UNIVERSITY OF
KENTUCKY

1. General Information

1a. Submitted by the College of: EDUCATION

   Date Submitted: 10/3/2016

1b. Department/Division: Educational Leadership Studies

1c. Contact Person

   Name: Tricia Browne-Ferrigno

   Email: tricia.ferrigno@uky.edu

   Phone: 859-257-5504

   Responsible Faculty ID (if different from Contact)

   Name: Carmen Coleman

   Email: caremen.coleman@uky.edu

   Phone: 859-351-5026

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course?   No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:   Yes [4]

2b. Prefix and Number: EDL 709

2c. Full Title: Evidence-Based Decision Making

2d. Transcript Title: Evidence-Based Decision Making

2e. Cross-listing: n/a

2f. Meeting Patterns

   SEMINAR: 3 hr

2g. Grading System: Graduate School Grade Scale

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: EDL 709 provides an overview of assumptions and procedures for systematic inquiry in educational settings and practice using diverse strategies to analyze data in order to make informed decisions about improving student learning and school performance. Hybrid delivery that features face-to-face and online sessions.

2k. Prerequisites, if any: Current EdS degree-seeing student in principal preparation program or approval of course instructor.

2l. Supplementary Teaching Component:

3. Will this course taught off campus?   No

   If YES, enter the off campus address:

4. Frequency of Course Offering: Fall,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   15

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain:

8. Check the category most applicable to this course: Traditional – Offered in Corresponding Departments at Universities Elsewhere,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?:   Yes

   If YES, list affected programs: Prior to the 2015 NCATE review educator-preparation programs in the College of Education, EDL eliminated the Doctor of Education (EdD) degree option in the approved Principal Preparation Program due to low student demand but retained the Specialist in Education (EdS) degree option. A one-semester action research course (EDL 709 Evidence-Based Decision Making) replaces the two-course action research series in previous program. The EDL Principal Program (including proposed EDL 709) offering only EdS degree was approved during the November 2015 NCATE review.

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: No

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Distance Learning Form

Instructor Name: Carmen Coleman

Instructor Email: caremen.coleman@uky.edu

Internet/Web-based: No

Interactive Video: No

Hybrid: Yes

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   Like all other EDL courses already approved for distance-learning delivery, EDL 709 Evidence-Based Decision Making assures timely and appropriate interaction among all involved through traditional face-to-face class meetings as well as face-to-face meetings via Adobe Connect and other online platforms. The EDL 709 syllabus includes all required information in the same format as all previously DL-approved courses.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   Like all other EDL courses approved for distance-learning delivery, students in EDL 709 Evidence-Based Decision Making meet regularly with instructor throughout semester--not only during face-to-face class meeting but also during at least two virtual advising sessions during the semester. The instructor also stays connected to students via course Canvas site. The required books and other readings, course goals, assessments of student learning, and field-based activities are those that would be required if EDL 709 were delivered as a traditional graduate course on UK campus.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   Students upload their assignments to the EDL 709 Canvas site, which is password protected. The instructor reviews student assignments in Canvas. Students' grades are maintained only in the EDL 709 Canvas gradebook.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   EDL 709 is a required course in the EDL Principal Program, which is already approved for distance learning (i.e., all other courses are delivered via hybrid model).

If yes, which percentage, and which program(s)?   51% EDL Principal Preparation Program

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   The EDL 709 syllabus includes all required information about distance-learning requirements and supports on page 2. Other required information (e.g., accommodation for documented disability, absences, plagiarism) as well as information relevant to EPSB-approved advanced teacher certification programs are included in the syllabus.

6.How do course requirements ensure that students make appropriate use of learning resources?   EDL 709 syllabus contains a section about Distance Learning Library Services (p. 2). Because EDL 709 is an action-research course, the instructor provides an orientation about UK's online library services and resources during the first class meeting and throughout the semester as needed.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program. EDL 709 is a required course in the EDL Principal Program, which prepares P12 teachers to assume positions requiring certification as a school leader. Hence, all field-based assignments in the program are conducted in P12 schools, typically where the students work full time as teachers. Hence, students enrolled in EDL 709 do not need access to UK laboratories, facilities, or equipment.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? The information under the Distance Learning Considerations on page 2 of the EDL 709 syllabus includes information about resolving technical problems.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Tricia Browne-Ferrigno

University of Kentucky College of Education
Research and Reflection for Learning and Leading

Course Syllabus
Fall 2016

Section 201
Hybrid Course Delivery
Face-to-face Class Meetings: Saturday (12:30-3:30 PM)
Aug 27, Oct 1, Oct 22, Nov 12, Dec 3
135 Dickey Hall, UK College of Education

Online Sessions: Monday (7:00-8:00 PM)
Sep 12, Nov 7
Adobe Connect (http://connect.uky.edu/)

Online Learning Activities: Canvas (http://www.uky.edu/canvas/) and other Internet sites

Contact Information	
Instructor:	Carmen Coleman, EdD Clinical Professor, Educational Leadership Studies
Office:	015 Dickey Hall, College of Education
E-mail address:	carmen.coleman@uky.edu
Office phone:	(859) 257-6347
Cell phone:	(859) 351-5026
Office hours:	Monday (5:00-8:00 PM) via Adobe Connect
Individual advising	By appointment (preferably made via e-mail)
Campus address:	Department of Educational Leadership Studies 111 Dickey Hall, College of Education University of Kentucky Lexington, KY 40506-0017
Department phone:	(859) 257-8921 (Matthew Reed)
Department fax:	(859) 257-1015
Department Web site:	http://leadership.uky.edu

Course Description

EDL 709 provides an overview of assumptions and procedures for systematic inquiry in educational settings and practice using diverse strategies to analyze data in order to make informed decisions about improving student learning and school performance.

Major Course Objectives

This course provides aspiring school leaders a set of systematic, data-based strategies for identifying, analyzing, testing, and evaluating possible solutions to problems of learning, teaching, and schooling. Students conduct action research to address a specific issue or problem. Below are the expected learning outcomes and corresponding assessments.

At conclusion of course, students will be able to. . .
- Define action research and explain its use in leading educational organizations.
- Synthesize literature from knowledge base to inform development of action research proposal.
- Design and conduct action research.
- Analyze and interpret data collected from action research or from other sources and disseminate findings.
- Articulate ethical standards for research involving human subjects.
- Develop a platform as a scholar practitioner on the use of data informed decisions as an educational leader.

Evidenced through their. . .
- Content in online activities and class discussions
- Annotated bibliographies and literature reviews
- Action research plan
- Action research report

- CITI Certification

- Scholar-Practitioner Platform

Required Course Textbooks and Readings

Professional reading, independent study, and reflection are fundamental requirements of this course. Students are expected to complete all assignments each week in order to engage actively in learning activities. The first book is required for the course; segments from the second, third, and fourth book will be used by instructor as additional resources, as needed. The last two books are recommended to assist students with their academic writing. Additional resources on the last page of this syllabus relate to course topics and are intended for enrichment and self-development.

> Sagor, R. (2011). *The action research guidebook: A four-step process for educators and school teams* (2nd ed.). Thousand Oaks, CA: Corwin.
> Dana, N. F., & Yendol-Hoppey, D. (2009). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry* (2nd ed.). Thousand Oaks, CA: Corwin Press. [Handouts]
> Robinson, V., & Lai, M. K. (2006). *Practitioner researcher for educators: A guide for improving classrooms and schools.* Thousand Oaks, CA: Corwin Press. [Handouts]
> Mills, G. E. (2011). *Action research: A guide for the teacher researcher (4th ed)*. Boston, MA: Pearson. [Handouts]
> American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.)*. Washington, DC: Author.
> Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

Student Responsibilities in Hybrid Graduate Course

Graduate students assume major responsibility for their own learning. As members of a learning community, they are likewise responsible for helping their peers by consulting with them and engaging in collaborative solution finding before seeking assistance from instructor

Distance Learning Considerations

This course requires use of information technology: Students are expected to have regular access to a personal computer, **web camera and headset**, and the Internet to complete learning activities and assignments. Online   activities may be completed within designated sections of the course Canvas (http://www.uky.edu/canvas/) and through sites that support synchronous online meetings (e.g., Adobe Connect, Google Hangout) or collect data (e.g., Survey Monkey).

> **Instructor's Office Hours.** Monday (5:00 PM-8:00 PM) via Adobe Connect
>
> **Instructor's Preferred Communication Method.** Electronic mail (carmen.coleman@uky.edu)
>
> **Maximum Timeframe for Responding to Student Communications.** Students may expect the instructor   to respond to email inquiries or requests within 48 hours—excluding weekend and holiday contacts.
>
> **UK Distance Learning Programs.** For student information about distance learning programs, go to http://www.uky.edu/DistanceLearning/current/index.html. Minimum technology requirements listed at http://www.uky.edu/DistanceLearning/current/technology/techReqs.html
>
> **Technical Support.** Contact the Information Technology Service Desk at 859-218-4357 or 1-877-481-8548   or see information posted at http://www.uky.edu/DistanceLearning/current/technology/ukit.html
>
> **Distance Learning Library Services.** Go to www.uky.edu/Libraries/DLLS or contact the DL Librarian via electronic mail at dllservice@email.uky.edu or telephone 859-257-0050 x 2171 or 1-800-828-0439.   The UK College of Education Library website is http://libguides.uky.edu/educ

Graduate Students with Documented Disability

Graduate students with a documented disability that requires academic accommodations in this course must submit a request through the University Disability Resource Center (DRC), which is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. The DRC coordinates campus disability services available to students with disabilities. For more information, go to the DRC website (http://www.uky.edu/StudentAffairs/DisabilityResourceCenter) or contact the DRC via phone (859-257-2754) or via electronic mail (drc@uky.edu).

Commitment to Diversity

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as

> embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare candidates for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths (University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6).

Because the desired outcome is excellence in education, UK "does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability" (p. 6).

The College of Education supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native languages, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK College of Education, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

Leading successful P12 schools and districts requires understanding of and sensitivity to differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Hence, diversity is a theme woven throughout this graduate course, which focuses on preparing and developing principals with requisite knowledge, dispositions, and skills to practice effectively the multiple responsibilities of school leadership and change agency.

UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. **The course instructor retains absolute discretion concerning acceptance of required assignments after established due dates and reserves the right to lower grades on assignments submitted late.** For more information about UK Policies, go to www.research.uky.edu/gs/bulletin/bullinfo.shtml

> **Absences.** The UK *Senate Rules 5.2.4.2* defines acceptable reasons for absences as (a) serious illness, (b) illness or death of family members, (c) university-related trips, (d) major religious holidays, and (d) other circumstances that the instructor finds to be "reasonable cause for nonattendance" by the instructor. Regular attendance is essential. If candidates must miss a scheduled class meeting, then they must notify course instructor about the reason for the absence **before it occurs**. In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), candidates should notify course instructor as soon as possible, **preferably through e-mail communication.** Additional assignments may be required for missed class meetings.

Canceled Class. If a class session must be canceled due to bad weather or other unforeseen circumstances, the instructor will make every possible effort to contact students in sufficient time to avoid an unnecessary travel.

Changes to Syllabus. The instructor retains the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with students and provided in writing as an addendum distributed electronically via e-mail and posted on the course Blackboard.

Go to www.research.uky.edu/gs/bulletin/bullinfo.shtml for more information about UK Policies.

Quality of Candidate Work

Unless specified otherwise, all papers must be presented in the writing style of the sixth edition of the *Publication Manual of the American Psychological Association*[1] (see pp. 61-224). Online assistance is available at the APA Web site (http://www.apastyle.org) or Purdue University Online Writing Lab (https://owl.english.purdue.edu/). Students are expected to follow rules of usage and principles of composition provided by Strunk and White (2000)[2]. If the two resources listed in the footnote below present differing rules, students are to adhere to the writing guidelines in the APA *Manual.* **All academic papers** must be word-processed in Times New Roman 12-point font and according to assignment guidelines, if appropriate. Non-academic documents (e.g., PowerPoint slides, training tools) must conform to APA writing guidelines, but students have discretion in selecting font style.

Plagiarism. According to UK *Senate Rules 6.3.1*, students shall not plagiarize, cheat, or falsity or misuse academic records. Hence, where appropriate, references to professional and research literature must be integrated into the text and cited at the end of all student papers. The minimum consequence for cheating or plagiarism is a zero on assignment or potentially an "E" grade in the course. Plagiarism is a form of cheating--stealing ideas or intellectual property created by others. **Students are cautioned to reference all resources properly**: The mere re-phrasing of another author's work does not excuse the student from the requirement for including proper citations (i.e, providing attribution to other authors' works that informed student's thinking). Cite all sources accurately! Also be aware that re-cycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study.

Peer Review. Prior to submitting a final paper to instructor, students are encouraged to share a draft of their completed manuscripts with a class peer for critical feedback—with the understanding that (a) ***conducting a critical review of peer's paper must be reciprocated*** and (b) ***conducting a peer review is not opportunity to plagiarize***. Reviewing others' work helps to improve one's own writing and provides additional interpretations of literature. Peer review requires *shared commitment to complete review by requested date* and *understanding that content of reviewed paper is peer's intellectual property that will not be plagiarized.*

Late Submittals. Unless specified differently in the assignment guidelines, each written assignment is to be delivered to instructor as an attachment to an email message addressed to tricia.ferrigno@uky.edu and sent no later than 10:00 AM on the due date. Late

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[1] American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
[2] Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York, NY: Longman.

assignments will be accepted only in cases of extreme emergencies, and the decision to accept late work is solely instructor's discretion.

Incomplete Grade. Incomplete grades for this course are issued reluctantly and sparingly—and only if a passing grade will result from completion of the work. The UK Graduate School permits students **one calendar year—unless a shorter time frame is deemed appropriate by the instructor**—to remove an "I" grade. If the contracted work is not completed satisfactorily, the "I" grade converts automatically to an "E" (failure). UK and EDL rules require students requesting an "I" grade to complete a contract specifying how and when the "I" will be removed during contracted period. The contract must be submitted to instructor before an "I" grade can be issued. Incomplete work and missing assignments will be assigned "E" grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

Integration of Syllabus with UK College of Education Conceptual Framework

This graduate course addresses the four themes within the conceptual framework of the UK College of Education: *research, reflection, learning,* and *leading*. Throughout the semester candidates have opportunities to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry and reflect on their own practices as P12 educators as they study, observe, and work in P12 school and university classrooms. *Reflection* is integrated regularly through oral and written communication to help candidates hone their analytical and problem-solving skills that comprise critical professional reflection on one's own practice. This course emphasizes the commitment of the UK College of Education to ensure that its graduates continue their professional careers equipped for life-long *learning* as educators actively *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Standards-based Curriculum

EDL 709 is a required course for the EdS in Educational Leadership Studies with principal certification program and was designed to meet requirements established by EPSB for school principals. This introductory course in the Principal Program provides an overview of all *Educational Leadership Policy Standards: ISLLC 2008*[3], International Society for Technology in Education (ISTE) standards for administrators[4], and Dimensions and Functions for School Leaders[5].

Unbridled Learning Initiatives

Course content and assignments provides opportunities for graduate students to advance their knowledge and mastery of the tools associated with Kentucky education reform (e.g., Kentucky Core Academic Standards, characteristics of highly effective learning and teaching, classroom assessments that assure learning, career and college readiness, school-performance accountability). As students engage in required clinical practice within P12 schools, they will address one or more components of the Senate Bill 1 initiatives.

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[3] Council of Chief State School Officers. (2008). *Educational Leadership Policy Standards: ISLLC 2008.* Washington, DC: Author.
[4] http://www.iste.org/standards/iste-standards/standards-for-administrators
[5] Kentucky Cohesive Leadership System [KyCLS] (2008, May)

Course Requirements and Expectations

Unless specified otherwise, all written assignments must be submitted electronically through Canvas no later than midnight on the date the assignment is due. If an assignment cannot be uploaded to Canvas, it should be submitted via email to carmen.coleman@uky.edu. Guidelines for course assignments will be distributed posted in Canvas.

1. **Class Participation/Online Activities**. Students engage actively in course learning activities and contribute fully to completion of group projects. Assessment of contribution to completion of group projects will be conducted by group peers and instructor.

2. **Annotated Bibliography**. Students conduct literature searches and prepare annotated reference list for use in action research project. Guidelines will be provided by instructor. Finished products must conform to APA guidelines for citing references.

3. **Literature Review**. Students write a short literature review based on assigned course readings. Guidelines and scoring rubric for this assignment will be provided by instructor.

4. **Action Research Plan**. Students submit a proposal for conducting research. Guidelines and scoring rubric for this assignment will be provided by instructor.

5. **Scholar-Practitioner Platform**. Students develop a one-page statement of their philosophy as a scholar-practitioner committed to making data-informed decisions to improve their practice as an educational leader. Guidelines for this assignment will be provided by instructor.

6. **Action Research Report**. Students submit a report based on their action research about an authentic problem of practice over which they have control to change. Guidelines and scoring rubric for this assignment will be provided by instructor.

Grading Scale

Course grades are based on a cumulative point total. The relative weighting for each of these expectations is presented in the matrix below.

Class Assignments/Expectations	Points Possible
1. Class Participation/Online Activities	30
2. Annotated Bibliography	15
3. Literature Review	10
4. Action Research Plan	15
5. Action Research Report	30
Total Points	**100**

Grades will be assigned according to the following scale: A=90-100 points, B=80-89 points, C=70-79 points, E=<70 points. Course credit: three graduate hours.

Proposed Course Calendar

Week	Location	Topic / Module Learning Outcomes	Reading Assignments	Products Due
1	**Class Meeting 8/27/16 12:30-3:30 PM**	*What is action research* (AR)*?* ▪ Origins and theoretical foundation ▪ Goals, rationale, and process ▪ Ethical consideration concerning o Research with minors o Research in P12 schools ▪ Human subjects protection ▪ UK Library resources and support	M[6]: Chap 1-2 D[7]: Chap 1	
2		*How does a teacher researcher determine study focus?* ▪ Reconnaissance strategies ▪ Online literature searches ▪ Core assumptions of organizational learning	M: Chap 3 R&L[8]: Chap 5	**CITI certification** (due Thurs 9/1/16)
3		*What are proposed AR topics for this semester?* ▪ Results of online literature searches ▪ Presentation and critique of proposed AR topics ▪ Approval to conduct AR		**Annotated Bibliography** (due Thurs 9/8/16)
4	**Online Class Meeting 9/12/16 7:00-8:00 PM**	*What data collections techniques are relevant to action research?* ▪ Data collection strategies ▪ Strengths and limitations of data collection strategies	M: Chap 4 D: Chap 2	
5		*What data collections instruments will be used this semester?* ▪ Peer review and critique of instruments ▪ Presentation and critique of proposed AR plans	M: Chap 5 D: Chap 4-5	**Literature Review** (due Tues 9/22/16)
6	**Class Meeting 10/1/16 12:30-3:30 PM**	*What are plans for school-based research projects?* ▪ Present AR plan and receive feedback ▪ Share proposed data collection instruments and receive feedback	M&M[9]: Chap 1,6	
7		*How are data analyzed?* ▪ Differences in analysis for qualitative and quantitative data ▪ Strategies for displaying data in reports	M: Chap 6 S: Chap 8	**Action Research Plan** (due Thurs 10/6/16)
8		Independent Work: Case Study		**Online Activity** (due Thurs 10/13/16)

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[6] Mills (2011), *Action research: A guide for the teacher researcher* (4th ed.)
[7] Depka (2006), *The data guidebook for teachers and leaders: Tools for continuous improvement*
[8] Robinson & Lai (2006), *Practitioner research for educators: A guide to improving classrooms and schools*
[9] Machi & McEvoy (2009), *The literature review.*
[10] Sagor, R. (2011). *The action research guidebook: A four-step process for educators and school teams* (2nd ed.).

Proposed Course Calendar (Continued)

Week	Location	Topic	Reading Assignments	Products Due
9	**Class Meeting 10/22/16 12:30-3:30 PM**	*How are data analyzed and interpreted?* ▪ Data analysis practice in groups ▪ Discussion of preliminary data collection		**Collected Data** (due Thurs 10/20/16)
10	**Online Class Meeting 10/24/16 7:00-8:00 PM**	Independent Work ▪ Analysis of data collected for AR ▪ Draft of preliminary findings ▪ Revision of literature review	Reading Round Robin Selected Articles	**Online Activity** (due Thurs 10/27/16)
11		*How are findings used to inform action?* ▪ Developing action plans ▪ Addressing challenges of action research ▪ Facilitating educational change	M: Chap 7 S: Chap 9	**Preliminary Data Analysis** (due Thurs 11/3/16)
12	**Class Meeting 11/12/16 12:30-3:30 PM**	*What is format for an action research report?* ▪ Typical research report format ▪ Rituals for successful academic writing ▪ Finalizing the literature review	M: Chap 8 M&M: Chap 6	
13		Independent Work		**Draft AR Report** (due Thurs 11/17/16)
14		Independent Work [NOTE Tuesday date due to Thanksgiving Holiday]		**Draft Platform** (due Tues 11/22/16)
15	**Class Meeting 12/3/16 12:30-3:30 PM**	*What did we learn from individual AR studies?* ▪ Group sharing of AR findings ▪ Reflections of self as scholar-practitioner ▪ Clarification about final study report ▪ Celebration of accomplishments ▪ Plans for next semester		
16		Independent Work		**FINAL Action Research Report FINAL Platform** (due Thurs 12/8/16)

Additional Resources: Action Research

Anderson, G. L., Kerr, K., & Nihlen, A. S. (1994). *Studying your own school: An educator's guide to qualitative practitioner research.* Thousand Oaks, CA: Corwin Press.

Banach, W. J. (2001). *The ABC complete book of school surveys.* Lantham, MD: Scarecrow.

Boudett, K. P., City, E. A., & Murname, R. J. (Eds.). (2008). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning.* Cambridge, MA: Harvard Education Press.

Boudett, K. P., & Steele, J. L. (Eds.). (2007). *Data wise in action: Stories of schools using data to improve teaching and learning.* Cambridge, MA: Harvard Education Press.

Calhoun, E. F. (1993). Action research: Three approaches. *Educational Leadership, 51*(2), 62-66.

Campbell, A., & Groundwater-Smith, S. (Eds.). (2007). *An ethical approach to practitioner research: Dealing with issues and dilemmas in action research.* New York, NY: Routlege.

Carr, W., & Kimmis, S. (1986). *Becoming critical: Education, knowledge, and action research.* Philadelphia, PA: Falmer Press.

Coghlan, D., & Brannick, T. (2004). *Doing action research in your own organization* (2nd ed.). Thousand Oaks, CA: Sage.

Eisenhart, M., & Borko, H. (1993). *Designing classroom research: Themes, issues, and struggles.* Needham Heights, MA: Allyn & Bacon.

Elliott, J. (1991). *Action research for educational change.* Philadelphia, PA: Open University Press.

Greenwood, D., & Levin, M. (2006). *Introduction to action research: Social research for social change* (2nd ed.). Thousand Oaks, CA: Sage.

Herr, K., & Anderson, G. L. (2005). *The action research dissertation: A guide for students and faculty.* Thousand Oaks, CA: Sage.

Holcomb, E. L. (1999). *Getting excited about data: How to combine people, passion and proof.* Thousand Oaks, CA: Corwin Press.

Hustler, D., Cassidy, A., & Cuff, E. C. (Eds.). (1986). *Action research in classrooms and schools.* Boston, MA: Allen & Unwin.

Johnson, A. P. (2005). *A short guide to action research* (2nd ed.). Boston, PA: Pearson.

Johnson, B. M. (1995). Why conduct action research? *Teaching and Change, 3*(1), 90-104.

Lather, P. (1986). Research as praxis. *Harvard Educational Review, 56*(3), 257-277.

McNiff, J., Lomax, P., & Whitehead, J. (2003). *You and your action research project* (2nd ed.). New York, NY: Routlege.

McNiff, J., Lomax, P., & Whitehead, J. (2006). *All you need to know about action research.* Thousand Oaks, CA: Sage.

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