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


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


Various Handouts on Program Evaluation

**RECOMMENDED BOOKS**


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.


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://www.ppic.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.)

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%

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<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tr>
<td>October 12</td>
<td>Preliminary Outline/Draft Chapters 1 &amp; 2</td>
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<tr>
<td>October 27</td>
<td>Preliminary Outline/Draft, Chapter 3</td>
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<td>November 30</td>
<td>Second Draft, Complete Proposal</td>
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<td>December 8</td>
<td>Poster Session presentation of Dissertation Proposal</td>
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<td>December 14</td>
<td>Final Draft of Dissertation Proposal</td>
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<tr>
<td>TBA</td>
<td>Defense of the Dissertation Proposal</td>
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<td>TBA</td>
<td>UIRB Approval</td>
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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.

Course Requirements               Percent of Grade
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

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

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
V. The UIRB Process

Assigned Reading

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/](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


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.


WEEK SEVEN: Class Meeting – October 27, 2009
Main Topics and Discussions
I. WQE – Final Preparations
III. Ethical Considerations in Research

Assignment Due:
October 27 – Preliminary Outline/Draft of Your Dissertation Proposal, Chapter 3

Assigned Reading

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

WEEK EIGHT: No Class Meeting – November 3

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.


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.

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 24th 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.