DEPARTMENT: ECE   COURSE NUMBER: EDU 639   CREDIT HOURS: 3

I. TITLE: Research to Improve Student Learning

II. COURSE DESCRIPTION:

A course designed to develop educator capacities regarding the collection, analysis and interpretation of data for decision-making, including the design and implementation of basic action research to improve classrooms, schools, and districts.
Prerequisite(s): none

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors aligned with the Kentucky Core Academic Standards (KCAS), Characteristics of Highly Effective Teaching and Learning (CHETL), and Assessment Literacy. Following each objective, and enclosed in parentheses, are numbers which reference the ISLLC Standards, Kentucky Teacher Standards (KTS), and CHETL standards addressed by that objective. Upon successful completion of this class, students will be able to:

A. identify characteristics of professional learning communities (ISLLC 1, 2; KTS #10)

B. evaluate decision-making based upon common decision-making and leadership perspectives (ISLLC #2, 3; KTS #10)

C. analyze research in order to become a knowledgeable consumer of and reflective decision-maker about research for district, school and classroom purposes (ISLLC #1, 2, 4, 5; KTS #7);

D. select, review, and evaluate research-based sources of effective practice and, through the reflective decision–making process, improve teaching and learning. (KTS #7, 9; ISLLC #2)

E. properly collect and analyze qualitative and quantitative data. (KTS #10, 7, 9; ISLLC #2)

F. properly analyze quantitative and qualitative data and lead others in the same (KTS #10; ISLLC #2)

G. demonstrate ethical practice in action research and the management of student data. (KTS #7, 9, 10; ISLLC #5);

H. plan and implement an action research project based on CATS data and documents such as the Comprehensive School Improvement Plan and Comprehensive District Improvement Plan. Student data will be reviewed for the design of an action research or common assessment project designed to improve the school or district. (KTS #6, 5, 7, 8, 10; ISLLC #2, 3)

I. present the results of action research to a school group for decision-making purposes (KTS #10; ISLLC #1, 2)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to analyze research data and relate results to improved student learning.

The EPSB Themes – Assessment and Closing the Achievement Gap – are course topics in the discussion, research, design, and implementation of a study to solve a classroom/school/district problem.

The disposition of Teacher Leader to promote *dialogue/communication* is addressed as teacher leaders present their course knowledge with colleagues. Strategies for school *change* are explored as the teacher leader uses research to advocate for programs and methods that improve teaching and learning.

Course artifact for teacher leader portfolio: action research project and presentation (the action research project requires a consultation with the teachers' principal about the topic and nature or the study. Documentation of that consultation is required.

Learned societies from each discipline should be referenced by the preservice/inservice teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. COURSE OUTLINE:
   A. Data-based decision-making and learning communities
   B. Accessing, evaluating and synthesizing research on teaching and learning to prepare a literature review on selected topic
   C. Approaches to research: Quantitative and Qualitative
   D. Sampling procedures
   E. Collecting and organizing data: assessment, focus groups, surveys
   F. Analyzing data
   G. Strategies for sharing results with university, school and community colleagues.
   H. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:
Instructional methods will include a mixture of direct instruction and group activities. Teachers will read and review research in order to identify the elements of research and to evaluate research. They will interpret and design their own research with the goal of improving instruction and student learning (ISLLC #1, 2, 3, 5).

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VII. TEXT(S) AND RESOURCES:
LiveText User License for Leadership Portfolio.
Fraenkel, J., Wallen, N., & Hyun, H. (2012). How to design and evaluate research in education, 8th edition. McGraw Hill: New York. ISBN: 978-07-809785-0

   A. Internet and access to MSU Blackboard
   B. University library
   C. *LiveText* User License for Leadership Portfolio

VIII. EVALUATION AND GRADING PROCEDURES:
A 10% late penalty will be deducted each calendar day that an assignment is late. An assignment is considered late if it is not submitted electronically before the time and date listed (i.e., submitting an assignment at 10:00am when it was due at 9:00am would result in a 10% penalty). Exceptions will be made at the discretion of the instructor and only when notice has been given in advance.

All assignments are expected to be in proper APA format.

Course Activities and Quizzes ……………………200 point max
Discussion Board Participation
   (5 points each x 15)…………………………..75 points
Research Article Abstracts
   (5 points each x 10)...50 points
Data Audit……………………………………….10 points
School Community Inventory……………………..10 points
Problem Statement..20 points
Chapter 1……………………………………….…15 points
Synthesis Outline……………………………… 10 points
Chapter 2……………………………………….…30 points
Chapter 3……………………………………….…15 points
Results/Discussion……………………………….50 points
PLC Audit………………………………………….10 points
Final Research Paper..125 points
Capstone Attendance and Reflection……………..30 points
School Administrator Interview…………………..20 points
Final Exam………………………………………75 points

Grading Scale:
A = 90% to 100%
B = 80% to 89%
C = 70% to 79%

IX. **ATTENDANCE POLICY:**
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin.*

Attendance is required for the Capstone presentations at main campus on November 4 at 5pm. If you cannot attend, an alternate assignment will be provided.

X. **ACADEMIC HONESTY POLICY:**
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.
Violations of Academic Honesty include:
Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).

2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.

3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).