



EDAD 595.01W: Using Research for Best Practice

Texas A&M University-Commerce
College of Education/Department of Educational Administration
Course Syllabus
Fall 2017

Instructor: Dr. Dina Rowe.

Office Hours: By appointment

Cell: 214-704-4811

Credits: 3

University Email Address: drowe@leomail.tamuc.edu

COURSE INFORMATION

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

Mertler, C.A. (2017). *Action research: Improving schools and empowering educators* (5th ed.). Thousand Oaks, CA: Sage Publications.

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

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*

(7c) Leading Learning.

The principal:

- (1) *Creates a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;*
- (4) *Facilitates the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, developmental, social, and cultural needs;*
- (9) *Ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap;*

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.

TExES Principal Competency 001

The principal knows how to shape campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.

149.2001.001 Instructional Leadership

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

(A) Knowledge and skills.

(iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.

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; 149.2001.001c]
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

<i>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.</i>	0 1 2 3
<i>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.</i>	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 (interview, sources of data, scholarly journals or books)
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 (90 total points including CA): [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	
<i>CLAQWA (modified), Flateby & Metzger - University of South Florida</i>	
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 Critique 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 and 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: 170 – 153 B: 152 – 136 C: 357 – 119 D: 118 – 102 F: 101 – 0

TECHNOLOGY REQUIREMENTS

- This is a web enhanced course and some obvious technological resources will be required, including: 1) access to a computer with Internet access (high-speed preferred), 2) headset/microphone, 3) computer speakers, and 4) Microsoft Word
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to purchase student versions.
- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>
- Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer. Your online courses will also work with Macintosh OS X along with a recent version of Safari. Along with Internet Explorer and Safari, eCollege also supports the Firefox and Google Chrome browsers on both Windows and Mac operating systems.
- It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab and then select the “Browser Test” link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege and all other university emails will go to this account, so please be sure to check it regularly. Conversely, you are to email me via the eCollege email system or your MyLeo email as the spam filters will catch yahoo, hotmail, etc. and I will not check for your email in spam.

ACCESS AND NAVIGATION

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to <https://leo.tamuc-commerce.edu/login.aspx>. You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

eCollege Technical Concerns

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with an eCollege technical support representative.

Email: helpdesk@tamuc.edu to initiate a support request with an eCollege technical support representative.

Quality of Online Course Communication

We will be sharing experiences and application of theoretical concepts. You are encouraged to share your personal and professional experiences. In order to assure that we can have a free and open discussion in which you may elect to discuss your experiences and your district's policies and procedures as they apply to the course material, I expect each person to respect the confidentiality of classmates. At the same time I ask that each of you exercise good judgment in what you choose to share, avoiding non-public or competitively sensitive information. In other words, anything said in the classroom stays in the classroom.

Our discussion goal is to be collaborative, not combative. Experience suggests that even an innocent remark in the online environment can easily be misconstrued. I suggest you always reread and edit your responses carefully before posting in order to make certain that the wording in your message will not be seen as a personal attack. Personal attacks and harsh tones will not be tolerated and will negatively affect your grade. I expect you to be positive in your approach to others and diplomatic with your words. As your professor, I am also committed to do the same in all of our communications.

Interaction with Instructor

Email is the primary mode of communication with the professor. Expect a reply within 24 hours, depending on when your message was sent. If you do not receive a response in that time frame, please assume your message was not received and email again or contact me via cell phone.

If you want to talk on the phone you may call my cell at your convenience (214-704-4811). Please do not call after 9:00 p.m. (cst).

This course is an online course technically supported by the Texas A&M University-Commerce campus-wide computer platform eCollege. You will have access to and begin using eCollege the first day of class. If you are not familiar with the use of eCollege or the Library Online Services, please avail yourself of the online tutorials easily accessible through your MyLeo web page.

It is critical for you to check your MyLeo email everyday, as I will be communicating with you both within the online course environment and through university email.

Writing Style

All papers must be written according to the 6th Edition of the APA Writing Style Manual. Papers must include references formatted using the APA style manual. All citations and references must be made using the APA style manual (6th edition). Please use the following format for all your documents: New Times Roman, double-spaced, one-inch margins, and 12-point type.

Dropping a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLEO section of the Web page. **Writing Style**

All papers must be written according to the 6th Edition of the APA Writing Style Manual. Papers must include references formatted using the APA style manual. All citations and references must be made using the APA style manual (6th edition). Please use the following format for all your documents: New Times Roman, double-spaced, one-inch margins, and 12-point type.

Dropping a Course

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLEO section of the Web page.

Administrative Withdrawal

Students who miss two sections of class (virtually or in person, depending on the status of the course) may be administratively dropped for excessive absences.

Incomplete Grades

Per university policy, you must visit with the instructor, develop, and sign “Plan for Completing the Grade of X” before you may receive an incomplete for the course. The reason for such requests is limited to “circumstances beyond student’s control which prevented student from attending classes during Finals Week or the preceding three weeks” (Policy A 122.07, 1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F. Be further notified that an Incomplete for this Graduate course is not available.

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Academic Honesty

Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the 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 assignments), and abuse (destruction, defacing, or removal) of resource material. Academic dishonesty also includes using paper previously written for another course. Be hereby advised that such practice will result in disciplinary action and/or a grade reduction equal to zero points awarded.

Please see the TAMU-C Graduate Catalog (2001-02, pp. 17-18) and the Publication Manual of the American Psychological Association 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.

Recommended websites to review include:

[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

<http://www.plagiarism.org/>

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html> or

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Students with Disabilities

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 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Disability Resources & Services

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).

University Mission and Vision Statements

The Texas A&M University-Commerce Mission: Texas A&M University-Commerce provides a personal educational experience for a diverse community of life-long learners. Our purpose is to discover and disseminate knowledge for leadership and service in an interconnected and dynamic world. Our challenge is to nurture partnerships for the intellectual, cultural, social and economic vitality of Texas and beyond.

The College of Education and Human Services (COEHS) Mission: The College of Education and Human Services promotes and enhances the development of researchers, professional practitioners and leaders through the discovery and dissemination of knowledge.

The College of Education and Human Services (COEHS) Vision: The College of Education & Human Services will be recognized nationally for our excellence in practice, programs, research, and services.

The Department of Educational Leadership (EDL) Mission: The Department of Educational Leadership at Texas A&M University-Commerce prepared graduated for teaching, service and leadership roles in a variety of educational, business, government and industry contexts.

The Department of Educational Leadership (EDL) Vision: The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary programs that challenge highly-qualified students to excel in their respective disciplines and careers through engagement in a rigorous and transformative learning environment linking theory to practice while expanding the knowledge base of the learner, the profession and the respective academic discipline.

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

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)
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Selecting & Defining a Research Topic (Chapter 2)

Action Research: Mertler (pp. 2-50).

Discussion Forum; Module 1 Assignment (Identify Research Topic), Statement of the Problem, References)
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Critical Assessment (CA) Assignment
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Module 2 – WEEK TWO
APA Tutorial
Library Databases
Review of Literature (Ch. 3)
Prepare and Evaluate Research Plan (Chapter 4)
Action Research: Mertler (pp.51-126)
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 FOUR
Experimental Research (Ch. 10)
Single Subject Experimental Research (Ch. 11)
Mixed Methods (Chapter 15)
Action Research (Chapter 16) & Mertler (pp. 217-256)
No Discussion Activity; Module 4 Assignment (M4 Research Design Critique Report)
Module 5 – WEEK FIVE
Qualitative Data Collection (Ch. 19)
Narrative Research (Ch. 12)
Ethnographic Research (Ch. 13)
Case Study (Ch. 14)
No Discussion Activity; READ THE MATERIAL BUT OMIT Module 5 Assignment (M5 Research Design Critique Report). REFER TO MODULE FOR FULL INFORMATION
Module 6 – WEEK SIX
Select a Sample (Chapter 5)
Select Measuring Instruments (Chapter 6)
Discussion Forum; Module 6 Assignment (Significance of Study, Selection of Sample)
Module 7 – WEEK SEVEN
Data Analysis (Chapters 17, 18, 20)

Preparing a Research Report (Chapter 21)

Evaluating a Research Report (Chapter 22)

Action Research: Mertler (pp. 217-256)

Discussion Forum, Module 7 Assignment (Design, Data Analysis)

Update reference list from week one to be inclusive of all cited items