

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

EDET 8040
Planning for School Reform
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

Online students: calling and/or emailing outside of office hours is recommended. Please call and leave a voicemail with multiple options for times and dates to return the call.

Website: <http://www.valdosta.edu/colleges/education/middle-secondary-reading-and-deaf-education/faculty-and-staff.php>

COURSE DESCRIPTION

Prerequisite: EDET 8020. Study of major theories and evidence-based practices in the design and development of research to evaluate the effectiveness of school-based programs, including curricular, co-curricular, and staff development initiatives for the improvement of student learning.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

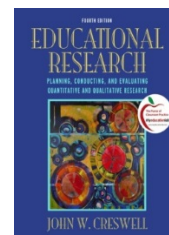
1. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th edition). Washington, DC: Author. And consult their website at www.apastyle.org/elecref.html



2. Creswell, J. W. (2012 or previous Ed.). *Educational research: Planning, conducting, and evaluating qualitative and quantitative research* (4th or previous Ed.). Upper Saddle River, NJ: Pearson.



OR



3. **Additional readings for the course as needed for independent research.**

COURSE OBJECTIVES

By the end of the course, the student will demonstrate the ability to:

1. Use effective written communication skills [InTASC Standards 3, 4, 8]
2. Analyze school improvement programs, including curricular, co-curricular, and staff development initiatives for the improvement of student learning [InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9; TLS 1,2,3,4,5,6,7; A-AL_{3,2}]
3. Use a variety of reflective practices in analyzing current practice and student needs [InTASC Standards 8, 9, 10]
4. Review current literature pertinent to the action research process [InTASC Standards 9, 10; TLS 1,2,3,4,5,6,7; A-TL_{3,1}]
5. Identify or develop various forms of qualitative and/or quantitative data collection for action research [InTASC 9, 10; TLS 1, 4]
6. Design research based on legal requirements and ethical principles applicable to conducting research with human subjects. [CFS I, II, III, VI]
7. Design an action research project [InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; A-TL_{3a}, A-AL_{3a}]

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

The primary product of this course is satisfactory completion of an action research proposal that will be implemented in EDET 8050. Implementation of the research will start as soon as the school semester starts, so all elements of the proposal must be approved and ready to implement. In EDET 8050, you will write an action research paper for publication, which will include the Introduction and Methods sections from this course.

You will develop an action research plan in stages listed below before submitting the final product at the end of the course.

- Research Problem/Area of Focus
- Review of the Literature
- Research Purpose and Research Questions
- Research Participants: includes description of research and appropriate letters to obtain consent/assent from all participants in the study.
- Research Methods
- Data Collection

Directions and scoring rubrics will be provided for each assignment.

Participation in peer review and discussion forum [CO 1, 2] 25 points

Candidates will collaborate with peers through participation in discussion forum. Successful completion of your action research plan depends on the continual feedback that you receive from the peer group members as well as the instructor.

Introduction to APA 6th Ed. [CO 1] 3 points

Candidates will demonstrate competence with APA writing. Skills will be demonstrated by completion of a writing-correction exercise.

Certification for Conducting Research with Human Subjects [CO 6] 2 points

Candidates will demonstrate understanding of ethical issues and legal requirements associated with conducting research with school children. Understanding will be demonstrated by completing a set of CITI training modules with embedded assessments.

Preparing for the Review of the Literature 1 & 2 [CO 1, 4] 25 points

Candidates will identify and review literature relevant to their proposed action research. A minimum of 12 recent research articles focused on main ideas are required.

Research Area of Focus [CO 1, 2, 3] 10 points

Candidates will identify an area of focus for action research based on an analysis of student needs, school improvement programs, and current practice.

Review of the Literature [CO 1, 4] 20 points

Candidates will review current literature pertinent to the action research process. The literature should provide justification for all components of the proposed research.

Research Purpose, Questions and Variables [CO 1, 2, 7] 10 points

Candidates will define the purpose of the proposed action research to promote student learning, and define research questions and variables for proposed action research.

Revised Introduction [CO 1, 2, 3, 4, 5, 7] 25 points

Candidates will revise all sections of the introduction to the action research proposal to address feedback provided by instructor. Revisions should address all comments provided by instructor in feedback on previous assignments. The assignment will be submitted in **both** GoVIEW and your LiveText.

Research Setting and Participants [CO 1, 3, 6] 10 points

Candidates will describe characteristics of research participants, and prepare approval forms for informed consent of principal, parents, students, and collaborating teachers.

Research Methods Intervention [CO 1, 7] 20 points

Candidates will describe proposed research methods for action research. Both instructional treatments should provide appropriate instruction for all students.

Data Collection [CO 1, 5, 6, 7] 10 points

Candidates will define all data collection instruments to be used in the action research, including informed consent statements where appropriate. Content and construct validity will be evaluated by peer review in the discussion forum.

Final Action Research Plan [CO 1, 2, 3, 4, 5, 6, 7] 35 points

Candidates will revise all sections of the action research proposal to address feedback provided by instructor. Revisions should address all comments provided by instructor in feedback on previous assignments.

COURSE EVALUATION

Task	Point
Discussion: Introductions	3
Assignment: Student Contract	2
Assignment: APA - Style and Writing Mechanics	3
Assignment: Certification for Conducting Research with Human Subjects CITI	2
Assignment: Preparing for Review of the Literature 1- Annotated bibliography 1 and 2	5
Assignment: Peer Review of Area of Focus (AOF)	5
Assignment: Research Area of Focus (AOF)	10
Assignment: Preparing for Review of the Literature 2- Synthesizing Sources 1-12	20
Assignment: Review of the Literature	20
Assignment: Peer Review: Review of the Literature	5
Assignment: Research Purpose and Research Questions	10
Assignment: Introduction (revised) and LiveText assignment	25
Assignment: Research Setting and Participants	10
Assignment: Research Methods Intervention	20
Assignment: Peer Review: Setting, Participants, Intervention	5
Assignment: Research Approval Appendices Forms	5
Assignment: Data Collection	10
Assignment: Peer Review: Data Collection	5
Assignment: Final Action Research Plan	35
Total	200

Grading Scale	A = 90-100 %	B = 80-89 %	C = 70-79 %	D = 60-69 %	F = 59 % or below
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NOTE: If 0 points are accumulated in any of the categories, the advanced candidate will be ineligible to receive a grade of A. Also note that there is no provision in this course for late submissions.

ATTENDANCE POLICY

This is an online course, so attendance is checked by log-in participation and submission of assignments.

All assignments must be submitted by 11:59 pm on the date listed.

It is critical that assignments be submitted on time to allow your instructor time to provide feedback in a timely manner. You are encouraged and expected to submit assignments before the due date. Late work will not be accepted after deadline except in cases of emergency such as death in the family or serious illness. Technology issues such as computer crashes or thunderstorms do not count as emergencies. Plan to get your work submitted early and have a backup plan in case of technology problems.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice 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.

- Include your name, course, date and title on each assignment.
*Naming attachments: First Initial, LastName_CourseAssignmentNameSemester
- Papers must be typed, double-spaced in an appropriate APA 6th Ed. font style and size, 1” margins with no spelling or grammatical errors.
- Assignments will be graded on content, composition, spelling, punctuation, and grammar.
- Proofread and correct papers before they are submitted. Use the Spelling & Grammar check on your computer. If you need assistance with your writing skills, help is available from the Writing Center online and/or on campus.
- In papers, ideas obtained from sources must be documented using APA 6th Ed. This includes a full citation – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website.

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.

Professional Improvement Plan

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

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

- 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. The 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

Title IX 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: Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

Access Statement: 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.

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>.

DIRECTIONS FOR POSTING TO LIVETEXT

How To Submit Assignments in LiveText

Note: These directions apply only to assignments visible on your dashboard.

All dashboard submissions should follow a **basic process**:

1. From the Dashboard, click the Begin Assignment button for the assignment you want to submit. *The button will be red.*
2. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.

3. Under the Upload New File tab, click the Browse button.
4. Choose the document you want to submit.
5. Once the document is loaded, click the Attach Selected Files.
6. Once the file is attached, click the Submit Assignment button.
7. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

If you have to resubmit your assignment:

1. From the Dashboard, click the Continue Assignment button for the assignment for which a resubmission request has been made. *The button will be red.*
2. Click the Continue to Step 3 button in the top right corner.
3. In Step 2 of 3, under "Have you already created files or *LiveText* documents for this assignment?," click the Attach Files button.
4. Under the Upload New File tab, click the Browse button.
5. Choose the document you want to submit.
6. Once the document is loaded, click the Attach Selected Files.
7. Once the file is attached, click the Submit Assignment button.
8. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*