EDEL 9006: Applied Research and Data-Driven Decision Making in Education  
T 7:30-10 pm, June 15-August 3 in P101 plus online

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Summer Office Hours:  Feel free to stop by without an appointment during these times.  
Tuesdays  3:00-5:00  
Others by appointment including by phone or via Elluminate (can have two-way audio and video via the Internet); please email me to arrange another time.

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 for decision making. The course will also help to prepare you for the written qualifying exam (WQE) and the dissertation proposal.

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 Introduced  R = Element Reinforced  A = Element Addressed at Advanced Level

College of Education Mission Statement: Preparing Leaders in Learning
The mission of the College of Education is to engage faculty and students in instruction, scholarship, and professional experiences that provide subject-specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing educationally-related activities. We are committed to the development of diverse educational leaders who meet the
needs of a multicultural and multilingual society. Our programs are designed to advance the ethical behaviors and professional leadership capacities of students through participation in coursework, field experiences, and scholarly activities that together cultivate reflection and encourage innovation in educational settings. We provide multiple and systematic opportunities for students to make connections between their professional responsibilities and their roles as educational leaders in the larger society, and to serve as advocates for children, families, and communities.

**College of Education Vision Statement: Enhancing Lifelong Learning**
The preparation programs in the College of Education strive to instill professional habits that result in lifelong learning. We endeavor to prepare educators who impact positively and optimally on the academic achievement and well-being of all of their P-14 pupils. To this end, we model a culture of educational accessibility and respect for diversity, we foster a climate of intellectual engagement and rigor, and we model systematic use of assessment and reflection to inform decision-making. We strive to ensure that College of Education students, faculty, and staff reflect the diversity of our local communities, posses the competence and confidence to provide leadership in their professional roles, and actively pursue personal and professional lifelong learning.

**Required Materials**


Storage Media. USB Flash drive needed (also called Thumb drives and Pen Drives) for last 3 classes (as well as throughout for assignments).

Articles and other materials as posted in Blackboard.

**Suggested Resources**

Statistics Package for Social Sciences (SPSS). There will SPSS-based activities during the last 2 meetings. We will begin the exercises in class, but you will likely need additional time to complete them. You are welcome to access SPSS on campus or at another location where it is available to you. Since educational leaders typically need to use technology resources such as SPSS in DDDM activities, it may not be a bad idea to purchase a license to the program. If you prefer to have the convenience of using your home computer just to complete class activities, you can rent the software for a limited time period. Information is available in Blackboard/Syllabus.

**Use of sample assignments for accreditation purposes**
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 name 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.
General Information

- All written work must be word processed and submitted to Blackboard (http://blackboard.csustan.edu). It must conform to APA, 6th Edition.
- All assignments are due prior to the class indicated on the schedule. A 5% reduction of points per day will be incurred for late work, up to a maximum 50% reduction. Nothing will be accepted after August 10.
- No incompletes will be given in the course unless extenuating circumstances (as outlined in the CSU Stanislaus handbook) warrant this grade.
- All work must be your own, with appropriate citations included as necessary. By enrolling in this course, you agree that your graded materials will be submitted to Turnitin.com to review and evaluate for originality and intellectual integrity. A description of the services, terms, conditions of use, and privacy policy of Turnitin.com is available at http://www.turnitin.com. All work submitted to Turnitin.com will be added to its database of papers. If the results of the Turnitin.com review support an allegation of academic dishonesty, the coursework in question as well as supporting materials may be submitted to the Office of Judicial Affairs. The result may be a grade of 0 for the assignment and possibly a grade of F in the course.
- Please turn cell phones off during class since it is important for all of us to focus on the course content during our sessions.
- Classes are designed to be interactive and learner-oriented, and attendance is expected; it is likely that you will struggle with assignments if you are unable to attend class. Missing class or choosing not to participate deprives you and others from learning opportunities. If you are absent from class, it is your responsibility to check with other students regarding missed content. Assignments and expectations will not be adjusted due to absences.
- Reading assignments should be completed before each scheduled class so that you are prepared for the content of each session.
- Be sure to save backups of your saved work so you’ve got two copies. Date each revision.

Grading

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<th>Points</th>
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<td>Research Synopsis</td>
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<tr>
<td>Online and Data Analysis Activities</td>
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<td>DDDDM Project</td>
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<td>TOTAL</td>
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Final grades will be awarded based on the following percentages of points earned:

- A: 93+
- A-: 90-92
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+: 77-79
- C: 73-76
- C-: 70-72
- D+: 67-69
- D: 63-66

Research Synopsis (RS)

The research synopsis is a plan for your dissertation. The synopsis will be submitted in several phases, beginning with a Preproposal and an outline of background sections that will be included in the Part I document. Therefore, you will have an opportunity for instructor feedback several times during the term. APA must be followed throughout each part of the submission. More information about the Research Synopsis components is included in Blackboard, including scoring rubrics for each part. What you write for this class should serve as a stepping stone toward your dissertation proposal; you will work closely with your dissertation chair to further develop the proposal upon completion of the WQE in fall. What is submitted in the class is expected to be well-written, thoughtful, and reflective of effective research practices. Blackboard
is set up to allow multiple submissions for Part I and II, so that you can view the Turnitin.com report and make changes prior to having me grade each document. The first TII report will be available within about 15 minutes of your submission. Subsequent reports will be available after 24 hours. Plan accordingly.

Preproposal (One page), due 6/29
Background Outline (One page), due 7/6
Part I (Maximum of 10 DS pages in serif 12-point font like Times, plus references), due 7/20
Part II (Maximum of 18 DS pages plus references), due 8/10

Data Driven Decision Making Project (DDDM)
This project establishes a process for using data and appropriate Action Research methods to address a major problem at a P-12 school or community college. Each submission will incorporate the information from the previous parts (with changes as needed based on feedback). The problem you identify as the focus of this assignment must be different from the program you evaluated in your major EDEL 9004 assignment.

**Part I**: Problem identification and justification, due 7/13.
**Part II**: Review of the literature and Action Plan, due 7/27.
**Part III**: Description of steps involved in analyzing and interpreting the data, due 8/10.

Blackboard contains more detailed assignment information and scoring rubrics.

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<th>Schedule (reading assignments available in Blackboard)</th>
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