REQUEST FOR NEW COURSE

1. General Information.

a. Submitted by the College of: Education   Today's Date: 11/30/09

b. Department/Division: Educational Leadership Studies

c. Contact person name: Tricia Browne-Ferrigno   Email: tricia.ferrigno@uky.edu   Phone: 257-5504

d. Requested Effective Date: ☒ Semester following approval   OR   ☐ Specific Term/Year[1] : _____

2. Designation and Description of Proposed Course.

a. Prefix and Number: ELS 620

b. Full Title: Leading Action Research in School Renewal I

c. Transcript Title (if full title is more than 40 characters):   Lead AR School Renewal I

d. To be Cross-Listed[2] with (Prefix and Number): _____

e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[3] for each meeting pattern type.

_____ Lecture	_____ Laboratory[1]	_____ Recitation	_____ Discussion	_____ Indep. Study
x Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
x Seminar	_____ Studio	3 hrs weekly Other – Please explain:	Hybrid (online, face-to-face)	

f. Identify a grading system: ☒ Letter (A, B, C, etc.)   ☐ Pass/Fail

g. Number of credits: 3

h. Is this course repeatable for additional credit?   YES ☐   NO ☒

If YES: Maximum number of credit hours: _____

If YES: Will this course allow multiple registrations during the same semester?   YES ☐   NO ☐

i. Course Description for Bulletin: ELS 620 is the first course in a two-part sequence that presents concepts and procedures for conducting systematic inquiry to investigate phenomena in classrooms and schools to ensure learning excellence. Emphasis is placed on developing a proposal for disciplined inquiry in classrooms or schools that will be conducted in ELS 621, the second course in the sequence. Prerequisite:

---

[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

Rev 8/09

REQUEST FOR NEW COURSE

		Admission to program or consent of instructor.		

j. Prerequisites, if any: Admission to MEd program or consent of instructor.

k. Will this course also be offered through Distance Learning?   YES[4] ☒   NO ☐

l. Supplementary teaching component, if any: ☐ Community-Based Experience   ☐ Service Learning   ☐ Both

3. **Will this course be taught off campus?**   YES ☐   NO ☒

4. **Frequency of Course Offering.**

a. Course will be offered (check all that apply):   ☒ Fall   ☐ Spring   ☐ Summer

b. Will the course be offered every year?   YES ☒   NO ☐

If NO, explain: _____

5. **Are facilities and personnel necessary for the proposed new course available?**   YES ☒   NO ☐

If NO, explain: _____

6. **What enrollment (per section per semester) may reasonably be expected?**   15-20

7. **Anticipated Student Demand.**

a. Will this course serve students primarily within the degree program?   YES ☒   NO ☐

b. Will it be of interest to a significant number of students outside the degree pgm?   YES ☐   NO ☒

If YES, explain: _____

8. **Check the category most applicable to this course:**

☐ Traditional – Offered in Corresponding Departments at Universities Elsewhere

☐ Relatively New – Now Being Widely Established

☒ Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**

a. Is this course part of a proposed new program?   YES ☐   NO ☒

If YES, name the proposed new program: _____

b. Will this course be a new requirement[5] for ANY program?   YES ☒   NO ☐

If YES[5], list affected programs: MEd in Educational Leadership Studies

10. **Information to be Placed on Syllabus.**

a. Is the course 400G or 500?   YES ☐   NO ☒

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See *SR 3.1.4*.)

b. ☐ The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-

---

[4] You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.

level grading differentiation if applicable, from *10.a* above) are attached.

level grading differentiation if applicable, from *10.a* above) are attached.

REQUEST FOR NEW COURSE

Signature Routing Log

General Information:

Course Prefix and Number: EDL 620

Proposal Contact Person Name: Tricia Browne-Ferrigno   Phone: 257-5504   Email: tricia.ferrigno@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
EDL	11/10/09	Lars Bjork / 257-2450 / lbjor1@uky.edu	*[signature]*
Courses & Curricula	12/3/09	Jeff Reese 7-4909 jeff.reese@uky.edu	*[signature]*
College of Education	12/8/09	Deborah Slaton 7-9795 dslaton@uky.edu	*[signature]*
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

_____

---

[6] Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

ELS 620 Leading Action Research for School Renewal

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

Course Syllabus
XXX Semester, XXX Year

Section XXX
(3 credit hours)

Hybrid Course Delivery
Predominately independent study supplemented with
online activities, fieldwork, and seven class sessions
XXX (day) XXX (time) PM
UK Campus Location TBA

Contact Information	
Instructor:	Kellie Terry, Ph.D.
Office:	015 Dickey Hall
E-mail address:	kellie.terry@uky.edu
Office phone:	(859) 257-2570
Cell phone:	(517) 648-3727 (emergency only)
Home phone:	(859) 577-1435 (no later than 9 PM)
Office hours:	By appointment (preferably made via e-mail)
Virtual office hours:	TBA
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
Department fax:	(859) 257-1015
Department Web site:	http://education.uky.edu/EDL/

Course Description in UK Bulletin

ELS 620 is the first course in a two-part sequence that presents concepts and procedures for conducting systematic inquiry to investigate phenomena in classrooms and schools to ensure learning excellence. Emphasis is placed on developing a proposal for disciplined inquiry in classrooms or schools that will be conducted in ELS 621, the second course in the sequence. Prerequisite: Admission to program or consent of instructor.

Major Course Objectives

ELS 620 prepares teacher leaders to develop a Participatory Action Research (PAR) project at the classroom and/or school level. Opportunities to explore, practice, and critically reflect on PAR methods and processes are an essential part of the course. Upon completion of this course, students are expected to
- Identify a problem based in educational practice and review the literature to learn more about the problem and possible interventions;
- Understand the PAR process and the use of iterative cycles to penetrate more deeply into practice-based problems, interventions, and their effects;
- Apply collaborative processes for working with stakeholders to design a PAR project;
- Understand use of PAR research methods, including development of methods and instruments appropriate to a given problem and context; and
- Develop a PAR proposal for two cycles of inquiry, including diagnosis, action, measurement, and reflection.

Required Course Textbooks and Readings

Professional reading and reflection are fundamental components of this course. The first three books listed below provides the major source of course content for both ELS 620 and ELS 621. Additional readings related to course content or professional development may be assigned throughout the course. The fourth book is recommended to assist students with their academic writing. Students are expected to complete all reading assignments each week in order to engage actively in online and class activities.

James, E.A., Milenkiewicz, M.T., & Bucknam, A. (2008). Participatory action research for educational leadership: Using data-driven decision making to improve schools. Thousand Oaks, CA: Sage Publications, Inc.

Boudett, K.P., City, E.A., & Murnane, R.J. (Eds.). (2005). *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.* Cambridge, MA: Harvard Education Press.

American Psychological Association. (2009). *ublication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Required Instructional Technology

This course requires use of information technology: Students are expected to have regular access to a personal computer and the Internet to complete their learning activities. All Web-based activities are to be completed within designated sections of the course Blackboard, which can be accessed through http://elearning.uky.edu.

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 students 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 P-12 educators as they study, observe, and work in P-12 school and university classrooms. *Reflection* is integrated regularly through oral and written communication to help students 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.

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 students 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 P-12 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 and other educational leaders 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. As the instructor, I retain absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

> **Absences.** The University defines acceptable reasons for absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be "reasonable cause for nonattendance." Because the class meets only five times, regular attendance is essential. If students must miss a scheduled class meeting, then they must notify me 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), students should notify me as soon as possible, **preferably through e-mail communication.** Additional assignments may be required for missed class meetings.

> **Canceled Class.** If a class meeting must be canceled due to bad weather or other unforeseen circumstances, I will make every possible effort to contact you in sufficient time to avoid an unnecessary travel.

> **Changes to Syllabus.** I retain the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with you 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.

Distance Learning Considerations

This course requires use of information technology: Students are expected to have regular access to a personal computer and the Internet to complete their learning activities. All Web-based activities are to be completed within designated sections of the course Blackboard, which can be accessed through http://elearning.uky.edu.

> **Teaching and Academic Support Services.** Contact the UK Teaching and Academic Support Center for assistance via the Web (http://www.uky.edu/TASC/) or via telephone (859-257-8272).

Procedures for Resolving Technological Problems. Contact the UK Information Technology Customer Service Center via the Web (http://uky.edu/UKIT) or telephone (859-257-1300).

Information on Distance Learning Library Services: The UK Library provides support for distance-learning students via the Web (www.uky.edu/Libraries/DLLS). You may also contact the DL Librarian, Carla Cantagallo, directly via electronic mail (dlservice@email.uky.edu) or telephone (859-257-0500 x 2171 or 800-828-0439).

Document Delivery and Interlibrary Loan Services. Contact the UK Library to request book not at UK via http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16.

Students with a Documented Disability. The UK Disability Resource Center (http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/) provides support for those needing accommodations. Contact Jacob Karnes, Jr., Associate Dean of Students and Director of the Disability Resource Center, via e-mail (jkarnes@email.uky.edu) or telephone (859-257-2754) if you have a documented disability that requires academic accommodations in this course. The Center will require current disability documentation. When accommodations are approved, the Center will provide me a letter that details the recommended accommodations for you.

Maximum Timeframe for Responding to Student Communications. Electronic mail addressed to kellie.terry@uky.edu is the best method for communicating with me. I shall make every effort to respond to electronic mail messages within 48 hours excluding weekends or holidays or when the automatic reply is an out-of-office message. In case of emergency, please call my office (859-257-2570) or the EDL office (859-257-8921).

Collaboration with School Partners

In accordance with requirements form the Kentucky Education Professional Standards Board (EPSB) to include partners, input from the Central Kentucky Educational Cooperative (CKEC), Fayette County Public Schools (FCPS) and the Southern Association of Colleges and Schools (SACS) personnel are involved in the design and delivery of this course

Standards-based Curriculum

ELS 620 is a required course for the MEd in Educational Leadership Studies designed to meet the requirements established by the Kentucky Educational Professional Standards Board (EPSB). Thus, course content is based on the Interstate School Leaders Licensure Consortium (ISLLC) *Standards for School Leaders* adopted by Kentucky in 1998 and updated in 2008.[1] Although ELS 620 focuses on action research, the four central, recurring themes provide a framework for teacher leadership including:
- A Vision for Success
- A Focus on Teaching and Learning
- An Involvement of all Stakeholders
- Demonstration of Ethical Behavior (Hessel & Holloway, 2002, p. 21)[2]

---

[1] Council of Chief State School Officers. (2008). *Educational Leadership Policy Standards: ISLLC 2008.* Washington, DC: Author. Available at http://www.ccsso.org/publications/details.cfm?PublicationID=365

[2] Hessel, K. & Holloway, J. (2002). *A framework for school leaders: Linking the ISLLC Standards to practice.* Princeton, NJ: Educational Testing Service.

This course is also structured to align with these other professional standards:

The advanced-level performance **Kentucky Teacher Standards (KTS**) are integrated into content, assignments, and assessments as noted in Regulation 16 KAR 5:0101 Section 12 and the master's redesign guidelines as adopted by the EPSB in 2007. The complete list of standards and indicators are available at http://www.kyepsb.net/teacherprep/standards.asp. ELS 620 addresses the following specific Kentucky Teacher Standards: KTS 1 Apply Content Knowledge; KTS 2 Design/Plan Instruction; KTS 3 Create/Maintain Learning Climate, KTS 4 Implement/Manage Instruction, KTS Assess/Communicate Learning Progress; KTS 6 Implement Technology; KTS 7 Reflect/Evaluate Teaching and Learning; KTS 8 Collaborate Others; KTS 9 Evaluate Teaching/Implement Professional Development; and KTS 10 Provide Leadership.

The Kentucky Education Professional Standards Board adopted the **Interdisciplinary Early Childhood Education (IECE)** *New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education Birth to Primary* and now requires use of the 2003 revised version. The IECE standards are closely aligned with KTS and integrated as appropriate into ELS 620 content, assignments, and assessments. A copy of the revised standards is available at http://www.kyepsb.net/teacherprep/iecestandards.asp

The International Society for Technology in Education (ISTE) has developed as set of standards and performance indicators for administrators, teachers and students[3]. Courses in the MEd in Educational Leadership Studies, however, focus specifically those for administrators as a means to inform and guide teachers when collaborating with their peers and principals to assure school-wide student learning. The National Educational Technology Standards for Administrators (NETS·A) are available at http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS-A_2009.pdf

Quality of Student Work

Unless specified otherwise, all papers submitted to me must be presented in the writing style and format described in the fifth edition of the *Publication Manual of the American Psychological Association*[4], specifically those found on pages 296-320. All papers must be word-processed in **Times New Roman 12-point font**. Students are expected to follow rules of usage and principles of composition[5]. When the two resources listed in the footnote below present differing rules, students are to adhere to the academic writing guidelines in the APA *Manual.*

> **Plagiarism.** Where appropriate, references to professional and research literature need to be integrated into the text and cited at the end of all papers. According to UK rules, the minimum consequence for cheating or plagiarism is an "E" in the course. Cheating or plagiarism is basically 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. Cite all your sources accurately and appropriately! 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.

---

[3] http://www.iste.org/AM/Template.cfm?Section=NETS
[4] American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.
[5] Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

Late Submittals. Assignment due dates are provided in the course calendar (pp. 9-10). Unless specified differently in the assignment guidelines, each written assignment is to be delivered me as an attachment to an e-mail message addressed to tricia.ferrigno@uky.edu and sent no later than 10:00 AM on the due date. Late assignments will be accepted only in cases of extreme emergencies, and the decision to accept late work is solely at my discretion.

Incomplete Grade. Incomplete grades for this course are issued reluctantly and sparingly. The UK Graduate School permits students **one calendar year**—**unless a shorter time frame is determined mutually by the student and instructor**—to remove an "I" grade. If the contracted work is not completed satisfactorily, the "I" grade converts automatically to an "E" (a failing mark). UK and EDL rules require students requesting an "I" grade to complete a contract specifying how and when the "I" will be removed within the calendar year. The contract must be submitted to me 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.

Student Responsibilities

Graduate students assume major responsibility for their own learning. As members of a learning group, they are likewise responsible for helping their peers by consulting with them and engaging in collaborative problem solving before seeking assistance from me. A class roster will be posted in the course Blackboard site to encourage and support communication.

Course Requirements and Expectations

Unless specified otherwise, all assignments must be submitted to me electronically as an attachment to an e-mail message or posted on Blackboard **no later than 10:00 AM on the due date**. Guidelines for course assignments will be posted on the course Blackboard.

1. **Analysis/Critique of an Action Research Project.** Using the approved list of teacher action research projects (available on Blackboard), students will complete an analysis of a PAR project, using the PAR Logic Model and applying principles of effective action research to critique the project.
2. **Annotated Bibliography.** Using their self-selected research topic, students will read and critique five research literature sources. A minimum of two sources must be peer-reviewed journal articles. In addition, the annotated bibliography should have a one page summary comparing and contrasting themes found in the literature sources pertinent to the study topic.
3. **PAR Purpose, Rationale, Action Research Questions, and Variables.** Students will submit the above items, per instructor specifications, for review and feedback. It is expected students will revise this work as requested by the instructor when they submit it as part of their final proposal.
4. **PAR Analysis of Existing Baseline Data.** Students will collect and analyze existing baseline data, demonstrating how the identified topic is a significant classroom or school-based problem, worthy of study. The data will be presented in graphic displays using APA format requirements, and will be accompanied by a narrative analysis of the data.

5. **PAR Oral Presentation of Proposal.** Students will orally present their proposals to their colleagues in class. The purpose of the presentation is to gain experience presenting professional work to an audience, and to gain Critical Friends feedback on the proposal. It is expected that students will use feedback to shape their written report, submitted at the last class.
6. **PAR Written Proposal.** Students will submit a fully developed written proposal of their PAR projects, including all required elements outlined by the instructor. A formal, professional tone is expected in the written proposal, with APA format required for all aspects of the report.
7. **Critical Friends Feedback to Colleagues.** Using the Critical Friends written protocol process, students will provide substantive oral and written feedback in response to colleagues' proposals. This feedback is essential in helping students meet high standards for their written PAR proposals.
8. **PAR Reflective Journal Entries.** Students will write reflections in response to prompts provided by the instructor, related to development of their PAR projects. Reflections should be one to two pages in length, double-spaced. There are five journal entries assigned throughout the semester, each worth two points.
9. **Class Participation.** Students are expected to attend the seven class meetings, actively participate in both in-class and online discussions and activities, and complete independent work as presented on the course calendar.

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.

Required Assignments & Participation	Points Possible
1. Analysis/Critique of an Action Research Project	10
2. Annotated Bibliography of 5 Resources on Student-selected Participatory Action Research (PAR) Topic	15
3. PAR Purpose, Rationale, and Action Research Question/s	5
4. PAR Project Graphic Displays/Analysis of Existing Baseline Data	10
5. PAR Oral Presentation of Proposal	10
6. Critical Friends Feedback to Colleagues (on written protocol in class)	5
7. PAR Written Proposal	25
8. PAR Reflective Journal Entries (5 total)	10
9. Class Participation	10
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.

Course Calendar

Week	Class Sessions	Topic	Reading Assignments	Products Due
1	In-class	*ELS 620 Course Overview* *Module 1: Intro to Participatory Action Research (PAR)*	Ravitch & Worth[6]: "Developing a Pedagogy of Opportunity for Students and Their Teachers"	
2	Online	*Module 1, Cont'd.* ▪ Using literature to inform PAR projects ▪ How to read research articles ▪ Starting PAR projects: purpose statements ▪ Reflective research journals	JMB: Ch. 1-2 Johnson & Christenson[7]: "How to Read a Research Article"	
3	In-class	*Module I, Cont'd.* ▪ Traits of good research questions ▪ Getting started with PAR	JMB: Ch. 3 Anderson, Herr, & Nihlen[8]: "What Does Practitioner Research Look Like?"	**Reflective Journal #1**
4	Online	*Module II: Collaborative Processes for PAR* ▪ Organizing for collaborative work ▪ Roles & responsibilities for PAR team members ▪ Preparing for initial PAR team meetings	BCM Ch. 1 Dick[9]:"Communication Skills for Action Research Dick[10]: "Participative Processes"	**Action Research Project Analysis (PAR Logic Model and Comments)**
5	Online	*Module II: Collaborative Processes for PAR* ▪ Developing purpose statements, research questions, and independent/dependent variables for study	Prendergast[11]	**Reflective Journal #2**
6	Online	*MOD III: PAR Tenets & Logic* ▪ Cycles of PAR ▪ Initial PAR Team Meetings ▪ PAR Logic Model	JMB: Ch. 8 Koutselini[12]: "Participatory Teacher Development at Schools"	**Annotated Bibliography**

---

[6] Ravitch, S.M., & Wirth, K. (2007). Developing a pedagogy of opportunity for students and their teachers: Navigations and negotiations in insider action research. *Action Research 5*(1), 75-91. doi: 10.1177/1476750307072878

[7] Johnson, B., & Christensen, C. (2007). How to read a research article. In *Educational research: Quantitative, qualitative, and mixed methods* (3rd ed.). Retrieved from http://www.sagepub.com/bjohnsonstudy/howtoarticle.htm

[8] Anderson, G.L., Herr, K., & Nihlen, A.S. (1994). What does practitioner research look like? *Studying your own school: An educator's guide to qualitative practitioner research* (pp. 46-79). Thousand Oaks, CA: Corwin Press.

[9] Dick, B. (1997). Communication skills. Retrieved from http://www.scu.edu.au/schools/ gcm/ar/arp/communicn.html

[10] Dick, B. (1997). Participative processes. Retrieved from http://www.scu.edu.au/schools/ gcm/ar/arp/partproc.html

[11] Prendergast, M. (n.d.). *Seven stages in my first action research project.* Unpublished Manuscript, Faculty of Education, Queen's University, Kingston, Ontario, Canada. Retrieved from http://educ.queensu.ca/~ar/michael.htm

[12] Koutselini, M. (2007). Participatory teacher development at schools: Processes and issues. *Action research 6*(1), 29-48. doi: 10.1177/1476750307083718

Week	Class Sessions	Topic	Reading Assignments	Products Due
7	Online	*Mod IV: Practicum in PAR Research Methods* ▪ Inquiry Methods ▪ Quantitative evidence (pp. 103-104) ▪ Building assessment literacy	JMB: Ch. 6 BCM: Ch. 2 Srinivas[13]: "Participatory Action Research Methods"	**PAR Purpose, Rationale, and Action Research Questions**
8	In-class	*MOD IV: Practicum in PAR Research Methods* ▪ Quantitative analysis ▪ Creating a data overview and digging into data	BCM: Ch. 3-4	**Reflective Journal Entry #3**
9	Online	*MOD IV; Practicum in PAR Research Methods* ▪ Developing baseline data analysis	BCM: Ch. 5	**Baseline Data Analysis**
10	In-class	*MOD IV: Practicum in PAR Research Methods* ▪ Surveys	JMB: Ch. 4 Fraenkel & Wallen[14]: "Survey Research"	**Five draft survey questions:** *ungraded* **(bring to 4 copies to class)**
11	In-class	*Mod IV: Practicum in PAR Research Methods* Qualitative Methods: Observation & Narrative Data Collection: Checklists, Anecdotal Records, & Field Notes	JMB: Ch. 5 Fraenkel & Wallen[15]: "Observations" BS: Ch. 8	**Reflective Journal #4 Draft observation or narrative data collection tool:** *ungraded* **(bring 4 copies to class)**
12	Online	*MOD IV: Practicum in PAR Research Methods* ▪ Qualitative Methods: Interviews & Focus Groups	Fraenkel & Wallen[16]: "Interviewing"	**Post 5 draft interview questions to Bb for review:** *ungraded*
13	Online	*MOD V: Development of Written PAR Proposal*	BM: Ch. 6 PAR Proposal Exemplars (posted to Bb)	**Reflective Journal #5**
14	In-class	*PAR Presentations*		**PAR Presentation & Critical Friends Feedback**
15	In-class	*MOD VI: Leadership of Action Research in Schools*	JMB: Ch. 11 Cheney[17]: "Using Action Research"	**PAR Proposal**

---

[13] Srinivas, H. (n.d.). Participatory action research: A menu of methods. Global Development Research Centre, Kobe, Japan. Retrieved from http://www.gdrc.org/icm/ppp/par-methods.html

[14] Fraenkel, J.R., & Wallen, N.E. (2003). *How to design and evaluate research in education (5th ed.).* Boston, MA: McGraw-Hill.

[15] Fraenkel, J.R., & Wallen, N.E. (2003). *How to design and evaluate research in education (5th ed.).* Boston, MA: McGraw-Hill.

[16] Fraenkel, J.R., & Wallen, N.E. (2003). *How to design and evaluate research in education (5th ed.).* Boston, MA: McGraw-Hill.

[17] Cheney, D. (1998). Using action research as a collaborative process to enhance educators' and families' knowledge and skills for youth with emotional or behavioral disorders. *Preventing school failure 42*(2), 88-98.

Additional Resources

Anderson, G.L., Herr, K., & Nihlen, A.S. (1994). What does practitioner research look like? *Studying your own school: An educator's guide to qualitative practitioner research* (pp. 46-79). Thousand Oaks, CA: Corwin Press.

Bernhardt, V.L. (2002). Information and analysis: The data. *The school portfolio toolkit: A Planning, implementation, and evaluation guide for continuous school improvement* (pp. 45-95). Larchmont, NY: Eye on Education.

Boudett, K.P., & Moody, L. (2005). Organizing for collaborative work. In Boudett, K.P., City, E.A., & Murnane, R.J. (Eds.), *Data wise: A step-by-step guide to using assessment results to improve teaching and learning* (pp. 11-28). 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*. Cambridge, MA: Harvard Education Press.

Cheney, D. (1998). Using action research as a collaborative process to enhance educators' and families' knowledge and skills for youth with emotional or behavioral disorders. *Preventing school failure 42*(2), 88-98.

Dick, B. (1997). Communication skills. Retrieved from http://www.scu.edu.au/schools/gcm/ar/arp/communicn.html

Dick, B. (1997). Group feedback analysis. Retrieved from http://www.scu.edu.au/schools/gcm/ar/arp/gfa.html

Dick, B. (1997). Participative processes. Retrieved from http://www.scu.edu.au/schools/gcm/ar/arp/partproc.html

Dick, B. (1998). Convergent interviewing: a technique for qualitative data collection. Retrieved from http://www.scu.edu.au/schools/gcm/ar/arp/iview.html

Dick, B. (1998). Structured focus groups. Retrieved from http://www.scu.edu.au/schools/gcm/ar/arp/focus.html

Dick, B. (2002). Questions for critical reflection. Retrieved from http://www.scu.edu.au/schools/gcm/ar/arp/reflques.html

Fraenkel, J.R., & Wallen, N.E. (2003). *How to design and evaluate research in education (5th ed.).* Boston, MA: McGraw-Hill.

James, E.A., Milenkiewicz, M.T., & Bucknam, A. (2008). Participatory action research for educational leadership: Using data-driven decision making to improve schools. Thousand Oaks, CA: Sage Publications, Inc.

Johnson, B., & Christensen, C. (2007). How to read a research article. In *Educational research: Quantitative, qualitative, and mixed methods* (3rd ed.). Retrieved from http://www.sagepub.com/bjohnsonstudy/howtoarticle.htm

Kaufman, T.E. (2007). Examining instruction: Murphy K-8 school unlocks the classroom. In

Boudett, K.P., & Steele, J.L. (Eds.), *Data wise in action: Stories of schools using data to improve teaching* (pp. 87-106). Cambridge, MA: Harvard Education Press.

Koutselini, M. (2007). Participatory teacher development at schools: Processes and issues. *Action research 6*(1), 29-48. doi: 10.1177/1476750307083718

Mid-Continent Research for Education and Learning (1991). Concerns-based adoption model. Taken from Hord, S.M., Rutherford, W.L., Huling-Austin, L., & Hall, G.E. (1987). *Taking charge of change*. Alexandria, VA: ASCD.

Prendergast, M. (n.d.). *Seven stages in my first action research project.* Unpublished Manuscript, Faculty of Education, Queen's University, Kingston, Ontario, Canada. Retrieved from http://educ.queensu.ca/~ar/michael.htm

Ravitch, S.M., & Wirth, K. (2007). Developing a pedagogy of opportunity for students and their teachers: Navigations and negotiations in insider action research. *Action Research 5*(1), 75-91. doi: 10.1177/1476750307072878

Srinivas, H. (n.d.). Participatory action research: A menu of methods. Global Development Research Centre, Kobe, Japan. Retrieved from http://www.gdrc.org/icm/ppp/par-methods.html
-Koehler.

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

<u>Introduction/Definition</u>: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at http://www.uky.edu/USC/New/forms.htm).

Course Number and Prefix: EL$ 620   Date: November 17, 2009

Instructor Name: Kendall (Kellie) Terry   Instructor Email: kellie.terry@uky.edu

Check the method below that best reflects how the majority of course of the course content will be delivered.
Internet/Web-based ☐   Interactive Video ☐   Hybrid ☒

	Curriculum and Instruction
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?
	E**L**$ 620: Leading Action Research for School Renewal (see attached syllabus), conforms to all University of Kentucky Distance Learning Syllabus Guidleines and specifically includes information about virtual office hours, procedures for resolving technical issues, notification and information about self-disclosure and procedures for disability accommodations etc.
	Web-based (Blackboard, Bb) course delivery methods will be used for 53% of individual student engagement and course interactions (i.e.) 8 Bb and 7 Face-to-face seminars. Blackboard assignments described in the syllabus include: (1) Analysis/Critique of an Action Research Project: Using the approved list of teacher action research projects (available on Blackboard), students will complete an analysis of a PAR project, using the PAR Logic Model and applying principles of effective action research to critique the project; (2) Annotated Bibliography: Using their self-selected research topic, students will read and critique five research literature sources; (3) Participatory Action Research Purpose, Rationale, Action Research Questions, and Variables: Students will submit the above items, per instructor specifications, for review and feedback; (4) PAR Analysis of Existing Baseline Data. Students will collect and analyze existing baseline data, demonstrating how the identified topic is a significant classroom or school-based problem; (5) PAR Oral Presentation of Proposal: Students will orally present their proposals to their colleagues in class; (6) PAR Written Proposal: Students will submit a fully developed written proposal of their PAR projects, including all required elements outlined by the instructor; (7) Critical Friends Feedback to Colleagues: Using the Critical Friends written protocol process, students will provide substantive oral and written feedback in response to colleagues' proposals; (8) PAR Reflective Journal Entries: Students will write reflections in response to prompts provided by the instructor,

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

		related to development of their PAR projects; and (9) Class Participation. Students are expected to attend the seven class meetings, actively participate in both in-class and online discussions and activities, and complete independent work as presented on the course calendar..
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.
		The course is designed as a hybrid that combines classroom-based and online (Web-based) learning and teaching formats. The Distance Learning experience for students enrolled in this hybrid course is based on a cohort model and will be comparable to classroom-based instruction. The web-based, Blackboard format aligns with effective adult learning formats and include timely access to the course instructor and peers as well as feedback on reflections and assesssment of asignments. The syllabus clearly explicates students' reading assignments including required textbook(s), research-based journal articles and book chapters. All assigments are aligned with stated course objectives (goals). Instructor-student interaction is comparable to classroom instructional methods. Student performance is assessed by the instructor by thorough participation in and monitoring of asynchronus, on-line interactions, observations of in-class discussions, feedback on discussion board responses (on-line), and evaluation of their assignments detailed under #1 above (see syllabus).
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.
		This hybrid course (online and classroom-based) course will use University of Kentucky Blackboard system technology protects the integrity of studentwork by employing a password protected course portal. The course will not require the use of examination proctors or other support staff or interactive video. The syllabus descibes UK academic policies that 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 are explicitly stated in the syllabus including attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English, absences, cancelled classes, changes in the syllabus, standards for assessing the quality of student work and late submittals. A statement of student responsibilities is incuded (see syllabus).
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? Yes. If yes, which percentage, and which program(s)? *100% of the proposed Masters of Education in Educational Leadership Studies curriculum will be available via Distance Learning.* *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
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? All students in this hybrid, DL course have equal access to all student services at the University of Kentucky for which they qualify and those student services are similar to those available to individuals

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	taking this class in a tradition (i.e. face -to-face) classroom setting. Access to student services are explicated on the University of Kentucky websites including but not limited to: (http://www.uky.edu.TASC/index.php) and (http://www.uky.edu/UKIT/).Students who have special needs or require accomodations of any kind will be advised to register with the UK Disability Resource Center for assistance. The course instructor will work with students on an individual basis to make approriate accommodations to participate in the clas and complete work (see syllabus).

	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources?
	In addition to purchasing required textbooks, selected readings will be available through the University of Kentucky Libraries online reserve system or posted on the course Blackboard Website. Additionally, any materials that may pose problems for students with limited bandwidth access to online resources (e.g. digital video classroom episodes for analysis) will be available via CD or DVD that can be mailed in that format to course participants upon request.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
	Access is provided via students' personal computer proxy acess to online library resources (see syllabus).

	Student Services
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 Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?
	Students are informed of the availability of University of Kentucky services in the syllabus (TASC, Blackboard (Bb) help desk,UK IT Customer Service Center as described in the syllabus. Bb instructors have received required training in the use of the Course management System, UK Libraries online resources (and EZ Proxy tools) and will assist students as needed. As a hybrid course offering, the classroom instruction will also include

Distance Learning Form

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	overviews and demostrations (and instruction as needed) in the use of all online course tools, resources and componets. In sum, all students in this course have equal access to all student services at the University of Kentucky for which they qualify. Access to student services are explicated on the University of Kentucky websites including but not limited to: (http://www.uky.edu.TASC/index.php) and (http://www.uky.edu/UKIT/) (see syllabus).
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ If no, explain how students 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, below? ☒ Yes
	
	☐ Instructor's *virtual* office hours, if any.
	☐ The technological requirements for the course.
	☐ Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).
	☐ Procedure for resolving technical complaints.
	☐ Preferred method for reaching instructor, e.g. email, phone, text message.
	☐ Maximum timeframe for responding to student communications.
	☐ Language pertaining academic accommodations:
	    o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."
	☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
	    o Carla Cantagallo, DL Librarian
	    o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
	    o Email: dllservice@email.uky.edu
	    o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

This form must accompany <u>every</u> submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

10.	Does the syllabus contain all the required components, below? ☒ Yes

☐ Instructor's *virtual* office hours, if any.

☐ The technological requirements for the course.

☐ Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300).

☐ Procedure for resolving technical complaints.

☐ Preferred method for reaching instructor, e.g. email, phone, text message.

☐ Maximum timeframe for responding to student communications.

☐ Language pertaining academic accommodations:

  o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu."

☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)

  o Carla Cantagallo, DL Librarian

  o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)

  o Email: dllservice@email.uky.edu

  o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

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

Instructor Name: *Kendall Terry*   Instructor Signature: *Kendall Terry*

Chair: *[signature]*

Abbreviations: TASC = Teaching and Academic Support Center   DL = distance learning   DLP = Distance Learning Programs