EDAD 595: Using Research for Best Practice
COURSE SYLLABUS: FALL 2015

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Prerequisite: Graduate Admission

COURSE INFORMATION

Course Description:
This course provides a review of significant research designs used in the field of education in order to seek out "best practices" in the classroom, on the campus and district wide. Emphasis is placed on the process and consumption of research. The student is required to demonstrate competence in developing and refining research techniques for "best practices."

Standards Addressed:
TAC 241.15 Principal Curriculum Standards
(7) Learner Centered Instructional Leadership Management.
A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

- Facilitate the development of a campus culture learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice.

TExES Principal Competency 005
The principal knows how to promote the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth.

149.2001.001 Instructional Leadership
The principal is responsible for ensuring every student receives high-quality instruction.

- 001c. Data-Driven Instruction and Interventions – The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gaps.

Student Learning Outcomes

The aspiring principal will demonstrate the ability to:

1. Learn research methodologies relevant to education and apply to professional practice through the creation of a coherent research plan that supports instructional planning through data driven decision-making. [149.2001.001c]
2. Evaluate and apply research literature to educational problems. [TAC 241.15]
3. Impact the instructional environment through familiarity with general methods of data collection and analysis and how to draw conclusions based on data. [Competency 005; TAC 241.15; 149.2001.001c]

4. Synthesize the relationship between theory, research, and practice and to use this understanding to become practitioner-scholars and consumers of research. [Competency 005; 149.200`.001c]
5. Facilitate the development of a campus learning culture that supports instructional improvement and change through an on-going study of relevant research and best practice. [TAC 241.15]
6. Monitor multiple forms of student data to inform instructional and intervention decisions that impact a narrowing of the achievement gaps. [149.2001.001c]

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Module Discussion Forums (20 points) [TAC 241.15; Competency 005; 149.2001.001c]

Four modules (Weeks 1,2,6 & 7) within this course contain a discussion thread activity, which serves as a peer-review component for developing parts of the research proposal. Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact, through discussion, to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics we consider to be part of excellent discussion contributions are outlined below. Your facilitator will consider these characteristics when assessing the quality and level of your participation.

- You should submit your initial post(s) early in the session, and your subsequent responses to the posts of other learners at timely intervals within the duration of the module. Keep in mind the goal is to have a dynamic discussion that lasts throughout the entire session. Initial posts are due by Wednesday at 10:00 p.m. Subsequent responses (replies to classmates) are due by Saturday at 10:00p.m. Posts on Day 7 will not receive credit.
- Your posts and responses should be thorough and thoughtful. Just posting an "I agree" or "Good ideas" will not be considered adequate. Support your statements with examples from the text, lecture notes or videos, and other reference material. For example:

Mills & Gay (2015) speak of " grounding research in emergent theory" (p.16). Therefore, John, please go back to chapter one integrate the components…

"Your research questions are yes/no. Mills & Gay (2015) discuss the component of effective research questions as those that may be answered as the result of unfettered investigation. While question number 2 is close, here's a suggested revision…"

- Be sure cite all material using APA 6th edition. You are, however, encouraged to be succinct — keep each post and response to what is necessary to meet course expectations or to meet the parameters of the question. Keep in mind that your fellow learners will be reading and responding to you, as well.
- Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.

- Discussions occur when there is dialogue. So, build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other learners have posted to your initial responses. Exemplary students typically visit the discussion area 3-5 "different" times each module.
- When relevant, add to the discussion by including prior knowledge, work experiences, references, Web sites, resources, etc. (giving credit when appropriate).
- Your contributions to the discussions (posts and responses) should be complete and free of grammatical or structural errors.

EDAD 595 Discussion Thread Grading Rubric

Timeliness and quality your initial posting. Post to allow sufficient time for peer feedback. Post by Wednesday at 10 p.m. of the module week.	0 1 2 3
Quality and timeliness of constructive feedback that you provide to at least two classmates in reviewing their work prior Saturday at 10:00 p.m.	0 1 2
	Point Total = /5

Critical Assessment (CA) Assignment (30 points)

[TAC 241.15; Competency 005; 149.2001.001c]

Instructions: Meet with your mentor or campus principal to identify a problem or issue related to either campus culture, instructional leadership (aligned curriculum, effective instructional strategies, data-driven instruction, or interventions to impact student achievement), or professional development for teachers. Together, critically examine 2-3 sources of data (campus or district improvement plan, School Report Card, PEIMS data, benchmark exams, etc.) that support this issue or problem is in need of investigation or intervention. Based on your meeting with your mentor or campus principal, use the *Writing a Problem Statement* worksheet in doc sharing to develop a comprehensive and formal statement of the problem to be used as the foundation for your Action Research proposal. This assignment is worth a total of 30 points. Please use the CA Rubric below to guide your thinking and discovery.

	EDAD 595 CRITICAL ASSESSMENT RUBRIC
Points	Statement of the Problem
20	The statement of the problem and need for the study is clearly addressed and supported by identifying 2-3 document sources and citations from scholarly research
16	The statement of the problem is clear, although a rare extraneous element is introduced. The problem is supported by identifying 2-3 document sources and citations from scholarly research
12	The assignment has a statement of the problem, but additional unrelated ideas distract the reader. The problem is not supported by 2-3 document sources but does include citations from scholarly research.
10	The assignment has a statement of the problem, but additional unrelated ideas distract the reader. The problem is supported by 2-3 document sources but does not include citations from scholarly research.
8	The statement of the problem is unclear and not supported by document sources or citations from scholarly research.
4	The assignment lacks a statement of the problem or appears to reflect the writer's "free association."
0	Assignment not submitted.

Points	References
10	All references are appropriate with no APA errors.
8	Most references are appropriate and/or limited APA errors.
6	Some references are appropriate and/or limited APA errors.
4	Many references are inappropriate and/or a variety of APA errors.
2	Most references are inappropriate and/or excessive APA errors.

Research Plan (70 total points): [149.2001.001c; Competency 005]

The core of this course is the development of a research plan. Through the analysis of multiple data sources and investigation of relevant literature, you will identify a problem to further investigate. This problem needs to be one that is "researchable" and related to an area of instructional improvement or intervention in education.. Throughout each module you will conduct a series of activities to assist you in completing the formal research plan. With the inclusion of the components from the Critical Assessment (CA) Assignment, the Research Plan will consist of the following sections:

- Statement of the Problem
- Research Questions
- Significance of Study
- Method
     Selection of Sample
     Design
     Data Analysis
- References

	595 Research Plan Grading Rubric *CLAQWA (modified), Flateby & Metzger - University of South Florida*
	Module 2 Assignment
	Research Questions
20	All research questions are well written and relate to research topic.
10	Majority of research questions are well written and relate to research topic.
6	Research questions slightly deviate from research topic and have room for improvement.
4	Research questions are unrelated to research topic.
2	Research questions are poorly written, unrelated to problem.
0	Assignment not submitted
	Module 6 Assignment
	Significance of Study
10	The significance of study clearly contributes to the research plan, which is obvious, specific and appropriate.
8	The writer's significance of study is present, appropriate for the research plan.
6	The writer's significance of study is present and appropriate, but elements may not clearly contribute to the statement of the problem.
4	The writer's significance of study is inappropriate for the research plan.
2	The writer's significance is not evident.
0	Assignment not submitted
	Selection of Sample
10	Target population was identified and appropriate method used for selection of sample of participants. Description of participants was included and appropriate in ability to provide data in answering research questions.
8	Little discussion of target population; however sampling technique used for selection was discussed and appropriate in providing data for research questions. Description of participants provided.

6	No discussion of target population and room for improvement in sample technique used. No description of actual participants.
4	No discussion of target population and poor sampling technique used.
2	No discussion of target population and/or sampling technique used. Participants targeted for study were inappropriate for providing data to research questions.
0	Assignment not submitted
Module 7 Assignment	
Design	
10	Procedure for collecting and analyzing data was sound, effective and realistic to addressing the research questions posed in the research plan. Provides a clear roadmap to the reader.
8	Procedure for collecting and analyzing data was appropriate for research questions posed in the research plan. Room for improvement with description.
6	Procedure for collecting and analyzing data was average for research questions posed in proposal with room for improvement.
4	Procedure for collecting and analyzing data was attempted for research questions posed in proposal; however, better description is needed.
2	Procedure of collecting and analyzing data was inappropriate and unrelated to research questions statements posed in the research plan.
0	Assignment not submitted
Data Analysis	
20	Description of analysis of data excellent. Methods used for analysis of data appropriate.
10	Description of analysis of data good. Methods used are appropriate with some room for improvement.
8	Description of analysis of data average.
6	Little description of analysis of data. Need major revisions.
2	Inaccurate description provided for analysis of data.
0	Assignment not submitted

Research Design Çritique Report (3 @20 points each) [TAC 241.15]

In modules 3 – 5 Students will survey "peer reviewed" scholarly journals to evaluate 3 central methodologies – quantitative research, mixed methods research, and qualitative research. It is acceptable to use the Gee Library at Texas A&M University Commerce (online or on campus) or any library that affords ease of use or accessibility. Within each methodology, specific designs are applicable to research in education: *Quantitative [module 3]* (correlational or causal comparative design); *Mixed Methods [module 4]* (action research design); and Qualitative *[module 5]* (narrative, ethnographic, or case study designs). Within each corresponding module, use the given methodology but select one of the designs given. The Research Design Critique Report template is listed in doc sharing. Please use the template to complete the assignment.

EVALUATION AND ASSESSMENTS:

Assignments completed for this course should not have been used in other courses. **You must complete all assignments to earn an A in this course. Late submission of assignments is frowned upon and accepted ONLY with prior approval <u>and</u> at the discretion of the professor. Assignments will not be accepted nor graded beyond the final day of the course. The following Grading Rubric reflects an overview of points and he corresponding letter grade.**

Grading Rubric: A: 160 – 144   B: 143 – 128   C: 127 – 112   D: 111 – 96   F: 95 – 0

TECHNOLOGY REQUIREMENTS

This is an online class. All instructional activities and assignments will be delivered and received online using the eCollege learning media platform. The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)
- Please submit all written assignments in WORD (required)

ACCESS AND NAVIGATION

This is a 100% online class. All instruction and assignments will be delivered using the eCollege learning media platform. Please periodically review (a) updated announcements within the EDAD 595 *eCollege* course home page for updated information pertaining to this course, and (b) check your university e-mail account frequently.

COMMUNICATION AND SUPPORT

In order to minimize confusion and repetition, I would like to communicate though personal email as little as possible. Therefore, each of the seven modules within our EDAD 595 course shell has a link entitled *Module Q&A* where you can post questions and review responses to questions that pertain to course information as we progress through this course.

That said, please communicate with me in whatever form you are comfortable (e-mail or through the *Module Q&A* Forums); however, avoid using the public forum for confidential matters. If you would prefer to correspond via the telephone, you are welcome to do so; but please adhere to posted office hours. Prior to asking a question, please quickly review previous responses within a particular *Module Q&A* forum as your question may already have been addressed. You are also welcome to respond to a classmate's question if you can accurately address the issue.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Scholarly Expectations:
All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Dropping the Class:
At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades:
Incomplete grades are extended according to university policy and only for "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks."

Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University. "Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignm**ents) and abuse (destruction, defacing, or removal) of resource material."**

ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook.)
(Texas A&M University –Commerce, Graduate Catalog)

COURSE OUTLINE / CALENDAR

Each module begins on a Monday and concludes the following Sunday at midnight. *The instructor reserves the right to makes changes to the course outline/schedule as he deems necessary to best meet student learning and program objectives.* Changes will be reflected in the ecollege course shell.

Module 1 – WEEK ONE
APA Tutorial Introduction to Educational Research (Chapter 1) Selecting & Defining a Research Topic (Chapter 2) Discussion Forum; Module 1 Assignment (Identify Research Topic), Statement of the Problem, References) **Critical Assessment (CA) Assignment**
Module 2 – WEEK TWO

APA Tutorial

Library Databases

Review of Literature (Ch. 3)

Prepare and Evaluate Research Plan (Chapter 4)

Discussion Forum (Research Questions); Module 2 Assignment (Research Questions)

Module 3 – WEEK THREE

Survey Research (Ch. 7)

Correlational Research (Ch. 8)

Causal-Comparative Research (Ch. 9)

No Discussion Activity; Module 3 Assignment (M3 Research Design Critique Report)

Module 4 – WEEK THREE

Experimental Research (Ch. 10)

Single Subject Experimental Research (Ch. 11)

Mixed Methods (Chapter 15)

Action Research (Chapter 16)

No Discussion Activity; Module 4 Assignment (M4 Research Design Critique Report)

Module 5 – WEEK THREE

Qualitative Data Collection (Ch. 19)

Narrative Research (Ch. 12)

Ethnographic Research (Ch. 13)

Case Study (Ch. 14)

No Discussion Activity; Module 5 Assignment (M5 Research Design Critique Report)

Module 6 – WEEK FOUR

Select a Sample (Chapter 5)

Select Measuring Instruments (Chapter 6)

Discussion Forum; Module 6 Assignment (Significance of Study, Selection of Sample)

Module 7 – WEEK FIVE

Data Analysis (Chapters 17, 18, 20)

Preparing a Research Report (Chapter 21)

Evaluating a Research Report (Chapter 22)

MATERIALS – TEXTBOOKS, READINGS, SUPPLEMENTARY READINGS

Textbook(s) Required:
Mills, G.E., & Gay, L.R. (2015). Educational research: Competencies for analysis and applications (11th ed.). Upper Saddle River, NJ: Merrill. **ISBN-13:** *978-0134041032*

Publications Manual of the American Psychological Association (6th ed.). (2010) Washington D.C.: American Psychological Association.

COURSE EVALUATIONS

Near the conclusion of each semester, students in the College of Education & Human Services electronically evaluate courses taken within the COEHS. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MyLEO. Instructors will not be able to view the names of students who complete the survey. All ratings and comments are confidential and anonymous and will not be available to the instructor until after final grades are posted.