



Texas A & M University-Commerce
EDAD 595.01W: Using Research for Best Practice
Spring 2024

Instructor: Dr. Mack Hines

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Preferred Form of Communication: Email

Communication Response Time: 24 hours (48 hours weekends)

Textbook(s) Required:

Publications Manual of the American Psychological Association (7th ed.). (2019)
Washington D.C.: American Psychological Association.

Mertler, C.A. (2019). *Introduction to educational research* (2nd ed.). Thousand Oaks, CA: SAGE

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 Outline

Week	Topic	Post Due
January 10-14	Introduction to Research	Sunday, January 14
January 15-21	Research & Reviewing Related Literature	Sunday, January 21
January 22-28	Developing a Research Plan	Sunday, January 28
January 29-February 4	Collecting & Analyzing Data	Sunday, February 4
February 5-11	Next Steps and Future Cycles: Developing an Action Plan	Sunday, February 11
February 12-18	Writing an Action Research Report Sharing and Reflecting	Sunday, February 18
February 19-25	Work on Assignments	
February 26-March 3	Work on Assignments	

Assignments

Discussion Board Participation (50% of Final Grade) (17 points per post)

This is a very reading and study-intensive course. Each student is expected to participate through D2L, complete all reading and written assignments on time, and actively engage in class by closely connecting class topics and discussions to textbook and other readings.

Discussion Board Instructions: Discussions begin on the Mondays of each week. They end on Sundays at 11:59 p.m. As such, you should complete the following tasks before the end of the week:

1. Make an initial posts about the topic for the week.
2. Respond to at least one other person's posts about the topic for the week.

Posts should be between 75-150 words.

***"I agree" or "yes/no" will not be considered as quality responses and will not receive credit. Make sure to share your thoughts and experiences.**

Assignment A-Research Plan (50% of Grade)

The core of this course is the development of a research plan. Through the analysis of multiple data sources and an 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 (Statement of the Problem and References), the Research Plan will consist of the following seven sections:

- Statement of the Problem (20 pts.)
- Research Questions (10 pts.)
- Significance of Study (10 pts.)
- Selection of Sample (10 pts.)
- Design (10 pts.)
- Data Analysis (10 pts.)
- References (10 pts.)

Total Possible Points= 80 points

595 Research Plan Grading Rubric <i>CLAQWA (modified), Flateby & Metzger - University of South Florida</i>	
	Research Questions
10	All research questions are well written and relate to the research topic.
8	The majority of research questions are well written and relate to the research topic.
6	The research questions slightly deviate from the research topic and have room for improvement.
4	The research questions are unrelated to the research topic.
2	The research questions are poorly written and unrelated to the problem.
0	Assignment not submitted.
	Significance of Study
10	The significance of the study clearly contributes to the research plan, which is obvious, specific, and appropriate.
8	The writer’s significance of the study is present and appropriate for the research plan.
6	The writer’s significance of the study is present and appropriate, but the elements may not clearly contribute to the statement of the problem.
4	The writer’s significance of the study is inappropriate for the research plan.

2	The writer's significance is not evident.
0	Assignment not submitted.
	Selection of Sample
10	The target population is identified, and the appropriate method is used for the selection of the sample of participants. A description of participants is included and appropriate in the ability to provide data in answering research questions.
8	Little discussion of the target population exists; however, a sampling technique for the selection is discussed and appropriate in providing data for the research questions. A description of the participants is provided.
6	No discussion of the target population exists, and there is room for improvement regarding the sample technique used. No description of actual participants exists.
4	No discussion of the target population exists, and a poor sampling technique is used.
2	No discussion of the target population exists and/or no sampling technique is used. The participants targeted for the study are inappropriate for providing data to address the research questions.
0	Assignment not submitted.
	Design
10	The procedure for collecting and analyzing data is sound, effective, and realistic to address the research questions posed in the research plan. It provides a clear roadmap to the reader.
8	The procedure for collecting and analyzing data is appropriate for the research questions posed in the research plan. There is room for improvement relating to the description.
6	The procedure for collecting and analyzing data is average for the research questions posed in the proposal with room for improvement.
4	A procedure for collecting and analyzing data is attempted to address the research questions posed in the proposal; however, a better description is needed.
2	The procedure of collecting and analyzing data is inappropriate and unrelated to the research questions statements posed in the research plan.
0	Assignment not submitted.
	Data Analysis
10	The description of the analysis of data is excellent. The methods used for the analysis of data are appropriate.
8	The description of the analysis of data is good. The methods used for the analysis of data are appropriate with some room for improvement.
6	The description of the analysis of data is average.
4	Little description of analysis of data exists. There is a need for major revisions.
2	An inaccurate description is provided for the analysis of data.
0	Assignment not submitted.

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.

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 (832-585-2731). Please do not call after 9:00 p.m. (cst).

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

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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.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

.

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.