

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Middle, Secondary, Reading, and Deaf Education**

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**EDET 8020  
Using Assessment and Research Data  
3 Semester Hours**

**Guiding Principles (DEPOSITS)**

**(Adapted from the Georgia Systemic Teacher Education Program  
Accomplished Teacher Framework)**

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes**

*InTASC Model Core Teacher Standards\**

*(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

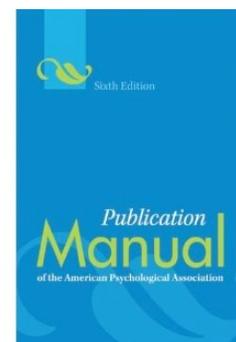
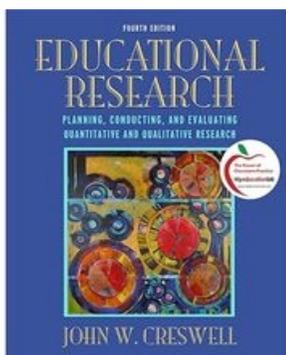
Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*

## COURSE DESCRIPTION

Techniques for establishing reliable and valid data sources for student, classroom, and school-improvement decisions. Candidates learn how to utilize technology tools for educational management.

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS



Creswell, J. W. (2012) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson Education, Inc.

American Psychological Association. (2010, April). *Publication manual of the American psychological association* (6th ed. 4th printing). Washington, DC: Author.

Students must have a *LiveText* account

**COURSE OBJECTIVES** (*Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.*)

By the end of the course, the student will demonstrate competencies by showing the ability to do the following:

1. Gather and analyze demographic and achievement data using both descriptive and inferential statistics. Using appropriate data analytics tools, including statistics, graphs, and charts, analyze student learning and activities. Use the results of the analyses to inform and support educational decisions. (InTASC Standards 4, 5, 6; A-TL1.2, A-AL1.1, A-AL1.2)
2. Design surveys and interviews for the purpose of gathering data in education situations. Use appropriate quantitative and qualitative methods to analyze survey and interview data. (InTASC Standards 1, 2, 3, 9)
3. Record and analyze fieldnotes for the purpose of providing an additional perspective in educational research. (InTASC Standards 1, 2, 3, 9)
4. Apply the concepts of use of data to reading published research. (InTASC Standards 4, 5, 7, 8, 9, 10)
5. Present data in tables and graphs prepared using a computer program. (InTASC Standards 4, 5, 6, 7)
6. Write clear formal narratives to communicate the meaning of research data. (InTASC Standards 4, 5, 9, 10)

Communicate effectively. (InTASC Standards 1, 2, 3, 4, 6, 8, 10)

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

*COURSE REQUIREMENTS:*

- Candidates are responsible for completing all reading assignments.
- Candidates must have a *LiveText* account for the submission of two assignments.
- Work submitted for credit must be completed in Microsoft Word using **12-point Times New Roman** font and using **1-inch margins**. APA format should be used whenever applicable.
- Students will use Microsoft Excel to compute statistics. Since this is the first of three courses aimed at conducting research, it is recommended that you maintain the same technology throughout this program.
- By taking this course, you agree that all required course work may be subject to submission for

textual similarity review to Turnitin, a tool within BlazeVIEW and GOML. For more information on the use of Turnitin, see Using Turnitin at VSU (<https://www.valdosta.edu/academics/academic-affairs/using-turnitin-at-vsuhp>).

### **LiveText Artifact Submissions**

Candidates are required to submit artifacts to demonstrate knowledge, skills, and competencies aligned with program standards. Candidates will be provided specific instructions for submitting the required artifacts. The submissions will allow faculty to determine progress toward the Ed.S.

For required assignments, you will upload all parts of the assignment (which may include a narrative in Word and data in Excel). This should be completed at the same time as the deadline for submitting assignments in the course.

Assignments that are **required LiveText artifacts** must be completed before a grade in the course is assigned for the assignment – this means you will maintain a zero for the course assignment until the *LiveText* submission has been correctly completed.

### **COURSE ASSIGNMENTS**

- ☐ Compute descriptive statistics on given sets of demographic data and student achievement data. Statistical data will be analyzed and interpreted. (CO 3, 7, 8)
  - ☐ Compute inferential statistics for given sets of data and draw conclusions from those statistics. (CO 3, 7, 8)
  - ☐ Analyze data based on a given study. (CO 4, 5, 7, 8)
  - ☐ Report student academic achievement using tables and graphs. (CO 6, 7, 8)
  - ☐ Write narratives for tables and graphs. (CO 7, 8)
  - ☐ Compute additional statistics related to research questions. (CO 3, 4, 7, 8)
  - ☐ Analyze and draw conclusions from questionnaires, interview responses, and field notes. (CO 5, 7, 8)
  - ☐ Determine a problem using research and local data. (CO 5, 6, 7)
  - ☐ Apply articles fitting specified criteria and identify a specified set of statistics. (CO 2)
- Design a questionnaire and interview protocol for a specified purpose. (CO 5)

### **COURSE EVALUATION**

Assignments are due on designated dates and will be evaluated. Resubmissions (e.g. corrections after grading and feedback) are not permitted. Instructions and grading will be given for each assignment. Questions about assignment must be e-mailed to the instructor before submission, allowing at least 24 hours for a response.

Final numerical grades will be calculated using the following weights:

|   |                 |
|---|-----------------|
| Intro/concl Assgnmts (post, word template, APA quiz, SOI) | 10 points       |
| Quantitative Assignments (total of 6)                     | 110 points      |
| Qualitative Assignments (total of 2)                      | 30 points       |
| Peer Reviews 3 @ 5 points each                            | 15 points       |
| Culminating Task  | 30 points       |
| <u>LiveText Entries</u>                                   | <u>5 points</u> |
| Total Course Points                                       | 200 points      |

Final letter grades will be calculated as follows:

A: 180 – 200 pts; B: 160 – 179 pts; C: 140 – 159 pts; D: 120 – 139 pts. F: below 120 points

**Assignments in this course may be checked electronically for plagiarism.**

## LATE ASSIGNMENT POLICY

Assignments will not be accepted late except in cases of emergency such as death in the family or serious illness (documentation must be provided). Technology issues such as computer crashes or thunderstorms do not count as emergencies. Plan to get your work submitted early and have a back-up plan in case of technology problems. Consult the maintenance schedule on the Homepage and plan ahead for submitting assignments, quizzes, and discussion posts. E-mail the instructor through the course e-mail about any concerns you have.

If you have an emergency and need consideration for late submission, you **MUST** contact the instructor **BEFORE** the assignment due date. It is at the instructor's discretion as to whether a late submission will be accepted. In the event that a late assignment is accepted, it will automatically be reduced by a letter grade. In addition, assignment grade and feedback may be returned at the instructor's discretion.

## ATTENDANCE POLICY

This course is an online course, and attendance is not recorded. However, you are expected to maintain an active presence in the course, checking e-mails and instructor discussion posts regularly.

## PROFESSIONALISM

The following areas describe the professional expectations for all students in the Department of Middle, Secondary, Reading, and Deaf Education.

### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry.

### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills, and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## **DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION**

### **STATEMENT ON ACADEMIC INTEGRITY**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The [Code of Ethics for Educators](http://www.nea.org/home/30442.htm) at <http://www.nea.org/home/30442.htm>). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

### **DESCRIPTION OF ACADEMIC DISHONESTY**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit

it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. Instructors do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php) (<http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php>).

## **ACCESSIBILITY STATEMENT**

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Maggie Viverette, Director of the Office of Social Equity, [titleix@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

### **The Blazer Creed**

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity –Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.