

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

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**EDET 8050**  
**Action Research**  
**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 Officers, (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)

### **GaPSC TEACHER LEADERSHIP STANDARDS (TLS)**

1. Candidates who complete the program are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
2. Candidates who complete the program are teacher leaders who work with stakeholders to promote the development of a school culture that fosters excellence and equity in teaching and learning and focuses on continuous improvement creating a sense of belonging and building a collaborative work environment.
3. Candidates who complete the program are teacher leaders who demonstrate a comprehensive understanding of curriculum and apply this knowledge to the alignment of curriculum, instruction, and assessment to standards.
4. Candidates who complete the program are teacher leaders who model best practices in pedagogy and serve as a mentor and coach for other educators.
5. Candidates who complete the program are teacher leaders who work with others to design and implement assessment practices and analyze data for monitoring and improving teaching and learning through data-informed decision making.
6. Candidates who complete the program are teacher leaders who access and conduct research, and apply research findings to improve teaching and learning.
7. Candidates who complete the program are teacher leaders who demonstrate the ability to collaborate with stakeholders to improve student learning and to guide positive change.

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

### **COURSE DESCRIPTION**

Practical action research utilized for the purpose of school reform and student achievement. E Students will examine the reflective roles of the classroom teacher and how reflection may lead to school improvement.

### **REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

American Psychological Association. (2010). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: Author

Creswell, J. W. (2012) *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4<sup>th</sup> ed.)* Upper Saddle River, NJ: Pearson Education, Inc.

Note: The 2<sup>nd</sup> or 3<sup>rd</sup> editions are also acceptable.

## **COURSE OBJECTIVES** *(Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).*

This course is designed to introduce students to the meaning and use of action research methodology for use in school improvement initiatives. Attention will be focused upon developing skills and knowledge to become reflective educators. All course objectives are designed to enhance reflective roles of the classroom teacher and instructional leader, and how reflection and knowledge of action research may lead to school reform.

The student will:

- CO 1. Communicate effectively. (InTASC Standards 3, 4, 8)
- CO 2. Design and implement an action research project based upon the recognized need identified in Strategic Planning for School Reform. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9; TLS 1,2,3,4,5,6,7; A-AL3.2)
- CO 3. Participate effectively in peer review. (InTASC Standards 8, 9, 10)
- CO 4. Create and maintain a body of evidence documenting the action research project. (InTASC Standards 9, 10; TLS 1,2,3,4,5,6,7; A-TL3.1)
- CO 5. Prepare a final Action Research paper with all designated sections and ready for web publication. (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; A-TL3a, A-AL3a)
- CO 6. Disseminate results of the action research project to the class, school system and community. (InTASC Standards 9, 10)

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

**1. Implement Action Research.** Following a timeline, you will implement your Action Research proposal, including appropriate data collection and analysis. (CO 2).

**2. Participation in Peer Reviews.** You are expected to actively participate (make comments and suggestions) in peer reviews to provide constructive feedback to classmates about their action research papers. The focus will be on content as well as language skills. **Participation means having drafts ready for peer review at the designated times.** (CO 1, 3)

**3. Implementation/Evidence Documentation.** You are expected to organize all materials and data related to this project and present them at two scheduled checkpoints. This information should include such items as permission forms, surveys, test data, pretests, etc. An appropriate file is recommended. The instructor reserves the right to request additional evidence as needed. (CO 4)

**4. \*Action Research Paper.** You will write a final paper of your completed action research project following the guidelines provided. (CO 5) The paper will be edited throughout the semester, based on instructor feedback, and on the schedule set in the course materials. Your completed action research paper will be submitted through LiveText as an assignment.

**\*A-TL<sub>3a</sub> and A-AL<sub>3a</sub> This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.**

**5. Presentation of Action Research Projects.** Each candidate will prepare an electronic presentation of the action research project for an appropriate audience. This presentation must include a PowerPoint presentation. (CO 6)

**6. Ed. S. Publication.** Candidates for the Ed. S. degree will prepare their papers in a specified format for publication on the web through Valdosta State University. (CO 5, 6)

**SUBMISSION OF ASSIGNMENTS.** All assignments will be submitted through the Dropbox, which is the assignment tool that is part of this course.

### **COURSE EVALUATION**

1. Implementation, Evidence/Documentation	5
2. Action Research Paper	80
-including the following:	
• Title page, general formatting (3)	
• Abstract (4)	
• Introduction (10)	
• Methods (15)	
• Results (20)	
• Discussion (20)	
• References (6)	
• Appendices (2)	
3. Presentation w/ visual	5
4. Participation in peer review	5
5. LiveText artifact submission	5

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**COURSE TOTAL** 100 points

- A = 90 - 100
- B = 80 - 89
- C = 70 - 79
- D = 60 - 69
- F = below 60

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**

The Course Schedule serves as the timeline for all course activities and submissions. There is no provision in this course for late submissions.

### **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.

#### *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. 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).

## 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@valosta.edu](mailto:titleix@valosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

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>.