

Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology

ITED 7070
Decision-Oriented Research, Evaluation, and Professional Learning
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.

InTASC Model Core Teacher (Educator) Standards*

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

Standard #1: Learner Development. The teacher (educator) 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 (educator) 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 (educator) 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 (educator) 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 (educator) 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 (educator) 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 (educator) 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 (educator) 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 (educator) 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 (educator) 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

Instructional Technology GaPSC Certification Standards

Visionary Leadership (1.0000). Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization. (InTASC Standard: 10)

Teaching, Learning, & Assessment (2.0000). Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment. (InTASC Standards: 1, 2, 3, 4, 5, 6, 7, and 8)

Digital Learning Environments (3.0000). Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments. (InTASC Standards: 1, 2, 3, 4, 5, 6, 7, and 8)

Digital Citizenship & Responsibility (4.0000). Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility. (InTASC Standards: 9 and 10)

Professional Learning & Program Evaluation (5.0000). Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning. (InTASC Standard: 9)

Candidate Professional Growth & Development (6.0000). Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences. (InTASC Standard: 9)

INSTRUCTOR

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COURSE DESCRIPTION

The study and implementation of needs assessment and program evaluation to inform the content and delivery of best-practices technology-based professional learning. Includes an introduction to field research methods and data analysis.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Trochim, W., & Donnelly, J. P. (2007). *The research methods knowledge base* (3rd ed.). Mason, OH: Atomic Dog Publishing.

This is an online textbook. You will need to follow directions at the ITED 7070 course website to access a link to atomicdog.com. Follow the directions at the accessed page to register for and buy the online text. You must buy the text from Atomic Dog to assure that you can access course quizzes at the Atomic Dog site.

Required Technology: This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

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

Alignment to the following educational themes is noted below: Technology Proficiencies (OTL), Diversity Proficiencies (DL), Field Experience Proficiencies (FL), Ethics and Dispositions Proficiencies (EDL), Content Pedagogy (CPL), and Assessment Proficiencies (AL) are indicated below. Level 1 refers to *exploring*, Level 2 refers to *applying*, and Level 3 refers to *integrating*. The number after the decimal in the levels is meaningless for you at the moment and is included for the professor's tracking purposes.

Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1. Demonstrate clear competence in oral, graphic and written communication and comprehension. (GaPSC 2.0100-2.0800)
2. Demonstrate skill in organizing, documenting and reflecting upon assigned and self-generated activities. (InTASC Standard: 9; GaPSC: 6.0100, 6.0200)
3. Use research and theory that are grounded in the foundations of the IT field to develop instructional materials. (InTASC Standard: 4; GaPSC: 2.0100-2.0800, 5.0200; Theme: O-TL2.2)
4. Recognize and adhere to ethical guidelines in instructional design and conduct of formative and summative evaluation. (InTASC Standard: 9; GaPSC: 4.0200; Theme: O-EDL1.2)
5. Identify and apply problem analysis and needs assessment skills in appropriate IT contexts. (InTASC Standards: 6, 7; GaPSC: 5.0100, 5.0300)
6. Define and discriminate among research, evaluation, and assessment in education and training contexts. (GaPSC: 5.0100, 5.0300)
7. Use a variety of research tools, including electronic resources, to investigate possible evaluation approaches, data gathering instruments, and methods of data analysis. (InTASC Standard: 4; GaPSC: 5.0100-5.0300; Theme: O-TL2.1)

8. Generate, review, and revise any of the following measures: Surveys, interviews, focus groups, observations, criterion-referenced achievement tests, performance indicators, and document studies. (GaPSC: 5.0100, 5.0300; Theme: O-AL2.2)
9. State rationale for the way data gathering instruments are constructed. (GaPSC: 5.0100, 5.0300)
10. State rationale for the way evaluation judgments are made based on data gathering instruments. (GaPSC: 5.0300)
11. Develop and implement a plan for evaluating a training or education program which incorporates effective strategies, techniques, and tools. (GaPSC: 5.0300)
12. Create an evaluation report for a training or education program. (GaPSC: 5.0300)
13. Design technology-based professional learning using instructional best practices to address needs identified through the program evaluation. (InTASC Standards: 2-8; GaPSC: 2.0500, 2.0600, 5.0200; Theme: O-TL2.2, O-EDL2.2)
14. Design appropriate assessment to determine effectiveness of the professional learning. (InTASC Standard: 6; GaPSC: 2.0700, 5.0200; Theme: O-AL2.2)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products included in the Course Evaluation methods generally described below. (More detailed descriptions of each evaluation component can be found on the course website.) These activities include: Reflective Writing (Course objectives 1,2, 9, 10); Reading and Discussion (Course objectives 3-6, 13, 14); WWW Research (Course objectives 3- 8, 11-14); Review/Revision by Expert, Peer & Self (Course objectives 1-20); Instructional Materials Production and Evaluation (Course objectives 13,14).

COURSE EVALUATION

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from Websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure of the course.

A variety of exercises and activities will be used to assess knowledge and skills related to development of data collection tools, data analysis, and interpretation of data.

A. Activities to prepare students to produce a quality program evaluation (25%)

A variety of exercises and activities will be used to assess knowledge and skills related to development of data collection tools, data analysis, and interpretation of data.

B. Design of Professional Learning to Address Program Evaluation (25%)

The student will design a technology-based professional learning module, using instructional best practices, to address recommendations identified through the program evaluation. The design must include appropriate assessment to determine effectiveness of the professional learning.

C. Evaluation Project (50%)

In the student's school or workplace context, the student will use Needs Assessment techniques to identify possible needs and to focus the breadth and scope for a program evaluation. The student will then design a mixed-methods Evaluation Plan for investigating the potential needs. The plan includes a

purpose, rationale, description of the unit evaluated, description of data collection instruments and procedures, data analysis methods, data analysis procedures, and reporting format.

After implementing the evaluation, the student will create an Evaluation Report that includes components of the Evaluation Plan, plus results, discussion of the results, and recommendations for effective teaching and learning. This Evaluation Report will be presented orally and with visual presentation in an online conference with other students in the course and the instructor.

D. Design of Professional Learning to Address Program Evaluation (25%)

The student will design a technology-based professional learning module, using instructional best practices, to address recommendations identified through the program evaluation. The design must include appropriate assessment to determine effectiveness of the professional learning.

E. LiveText Submission (Required)

If you own LiveText (meaning you purchased it in EDUC 5999), there will be a submission to LiveText in this class. More information will be provided at a later date. If you do not post it and are required to, you will fail the class. The item to be submitted will be done as part of the regular course by all students -- the upload to or submit for review in LiveText is the only additional piece that will be required.

Grading Scale

Quality is expected in all products and performances. Given the course evaluation percentages described above, final grades will be assigned as follows:

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

Assignments are due at the time and date designated on the Course Schedule unless otherwise announced by the instructor, or changed through prior arrangements made between instructor and student. A lateness penalty, consisting of 10% of the available assignment points for each 24-hour period the assignment is late, may be imposed by the instructor on all assignments for which no prior permission for late submission was obtained. Any assignment five or more days late will not be accepted and a "0" will be assigned as the grade. Activities to prepare students to produce a quality program evaluation (25%)

ATTENDANCE POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

PROFESSIONALISM

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in

devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

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 Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> 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>.