ED 7998 Field Study

Division: Administrative and Organizational Studies
Program Area: Educational Leadership
Course Number: ED 7998
Course Title: Field Study
Section: all
Term/Year: Winter 2014
Initial meeting: Tuesday, January 7, from 5:00 -6:30 pm (room 370 Education)
Credit: 4 credits

Instructor: William Hill, Ed.D.

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Office: College of Education #367
Office hours: Monday and Tuesday, 3:30-5:00

Course Description: This course is required for all Ed. Specialist students in the College of Education and is taken toward or at the end of the educational specialist program. The major objective of this course is to give students the opportunity to explore the process of an action research.

Course Outcomes: With the hopes of quickly resolving a problem or enhancing student’s academic success, school personnel have a tendency to implement strategies without really taking the time to understand the current problem and its underlying issues. As a result, staff members become leery of changes and “innovative” strategies. Thus, to help our students avoid this common pitfall and to become more successful leaders, this course is designed to help them understand the process for successful implementations.

Recommended (not required) Text:
Course Assignments: Three assignments are required for the successful completion of this course. Each assignment is based upon the previous. Assignments must be meet with instructor’s approval before proceeding to the next assignment. The assignments are:

1) Presentation of Problem
2) Written Proposal
3) Field Study

**THIS PROJECT SHALL BE COMPLETED IN NOT MORE THAN TWO TERMS**

**Contacting instructor(s) and sending attachments:** When emailing, always email both instructors. When sending your assignments as attachments, please INCLUDE YOUR NAME in the file name. We get a lot of attachments entitled “assignment1” or “proposal”. You should entitle it “jsmithassign1” or “jsmithassign2”

**IMPORTANT:** The results of this study are to be shared only with the University instructors and the school staff. Federal regulations which guide the university does not allow printed results to be shared with outside sources. Do not use real names.

**ASSIGNMENT 1:** PRESENTATION OF PROBLEM: This is due: February 4, 2014

This assignment has TWO PARTS: 1) a brief description of the problem you wish to address and 2) what group are you planning to survey. (Note: the majority of projects will involve a survey; however, there are other options you may choose with instructor’s consent.) The problem should be one that an administrator would be looking into; it is not a classroom problem. Your problem should be more of an organizational nature, a school/agency problem. Examples: staff morale is low, parents are not involved in child’s education, student handbook is outdated, students are not responding to suspensions. You will then state briefly what you are going to do with this problem for your project, e.g. survey parents to find out what barriers exists prohibiting them to be more involved in their child’s education; you will interview personnel in other districts to see what is in their handbooks. Remember: You will NOT solve the problem, you are only going to gather information (through surveys) to better understand it.

**Example:** Your problem is lack of parent involvement. Through your literature review, you discover that parent involvement could be defined in many ways, e.g., poor attendance at parent-teacher conferences, lack of follow through with homework, same small number of parents involved in the schools parent organization. You decide to narrow your original problem to focus on parent-teacher conferences. In your readings and through discussions with other district’s personnel you come up with a number of ideas as to why parents do not attend these conferences. You then design a parent survey to better understand the problem as it exists in your district. Or, with the same topic, you could design a student survey seeking information as to why they believe their parents do not attend parent-teacher conferences. (You could also use a survey that you discover in the literature.)

Assignment 1 should be a couple of paragraphs. Instructor approval must be rendered before moving onto Assignment 2.

**IMPORTANT:** Use this checklist to assist you in the successful completion of your Assignments.

Prior to turning in this assignment, make sure you have all the following requirements checked

**Assignment 1: Statement of Problem Checklist**
□ Did you decide on a general problem within your school, district, or agency?
□ Is this a problem of interest to an administrator? Does it go beyond the individual classroom?
□ Is it a problem that your supervisor will support? If permission is necessary, was it obtained?
□ Is it “doable”? Will the necessary materials, time, techniques be available to you?
□ Did you formulate your problem statement in a couple of paragraphs?
□ Did you briefly state what you are going to do in relation to this problem? What target group you will survey?
□ Did you include “cover sheet” information, listed on page 5?
□ Did you name your file as requested?

ASSIGNMENT 2: WRITTEN PROPOSAL: This is due: March 4, 2014

This Written Proposal will be approximately 70% of your final paper. This assignment will represent the bulk of your work. Obtain instructor’s approval before going onto Assignment 3.

DO NOT SEND OUT SURVEYS UNTIL YOU HAVE THE INSTRUCTOR’S APPROVAL!

This section is approximately an 12 to 15-page paper including the following 6 headings: Introduction, Problem Rationale and Statement, Literature Review, Methodology, Reference (Bibliography), and Appendix (cover letter and survey). (Please use these headings in your paper.) Basically, you are taking the general problem of Assignment 1 and refining it. You will go to the literature and find journal articles and other literary information that contribute to your understanding of your stated problem. Based upon this information, you will design a method of gathering data to enable you to better understand the problem. The information regarding the data gathering is stated in the Methodology Section.

Introduction: This will be a more global discussion of your problem. You will discuss your problem in a general sense, e.g., if you want to explore student lunch room choices and obesity, your introduction will talk about teenage obesity, or if you want to look at poor parental involvement in student’s homework, your introduction will discuss how parental involvement impacts student’s academic success. This general topic will become, in the next section, more specific and focus on how this problem is seen specifically in your district/school/agency.

Problem Rationale and Statement: This section will explain take your general problem, as you discussed in the introduction, and tell us how it is a problem in your district/school/agency. You want to be clear and specific—if it is not a problem in your school/district/agency, then it is not an appropriate topic for this paper. Use the following guiding question in the Rationale Section; however, it will not be organized according to the questions listed below, nor should they be obvious:

- How does this problem negatively impact your district/agency?
- What sequence of events (historical and/or recent) seems to have been responsible for the conditions that gave rise to the problem?
- What is the nature of the contemporary conditions that seem to point to the existence of the problem?
- What people are affected by the problem?
- What is the nature of the impact of the problem on the affected people?
- How long has the problem existed?
• Are the effects of the problem becoming more or less serious?

• If "left alone," is the problem likely to solve itself?

At the end of this section, you will formulate a problem statement. It should be a comprehensive one-sentence statement that summarizes what your action research will focus upon. Examples: “This paper will explore the reasons why parents in this school district do not attend parent-teacher conferences.” Or “This research will allow the reader to better understand why there is poor morale among the teachers.”

This statement will be the driving force of your survey, i.e., questions of your survey will be designed to give you the information as stated in this Problem Statement. This statement, clearly stating the problem you will be researching, will be the last sentence of this section.

The Literature Review is that section of your paper that discusses resources dealing with your problem area. You will use APA style to reference your resources. You will not merely state that “research/literature/studies/etc has shown that…; instead you will specifically present the information. What does the literature tell you about your problem? Use relatively current (2002-2013) professional journal articles and books—only one can be an article from the internet. In the process of doing your literature review, you may discover an existing survey that you either want to use in its entirety or to “teak it” in some manner. This is acceptable, and somewhat preferred, but you must site sources according to APA-5th ed. (Use at least 12 to 15 resources.)

Methodology is essentially a telling us how you are planning to conduct your research. Do not include reviewing the literature as a step in your methodology as that is a separate section. Do not use bullets—write out in narrative form. The Methodology Section is where you will define all terms, discuss whom you are going to survey and the reason(s) why you chose this group, how many surveys you will disseminate, how and when you will distribute, how anonymous, is it voluntary, etc. If a survey for students, your methodology must state that it was shared and approved by administrator. This section should be clear and specific enough that another person could read this section and replicate the “research” in another setting. This should be written in FUTURE TENSE as you are telling us what you plan to do. THIS SECTION IS VERY IMPORTANT AND ONE THAT MOST STUDENTS HAVE DIFFICULTY WRITING CLEARLY.

Reference (Bibliography): List your resources using APA style.

Appendices: Your may have as many as needed for your paper, but your must have one for: cover letter, survey, and summary of data for Findings Section.

IMPORTANT: Use this checklist to assist you in the successful completion of your Assignments.
Prior to turning in this assignment, make sure you have all the following requirements checked:

Assignment 2: Written Proposal Checklist

☐ Did you get instructor’s approval of Assignment 1?
☐ Did you include “cover sheet” information, listed on page 6?
☐ Are there 6 headings titled: Introduction, Problem Statement and Rationale, Literature Review, Methodology, Reference (Bibliography), and Appendix (cover letter, survey, & data summary)?
☐ Do you have an introduction that helps the reader understand your topic, in a general sense? This section does not stare “this paper will ….”
☐ In your Problem Rationale and Statement section, could the reader answer the guiding questions stated on pages 3?
☐ Do you have a problem statement that clearly flows from the rationale? Is it a comprehensive
statement that tells us exactly what you will be researching? Is it the last sentence of your Problem rational/Statement section?

☐ Does your Literature Review section discuss at least 12 to 15 resources? Cite them using APA standards.

☐ Does your survey give you information to better understand your problem statement? Is it measuring what you want? It should.

☐ Is your Methodology section so crystal clear that someone in another setting could read it and replicate it? To do this they must know how you defined your terms, how you decided on the sample group to be surveyed, how you selected the members, how many surveys will be distributed, when distributed and collected, etc.

☐ Is your Methodology section devoid of conclusions and results? It should be.

☐ Is your Methodology written in future tense?

☐ Did you check grammar, spelling, no first person; use APA style throughout the paper?

☐ Did you name your file as requested?

ASSIGNMENT 3: FIELD STUDY: This is due: April 25, 2014

This paper is the continuation of Assignment 2. In this paper you will address any issues that the instructor brought up in your Assignment 2. Your Methodology Section will now be changed and written in the PAST TENSE as you have already conducted your research.

In addition, you will now add two sections: Findings and Recommendations & Conclusions. The Findings Section will report the results of your survey. It will be specific. DO NOT USE REAL NAMES of parents, staff, or students. You will present an overall summary of the findings (in Appendix)—the best is using the survey itself and noting how many responses you received per question. You will then analyze the data and pull out the important points and discuss them in your Findings Section. You will report this analysis in narrative form. If you wish, you may add additional graphs or charts in an Appendix. Basically, this section tells you what you found out about your problem—not what you think about what you found out.

The Recommendations & Conclusions Section will be ideas that you have discovered from your survey. What can you now say about your original problem? For example, you may have concluded that your staff does not see this as a problem and you recommend an in-service to heighten the staff’s awareness; or you might find that parents are not attending conferences because they do not feel welcomed and then you recommend a few strategies to help parents feel included.

Your Field Study CANNOT BE EMAILED and must have having a cover sheet with the information listed below and written with the following designated sections:

- Introduction
- Problem Statement and Statement
- Literature Review
- Methodology
- Findings
- Recommendations & Conclusions
- References (Bibliography)
- Appendices (survey, charts, etc)

IMPORTANT: Use this checklist to assist you in the successful completion of your Assignments. Prior to turning in this assignment, make sure you have all the following requirements checked:

Assignment 3: Field Study
□ Did you get instructor’s approval of Assignment 2 including the survey before moving onto Assignment 3?
□ Did you need to incorporate any changes from instructor’s feedback of Assignment 2?
□ Do you need to refine or add to your Problem Statement or Literature Review from Assignment 2?
□ Do you have a cover sheet with information listed on page 6? Does it have the term you registered for this class?
□ Is your paper divided into the following headings: Introduction, Problem Rationale and Statement, Literature Review, Methodology, Findings, Recommendations & Conclusions, References (Bibliography), and Appendices (survey, charts, etc)
□ Are you findings clearly stated? Do you have clear graphs or charts?
□ Did you write the paper in third person? No “I”, “we”, etc.
□ Did you omit real names?
□ Do your conclusions and recommendations flow from the results of your survey? Did you answer the original problem statement question?
□ Did you use APA style?
□ ONLY ONE COPY TO EITHER OF US? DO NOT SEND A SEPARATE COPY TO EACH OF US

Class Policy:
1. If Field Study is not turned in by the due date on the syllabus, the student will be given a “Y” grade. This grade will be changed when course requirements have been completed.
2. Requirements for all written assignments:
   • The Assignment Checklist will be followed. This will help insure your successful completion of course requirements.

   • Each assignment will have a cover sheet with the following information
     Assignment Title
     Student Name
     Student ID number
     ED 7998
     Semester and Year student registered for class (Not the term the student is turning in the paper!)
     Email address
     Phone numbers (home and work)

   • It is expected that all assignments will be completed in a thorough and professional manner, i.e., correct grammar, spelling, punctuation. All papers are to be typed with double spacing, one-inch margins, and a standard 12-point font. Follow APA style.

   • ALWAYS email both instructors.

   • It will be written in the third person, i.e., do not use the pronouns “I”, “me” or “myself.” If you must, refer to yourself as “this researcher” or “the researcher”.

   • The stated lengths of assignments are guidelines only; however, Assignment 1 should not be than a couple of paragraphs and the final paper should not exceed 30 pages.

IMPORTANT NOTE:
• If you want to know that we received the paper or want the evaluation form returned, please enclose a self addressed stamped envelope. DO NOT expect the instructor to email you stating that we received your project or email you your grade. If you want this information, please provide self addressed and stamped envelope.

• If you want the final document returned, please include a self addressed envelope with the appropriate postage, or indicate your desire to pick up the document from the office. Otherwise the paper will be graded and discarded. after one term.

• If you do not provide a self addressed and, stamped envelope for the return of your paper, paper will be put in Cubby in room 370. These will be kept for only one semester then discarded.

• Deliver or mail (not Emailed) ONE COPY OF YOUR FIELD STUDY:

<table>
<thead>
<tr>
<th>William Hill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wayne State University</td>
</tr>
<tr>
<td>367 College of Education</td>
</tr>
<tr>
<td>Detroit, MI 48202</td>
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</tbody>
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Class Schedule: There is an initial class session. Other class sessions will be arranged as necessary.

Grading System: Grades for the project are either 'S' or 'U'. *If a student has not turned in their Field Study by the due date*, the grade of 'Y' will be given, meaning the final grade will be deferred until the project is completed. In this case, it is assumed that the student is making satisfactory progress but has not finished collecting the data for the project. This grade will be changed to a ‘S’ upon successful completion of the course requirements. **THE FIELD STUDY MUST BE COMPLETED BY WINTER OF 2015 IN ORDER TO RECEIVE CREDIT.** (Please note that WSU does not send out an updated grade sheeting noting the change in grade form ‘Y’ to “S. To confirm that your grade has been changed from a “Y”, you should view your grades on the Wayne web site.)

*Any student, whose project is determined to be unsatisfactory, in the opinion of the instructor, will be given the opportunity to correct the deficiencies.*

Students with Disabilities:
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Plagiarism:**

Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.
EDA 7998
Field Study Evaluation Form

Student: __________________________________________________

ID #:_____________________________________________________

Date: ______________________; Term: ___________________; Topic: _________________

Instructor: William Hill, Assistant Professor-Clinical

Your field study has been reviewed and the results follow. If you meet the departmental standards you have successfully completed the course. If you need additional information it is listed. We will e-mail (preferable) or call you so that you know specifically what information you will need to provide.

Your field study:

MET STANDARDS _____ ADDITIONAL INFORMATION NEEDED ____

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<thead>
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<th>Comments</th>
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<tbody>
<tr>
<td>1. Introduction</td>
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<td>2. Problem Statement</td>
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<tr>
<td>3. Review of Literature</td>
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<tr>
<td>4. Methodology</td>
</tr>
<tr>
<td>5. Findings</td>
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<tr>
<td>6. Conclusions</td>
</tr>
<tr>
<td>7. Bibliography</td>
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</table>

Scoring Rubric:
1 = Well done
2 = Satisfactory, Meets standards
3 = Needs Improve