



CALIFORNIA STATE UNIVERSITY
LONG BEACH
Educational Leadership

COURSE INFORMATION

EDAD 636: Applied Research for School Leaders: Applied Research for School Leaders: Using Data for School Improvement and Equity (3 units)

Online Asynchronous

INSTRUCTOR INFORMATION

- XXXXXXXXXXXX
- 562-985-XXXX
- XXXXXXXXXX@csulb.edu
- Thursdays 5:00 – 6:00 pm via Zoom or by appointment

COLLEGE OF EDUCATION MISSION STATEMENT

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

COURSE DESCRIPTION

The course introduces students to educational research with an emphasis on practical problems of practice in school settings. Basic quantitative and qualitative data analysis skills are introduced to develop students' competencies in using educational data for equitable school improvement, including program evaluation. Prerequisite: Admission to the Educational Administration program or consent of instructor. Letter grade only A-F.

STUDENT LEARNING OUTCOMES

The following student learning outcomes are derived from the California Administrator Performance Expectations (CAPEs). By the end of this course, students will be able to:

1. Identify and analyze multiple sources of data in educational contexts to determine institutional effectiveness (CAPE 1A, 1C)
2. Locate, understand, critique, and use educational research literature

3. Demonstrate understanding of basic research designs, with emphasis on action research and program evaluation
4. Identify problems of practice in education and articulate related research questions
5. Develop simple surveys and conduct basic interviews to collect stakeholder feedback related to institutional effectiveness
6. Identify equity gaps from careful examination of multiple sources of qualitative and quantitative data, including student assessment data and other data sources commonly accessed by school leaders (CAPE 2B)
7. Create an evaluation plan for conducting a program evaluation (CAPE 2, 6)

REQUIRED TEXTS

Mertler, C. A. (2020). *Action research: Improving schools and empowering educators* (6th ed.). Thousand Oaks, CA: Sage. (This will also serve as the text in EDAD 695.)

Supplementary readings posted on BeachBoard.

SUGGESTED COURSE TEXTS

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

COURSE POLICIES AND REQUIREMENTS

BEACHBOARD SUPPORT

If you need assistance with Beachboard beyond what is presented in this course check Student Beachboard Support. <https://www.csulb.edu/academic-technology-services/instructional-design/student-support/student-beachboard-support>

CLASS PARTICIPATION

This course is participatory and interactive. Your genuine participation is critical to our collective success. Successful participation on the part of students includes:

- Moving the discussions forward through asking questions, contributing examples/comments, constructively building on the ideas of others, and listening and responding to others' ideas.
- Engaging in respectful, professional discourse at all times.
- Completing assignments in a timely manner as others may rely on your input.

ATTENDANCE

This course is asynchronous, therefore you may work on it at anytime during a module window. Your attendance is based on your completion of the modules and you are expected to log into the course on a weekly basis. Modules will only open a week in advance, so you cannot work too far ahead. This allows time for feedback on your work.

It is your responsibility to inform the instructor if you will have an extended time away from the class, in other words you don't check in during the course of a week with the exception of Thanksgiving week. Your instructor is a K-12 administrator who oversees district attendance and will look for you if you are missing or disengaged.

ASSIGNMENTS

All assignments are due on BeachBoard by 11:59pm on the due date. If you are having difficulty meeting a deadline, please email the instructor **in advance of the due date**. The instructor reserves the right to not accept late assignments and/or to penalize the grade for late assignments.

For written assignments, graduate level work is expected, including attention to APA style, correct grammar, spelling, and punctuation.

In practice if your work does not meet expectations, I will return it to you and ask you to make corrections rather than assign a low grade.

RESPECTING COLLEAGUES

As professionals, we will communicate with each other in a professional manner. We may feel passionately about certain issues; however, passion is no substitute for facts and logical reasoning. Ad hominem remarks or disparaging comments about gender, race/ethnicity, religion, sexual orientation, and/or other sensitive issues are not acceptable. Respectful discourse is always expected.

ACADEMIC HONESTY

Students who engage in academic dishonesty (i.e., plagiarism, receiving improper assistance, cheating) are in violation of university policy. If you have any doubt about what constitutes academic dishonesty, please speak with the instructor before turning in your assignments.

THE WRITING PROCESS

The ability to communicate clearly and thoroughly in writing is an essential skill for any administrator or researcher. The instructor places a great deal of emphasis on this skill in this course. All work must be edited and demonstrate your best thinking, organization, and writing.

Writing is a process. No one produces a final draft in one sitting. Therefore, you are strongly encouraged to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers) and go through the revision process. You should never submit your first draft as a final assignment. As you review and revise your work, ask yourself these questions:

- Does my paper contain all elements of the assignment? Is all the content there and is it clear, easy to understand?
- Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections? (Does it “hang together”?)
- How are the mechanics, spelling and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?
- What is the similarity percentage in my Turn It In originality report? Have I properly cited all sources? Have I only used direct quotations where absolutely necessary?

Graduate level writing and APA formatting is expected on all assignments. Please type all papers and use correct grammar, spelling, and punctuation. Properly cite sources using APA format (6th ed.). Your grade will be affected if more than a rare editing issue is present. **The instructor may stop reading any assignment that has multiple errors within the first two pages (without grading it) and return it to you for editing.**

EMAIL

Outside of posts on BeachBoard and office hours, the instructor uses email as an official form of notification. Please make sure that you check your official CSULB email regularly. Per University policy, all official course communications must come through your CSULB email address.

STATEMENT REGARDING STUDENTS WITH DISABILITIES

Students with a disability or medical restriction who are requesting a classroom or academic accommodation should contact the Bob Murphy Access Center (BMAC) located in the Student Success Center, #110, or by phone at 562-985-5401 or via email at BMAC@csulb.edu. The BMAC will work with the student to identify a reasonable accommodation in partnership with appropriate academic offices and medical providers. We encourage students to reach out to BMAC as soon as possible. It is the student's responsibility to notify the instructor in advance of the need for accommodation related to a university-verified disability.

ASSISTIVE TECHNOLOGY

In keeping with the CSU Assistive Technology Initiative (Fall 2007), instructors are required to make their course syllabi and materials accessible to all students, including print and e-versions.

POLICY FOR WITHDRAWAL

Refer to the current California State University, Long Beach *Catalog of Undergraduate and Graduate Studies* for more detailed guidelines.

INCOMPLETES

Incompletes are strongly discouraged and granted only in cases of emergencies beyond the student's control. University policy states that at least 2/3 of assignments must be complete before an incomplete can be granted. Consult the CSULB Student Catalog for details of this policy.

GRADING/COURSE CREDIT

The final course grade will be based on the scale:

Grade Scale

A = 90 – 100

B = 80 – 89

C = 70 – 79

D = 60 – 69

F = 59 and below

All grades are posted under the Grades tab on BeachBoard, please check it regularly to ensure you are receiving proper credit for your work.

COURSE ASSIGNMENTS

Assignment*	Linked to SLO(s)	% of Course Grade	Due Date
Assignment #1: Data Analysis Activity	1, 6	15%	10/4/2020
Assignment #2: Evaluating Research – Article Critique	2	15%	10/11/2020
Assignment #3: Program Evaluation Proposal (Signature Assignment)	3,7	15%	10/18/2020
Assignment #4: Instrument Development	4	15%	11/1/2020
Assignment #5: Identifying Equity Gaps	1,5,6	15%	12/13/2020
Quizzes	--	5%	Ongoing
Other Activities	--	5%	Ongoing
Discussions	--	15 %	Ongoing

COURSE CALENDAR – TOPICS

This course calendar may be changed to support student learning and at the discretion of the instructor.

Week of:	Topic(s)	Reading Due	Assignment(s) Due Sunday
8/24/2020	Course Overview		
8/31/2020	The Action Research Process	AR Chapter 1	
9/7/2020	Data Sources in Education		
9/14/2020	More Data Sources in Education		
9/21/2020	Identifying a Topic for Research	AR Chapter 2 & 3 (p. 51-59)	
9/28/2020	Finding Research Literature	AR Chapter 3 (p. 61- 84)	Assignment 1
10/5/2020	Finding Research Literature		
10/12/2020	Reviewing Literature		Assignment 2
10/19/2020	Research Plan	AR Chapter 4	Assignment 3
10/26/2020	Instrument Development: Quantitative	AR Chapter 5	
11/2/2020	Instrument Development: Qualitative		Assignment 4
11/9/2020	Quantitative Analysis	AR Chapter 6	
11/16/2020	Qualitative Analysis		
11/23/2020	No Class Happy Thanksgiving!		
11/30/2020	Qualitative Analysis		
12/7/2020	Equity Gaps Presenting Findings	AR Chapter 7	Assignment 5

General Assignment Descriptions

Specific details regarding how to complete each assignment will be given on BeachBoard.

Assignment #1: Data Analysis Activity

Students will be asked to examine data from their own school to identify a potential topic for research.

Commented [EB1]: CAPE 1A (P)

Assignment #2: Evaluating Research—Article Critiques

Students will read and critique the structure and findings of two journal articles. One article will outline a study conducted using quantitative methodology and the other using qualitative methodology.

For each article, students should submit a write up with a summary/critique of the study's:

- Theoretical/conceptual framework
- Research design
- Methodology
- Instruments
- Data Analysis
- Findings
- Implications for educational leadership

Assignment #3: Program Evaluation Proposal (Signature Assignment)

Students will create a proposed evaluation plan that could be used to evaluate effectiveness of a program at their school site or in their district. (*Students will be creating an evaluation plan only and will not actually be collecting data/carrying out the evaluation plan.*) Students will write the plan as though they were preparing it for district office personnel and should consider how results should be shared with district personnel and a wider stakeholder audience.

Commented [EB2]: CAPE 1C (I)
CAPE 6B (I)

Assignment #4: Instrument Development

Based on the research topic and preliminary data collection, students will create a short survey and an interview protocol that they might use to gather information in the program evaluation.

Assignment #5: Identifying Equity Gaps

Students will identify equity gaps from the data they have collected. Students will use the following questions as a framework for their work:

- What do the data say?
- What are some processes, practices, and policies to be examined?
- What are some social justice oriented concerns about these patterns?

Commented [EB3]: CAPE 1A (P)

Commented [AD4]: CAPE 2B(I)

SELECTED BIBLIOGRAPHY

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