

**CALIFORNIA STATE UNIVERSITY, STANISLAUS**  
**College of Education - Doctoral Program in Educational Leadership**

**EDEL 9006 Applied Research and Data-Driven Decision-Making in Education**  
**(3 Units)**

**Fall Semester 2009**

**September 15, 2009 through December 15, 2009**

**TUESDAY EVENINGS 5:00-7:30PM in Bizzini Hall Room C 103**

**INSTITUTIONAL COURSE DESCRIPTION**

The course will examine applied research methodology and accessing and using data to analyze, organize, and make decisions in education. The course activities include data-driven decision-making exercises that interpret and address problems and issues in a variety of educationally related scenarios. The course will focus on utilizing actual data, such as standardized test scores, for decision making.

**EdD PROGRAM STUDENT LEARNING OUTCOMES**

1. Demonstrate application of research-based models for student learning interventions, especially in science and technology. (2.3)
2. Employ a variety of qualitative, descriptive, and inferential research methodologies in investigating the effectiveness of school policies and programs and their impact on student learning. (3.2)

**EdD PROGRAM CORE ELEMENTS**

In order to achieve the above outlined program goals and student learning outcomes, this course includes the following core elements, which are threaded throughout the coursework offered in the program:

- Systemic Education Reform - I
- Educational Accountability - I
- Curriculum and Instructional Reform - I
- Student Development and Learning - I
- English Language Development - I
- Regional High Needs - I
- Assessment and Evaluation - R
- Data-driven Decision-making - R
- Research – R

Key: I = Element is Introduced at      R = Element is Reinforced      A = Element is Addressed at an  
Advanced Level

**PEDAGOGY**

This course will cover five broad areas:

1. Preparing the Doctoral Dissertation Proposal
2. Preparing for the EdD Written Qualifying Examination
3. Participatory Action Research Methodology
4. Assessment in Education
5. Data Driven Decision-Making

This course will involve a variety of written and oral assignments, classroom activities including group and individual work, presentations, discussions and lectures, case study analysis and on-line discussions. Web exploration and student presentations will also be part of this course. A typical class session will consist

of, but is not limited to the following activities: instructor-led discussions on current trends, innovations, reforms, issues, and problems related to educational assessment and action research in education; group discussion based around scholarly article readings; group activities; including collaborative problem solving; student-led presentations and discussions; and peer critique of research proposals and projects.

### **ATTENDANCE AND PARTICIPATION POLICY**

Students should be prepared for and attend all class sessions and participate in all on-line discussions. Everyone in the class benefits from each person's contributions. It is not acceptable to miss class except for the most unavoidable reason. Several readings and learning activities have been selected to help orient students to designing, implementing and improving educational partnerships at all levels of education. Students are expected to read and think about the applications of the material, and complete all assignments on or before their due date.

### **APPROPRIATE BEHAVIOR AND PROFESSIONALISM IN THE CLASSROOM**

All students attending this course have a right to a classroom environment which permits the highest quality learning experience. Students have a right to disagree and to debate points of view on the subjects and topics covered. However, criticism of others is not acceptable.

The assignments students turn in for this course must honestly be their work. Plagiarism is unacceptable and may be dealt with in the appropriate codes of conduct violation. A student committing plagiarism may be subject to disciplinary action which could include failing the assignment, failing the course, being dropped from the course or other action as deemed appropriate by the instructor or the university. Plagiarism is defined as: presenting someone else's work as your own whether it be their ideas, expression of those ideas, or rewriting of your own ideas by someone else.

### **COURSE ASSIGNMENTS AND ACTIVITIES**

The learning activities and assignments are designed to give students flexibility in exploring areas of interest and needs within the scope of the course. Where appropriate, students are encouraged to focus assignments on future career plans and the development of knowledge and skills that will assist in the writing of a dissertation. Students are expected to demonstrate a high level of scholarship in all activities and assignments, in keeping with the norms of doctoral level coursework.

There will be weekly reading assignments and weekly in-class and out-of-class learning activities. Reading assignments are to be completed prior to the beginning of class. Out-of-class assignments are to be completed no later than the due date that is listed. All written assignments are to be typed, double-spaced and in hardcopy or electronic format using Microsoft Word. When applicable, written assignments should conform to APA writing style.

### **REQUIRED TEXTBOOKS**

Stringer, E. (2008). Action Research in Education 2<sup>nd</sup> Ed. Pearson Publishing: Columbus, OH.

CSU Stanislaus Doctoral Program in Educational Leadership Program Handbook for 2009-2010.  
<http://www.csustan.edu/edd/documents/Ed.D.Handbook2009-10.pdf>

CSU Stanislaus University Institutional Review Board. All related documents posted on the UIRB website. <http://www.csustan.edu/UIRB/>

### **REQUIRED SCHOLARLY ARTICLES AND BOOK CHAPTERS**

Boudett, K., City, E. & Murnane, R. (2006). The "Data-Wise" improvement process. *Harvard Education Letter* 22(1), 1-4. (Blackboard)

- Coghlan, D. (2006). Insider action research doctorates: Generating actionable knowledge. *Higher Education*, 54, 293-306. (Blackboard)
- Creswell, J. (2003). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 2<sup>nd</sup> Ed. Thousand Oaks, CA: SAGE. Chapters 1 & 2 only.
- Ferrance, E. (2000). *Action Research. Themes in Education*. Northeast and Islands Regional Educational Laboratory at Brown University Educational Alliance. Providence, RI: Brown University. (Blackboard)
- Jones, A. (2005). The myth of data-driven schools. *Principal Leadership* 6(2), 37-39. (Blackboard)
- Mandinach, E., Honey, M., & Light, D. (2006). A theoretical framework for data driven decision making. Unpublished Paper Presented at the AERA annual meeting in San Francisco, April 9, 2006. (Blackboard)
- Marsh, J. Pane, J. & Hamilton, L. (2006). Making sense of data-driven decision making. *RAND Education Occasional Paper*. RAND Corporation. (Blackboard)
- Mauch, J. & Park, N. Guide to the Successful Thesis and Dissertation: A Handbook for Students and Faculty. New York: Marcel Dekker. (Excerpts)
- Pajares, F. (2007). *Elements of a proposal*. Retrieved June 20, 2009 from <http://www.des.emory.edu/mfp/proposal.html> (Blackboard)
- Pathways to College Network (n.d.). Using data to improve educational outcomes. College Readiness Brief. Retrieved June 20, 2009 from [www.pathwaystocollege.net](http://www.pathwaystocollege.net). (Blackboard)
- Petrides, L. & Guiney, S. (2002). Knowledge management for school leaders: An Ecological framework for thinking schools. *Teacher College Record* 104(8), 1702-1717. (Blackboard)
- Randolph, J. (2009, June). A guide to writing the dissertation review. *Practical Assessment, Research & Evaluation*, 14(13). (Blackboard)

Various Handouts on Program Evaluation

### **RECOMMENDED BOOKS**

American Psychological Association (2009). Publication Manual, 6<sup>th</sup> Ed. Washington D.C.: Author.

Students are encouraged to obtaining one of the several books and guides that have been published on how to complete a dissertation or thesis.

NOTE: STUDENTS ARE ENCOURAGED TO WAIT UNTIL AFTER THE FIRST CLASS MEETING BEFORE DECIDING TO PURCHASE ANY OF THE FOLLOWING RECOMMENDED BOOKS.

Boudett, K., City, E. & Murnane, R. (2005). Data Wise. Cambridge, MA: Harvard Education Press. [For PreK-12 TRACK]

- Creswell, J. (2003). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 2<sup>nd</sup> Ed. Thousand Oaks, CA: SAGE.
- Maki, P. (2004). Assessing for Learning: Building A Sustainable Commitment Across the Institution. Sterling, VA: Stylus Publishing. [For Community College/Higher Ed TRACK]
- James, E. A., Milenkiewicz, M. T., & Bucknam, A. (2007). Participatory Action Research for Educational Leadership: Using Decision Making to Improve Schools. Thousand Oaks, CA: SAGE.
- Picciano, A. G. (2006). Data-Driven Decision Making for Effective School Leaders. Upper Saddle River, NJ: Prentice Hall.

### **ELECTRONIC RESOURCES**

- <http://www.acsa.org> (Association of California School Administrators)
- <http://www.cde.ca.gov> (California Department of Education)
- <http://www.ctc.ca.gov> (California Commission on Teacher Credentialing)
- <http://www.ed-data.k12.ca.us> (Ed-Data)
- <http://www.lao.ca.gov> (Office of the Legislative Analyst)
- <http://www.leginfo.ca.gov/calaw.html> (Official California Legislative Information)
- <http://nces.ed.gov/pubsearch/index.html> (National Center for Education Statistics)
- <http://www.pplic.org/publications/reports.html> (Public Policy Institute of California)
- <http://wested.org> (WestEd)
- <http://pareonline.net/genpare.asp?wh=0&abt=14> (Practical Assessment, Research and Evaluation Web based journal)
- <http://www.des.emory.edu/mfp/proposal.html> (Elements of a Proposal by F. Pajares)
- <http://researcheval.net/design.html>. (*ResearchEval.net* support site.)
- <http://www.cccco.edu/CommunityColleges/DataMart/tabid/848/Default.aspx> (Cal. Community College Chancellor's Office Data Mart)

### **GRADED ASSIGNMENTS**

#### **Class Attendance and Participation – 20% of final grade**

Students are expected to contribute to class discussions in ways which demonstrate their knowledge and understanding of the material and to encourage other students to engage in thoughtful and reflective dialogue. Students are expected to arrive on time, have read the required readings, and be prepared to fully participate in the intellectual pursuits of the class. Absences and tardiness without prior notification of the instructor are detrimental to class participation, and could impede students from fulfilling required assignments.

#### **Online Threaded Discussions - 20% of final grade**

There will be two required on-line threaded discussion group assignments. Students will be divided into groups. Students should plan to spend a minimum of three hours responding to the discussion questions and reacting to other students' answers and comments as well as providing feedback to other students on drafts of their dissertation proposals.

The on-line assignments will occur during the weeks of:

September 29, 2009

December 1, 2009

**Preparation for the Written Qualification Examination - 20% of final grade**

As part of this course, students will review all course work and strategies for completing the Written Qualifying Examination (WQE) for the EdD program.

Process and expectations for the written qualifying examination including grading rubric will be explored. Students are expected to complete all exercises and writing simulations in preparation for the WQE. For Cohort 1, the WQE will be administered between November 1 and November 10. Students will have a 72 hour period in which to complete the examination.

**Dissertation Proposal 40% of final grade**

As part of this course students will develop and defend a dissertation proposal.

Complete all dissertation proposal development assignments – 10%

Poster Session – 10%

Final Draft of Dissertation Proposal - 20%

- October 12 - Preliminary Outline/Draft Chapters 1 & 2
- October 27 - Preliminary Outline/Draft, Chapter 3
- November 30 - Second Draft, Complete Proposal
- December 8 - Poster Session presentation of Dissertation Proposal
- December 14 - Final Draft of Dissertation Proposal
- TBA - Defense of the Dissertation Proposal
- TBA - UIRB Approval

**GRADING POLICY**

Letter grades will be issued according to the following grading point scale:

A = 93-100    B = 85-92    C = 75-84    D = 65-74    F = <65

**Note: Students must earn a grade of C or better to have this course count toward their doctoral studies.**

<b>Course Requirements</b>	<b>Percent of Grade</b>
Attendance/Participation	20 pts
On-line Assignments	20 pts
Written Qualifying Examination Preparation	20 pts
Dissertation Proposal	40 pts

**Contact Information for the Instructor:**

Dr. Jim Riggs, Professor of Community College Education

Phone: 209-664-6789

Cell Phone: 209-559-6550

E-mail: [jriggs1@csustan.edu](mailto:jriggs1@csustan.edu)

**Contact Address:**

CSU Stanislaus, College of Education  
Department of Advanced Studies in Education  
Doctoral Program in Educational Leadership  
DBH 353 - One University Way  
Turlock, CA 95382

**Office Hours (Fall Term 2009)**

Tuesday 2:00-4:00PM

Wednesday 10:00-11:30AM

And by Arrangement

NOTE: The course syllabus and outline may be modified by the instructor if the need arises. Students will be informed in writing of any change.

## WEEKLY TOPIC OUTLINE

### **WEEK ONE: Class Meeting – September 15, 5:00 to 7:30PM**

#### **Main Topics and Discussions**

- I. Course Overview and Introduction
- II. Overview of the Dissertation Proposal Requirements – Logic, Structure and Strategy
- III. Defining the Problem Statement, the Foundation of the Dissertation
- IV. Applied Research and Assessment - An Introduction
- V. The Written Qualification Examination- An Introduction
- VI. Resources to Help with the Dissertation Proposal and Dissertation Process

#### **Assigned Reading**

CSU Stanislaus Doctoral Program in Educational Leadership Program Handbook for 2009-2010, pp. 22 – 37. <http://www.csustan.edu/edd/documents/Ed.D.Handbook2009-10.pdf>

Stringer, Action Research in Education, Ch. 1.

Pajares, F. (2007). *Elements of a proposal*. (Blackboard)

### **WEEK TWO: Class Meeting – September 22, 5:00-7:30PM**

#### **Main Topics and Discussions**

- I. WQE Preparation –
  - A. Finalizing Your WQE Educational Issues/Problem
  - B. Selecting Your WQE Committee Chair
- II. Introduction to the Types of Assessment and Applied Research
- III. The Dissertation Proposal Outline – The First Three Chapters of the Dissertation
- IV. The Dissertation Proposal Introduction, Statement of the Problem, Preliminary Questions/Hypotheses and the Theoretical Framework.
- V. The UIRB Process

#### **Assigned Reading**

Creswell, J. (2003). A Framework for Design (Ch. 1) in Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 2<sup>nd</sup> Ed.

Stringer, Action Research in Education, Ch. 2.

Program Evaluation Handouts

Review All Relevant Documents on the CSU Stanislaus UIRB website. <http://www.csustan.edu/UIRB/>

### **WEEK THREE: On-line – Week of September 29**

#### **Major Topics**

- I. WQE – Defining Your WQE Issue/Problem and Questions
- II. Dissertation Proposal Draft – Chapter 1 - Peer Review

### **Activities and Assignments**

Activities and assignments are posted on Blackboard

### **Assigned Readings**

Review Assigned Readings for Week 1 and 2.

## **WEEK FOUR: Class Meeting - October 6**

### **Main Topics and Discussions**

- I. WQE Preparation –
  - A. Linking the EdD Course Work to the Educational Issue/Problem You Identified
  - B. Building your Evidence File
  - C. Writing Scholarly Essays
- II. The Dissertation Literature Review
- III. Developing and Working with your Dissertation Committee, Some Functional Considerations

### **Assigned Reading**

Creswell, J. (2003). Review of the Literature (Ch. 2) in Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 2<sup>nd</sup> Ed. Thousand Oaks, CA: SAGE.

Randolph, J. (2009, June). A guide to writing the dissertation review. *Practical Assessment, Research & Evaluation*, 14(13). (Blackboard)

### **Assignment Due:**

**October 12 – Preliminary Outline/Draft of Your Dissertation Proposal, Chapters 1 & 2**

## **WEEK FIVE: HOLIDAY – NO CLASS October 13 (Columbus Day)**

## **WEEK SIX: Class Meeting – October 20**

### **Main Topics and Discussions**

- I. WQE Preparation
  - A. List of Essay Questions to Consider
  - B. Building the Essay Outline – In-Class Practice
  - C. Getting your Resources Together
- II. Choosing the Research Methodology for Your Dissertation
- III. Using Theory to Help Guide Your Research Design

### **Assigned Reading**

Stringer, Ch. 3.

Boudett, K., City, E. & Murnane, R. (2006). The “Data-Wise” improvement process. *Harvard Education Letter* 22(1), 1-4. (Blackboard)

Mauch, J. & Park, N. Guide to the Successful Thesis and Dissertation: A Handbook for Students and Faculty. (Excerpts)

**WEEK SEVEN: Class Meeting – October 27, 2009**

**Main Topics and Discussions**

- I. WQE – Final Preparations
- II. Work Session on Research Design for the Dissertation Proposal.
- III. Ethical Considerations in Research

**Assignment Due:**

**October 27 – Preliminary Outline/Draft of Your Dissertation Proposal, Chapter 3**

**Assigned Reading**

Coghlan, D. (2006). Insider action research doctorates: Generating actionable knowledge. *Higher Education*, 54, 293-306. (Blackboard)

Selected literature related to the specific research design and challenges within the selected research design. TBA

**WEEK EIGHT: No Class Meeting – November 3**

***WRITTEN QUALIFYING EXAMINATION WILL BE TAKEN DURING THIS TIME PERIOD***

**WEEK NINE: Class Meeting – November 10, 2009**

**Main Topics and Discussions**

- I. Action Research
- II. Introduction to Data Driven Decision-Making

**Assigned Reading**

Springer, Ch. 4.

Jones, A. (2005). The myth of data-driven schools. *Principal Leadership* 6(2), 37-39. (Blackboard)

Marsh, J. Pane, J. & Hamilton, L. (2006). Making sense of data-driven decision making. *RAND Education Occasional Paper*. RAND Corporation. (Blackboard)

Pathways to College Network (n.d.). Using data to improve educational outcomes. College Readiness Brief. Retrieved June 20, 2009 from [www.pathwaystocollege.net](http://www.pathwaystocollege.net). (Blackboard)

**WEEK TEN: Class Meeting – November 17, 2009**

**Main Topics and Discussions**

- I. Moving from Action Research to Data Driven Decision- Making
- II. Workshop on Finalizing the Dissertation Proposal.
- III. Special Challenges of Insider Action Research

**Assigned Reading**

Springer, Ch. 5.

Mandinach, E., Honey, M., & Light, D. (2006). A theoretical framework for data driven decision making. Unpublished Paper Presented at the AERA annual meeting in San Francisco, April 9, 2006. (Blackboard)

Petrides, L. & Guiney, S. (2002). Knowledge management for school leaders: An Ecological framework for thinking schools. Teacher College Record 104(8), 1702-1717. (Blackboard)

**WEEK ELEVEN: NO CLASS MEETING – NOVEMBER 24**

**November 24<sup>th</sup> will be treated as a furlough day. There will be no class meeting or class assignment for this date.**

**Assignment Due:**

**November 30 – Second Draft of Your Dissertation Proposal is Due**

**WEEK TWELVE: On-Line - Week of December 1**

**Major Topic**

Final Peer Review of Dissertation Proposal

Using Action Research Data to Support Critically Needed Changes in Education

**Activities and Assignments**

Activities and assignments are posted on Blackboard

**Assigned Readings**

Springer, Ch. 6 & 7.

Journal Articles TBA

**WEEK THIRTEEN: Class Meeting – December 8**

**POSTER SESSION AND RECEPTION – Location TBA**

**Assignment Due:**

**December 14 - Final Draft of Your Dissertation Proposal is Due**

**WEEK FOURTEEN: No Class Meeting – December 15**

**Finals week – A completed draft of the dissertation proposal is considered the final assignment for this course. The instructor will be available during December 15 and 16 for optional student conferences.**

**NOTE FROM THE COLLEGE OF EDUCATION:** *The instructor and the College of Education may keep submitted student work and use it as examples for accreditation purposes. Every effort will be made to ensure that student names and other identifiers are removed from documents and projects that will be used for this purpose. Students who decline to have their work kept on file for this purpose must notify the instructor in writing within the first two weeks of the course.*

*The mission of the College of Education is to engage faculty and students in instruction, research, and activities that provide subject specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing professional activities. We are committed to the education of diverse educational leaders who meet the needs of a multicultural and multilingual society. The programs are designed to advance the personal, ethical, and professional qualities of students through participation in coursework, field experiences, and research that together cultivate reflection and encourage innovations central to the field of education. The College provides multiple and systematic opportunities for candidates to make connections between their professional duties and the role of education within the local and global society and to serve as advocates for children and their communities.*