I perceive each of you as students, learners and scholars. As such, I expect that you view yourself in the same manner. You have chosen to be here and therefore are responsible for our own behavior, learning, and success. However, as a group we make up a class and as such are a professional and scholarly community. In order to succeed as individuals and as a group we must be willing to agree to the following set of expectations:

### **University Policy Information:**

The University and the School of Education policy information regarding, Academic Honesty, Accessibility, Ethic Reporting Hotline, Electronic Communication Policies and Guidelines, and Conceptual Framework can be located through the following URL: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/). Please read though these policies.

### **Diversity:**

This course supports the School of Education's conceptual framework in preparing teachers in service for social justice by engaging students in reflective exercises, class discussions, and field experiences that allow them to bridge theory and practice as it relates to teaching and learning in diverse urban communities.

Course calendar

Date	Meeting		Assignment
January 25	CLC 304		Seminar discussion
February 8			Last possible date to turn in Practicum project plan and have one to one meeting with instructor.
Feb 15	CLC 304		Seminar Discussion
Feb 16			Reflection Summary 1 - 11:00 PM Sakai
March 14	CLC 304		Seminar Discussion
March 15			Reflection Summary 2 - 11:00 PM Sakai
April 11	CLC 304		Seminar Discussion Last date 2 <sup>nd</sup> for One to One meeting with Instructor
April 12			Reflection Summary 3 - 11:00 PM Sakai
April 18	CLC 304		Presentations
April 25	CLC 304		Presentations
April 29			Written reflection, analysis and critique of your practicum experience 11:00 PM LiveText