A. Course Title: EDL 6123 Research for Educational Practitioners

B. Catalog Description: Research for the Educational Practitioner introduces students to research techniques applying action research. The topic should address some issues within their own campus. The finished product will be a five chapter research proposal using appropriate APA format. The action research project will be completed and results reported during the candidate’s internship for the degree or program of study.

C. Purpose: This course is designed to present the theoretical and practical research skills utilized by education leaders. Electronic databases, research principles, collection and analysis of data and development of a research project are among the major topics included in the course. Statistics are introduced as a tool for interpreting research.


TK20 system-one time purchase. (from bookstore ISBN 097440818 or from vendor.) Tk20 is the official assessment and portfolio software system of Teachers College, Henderson. Program-required key assessments, portfolios, projects, work samples, applications required for program admission and field experience, and data related to professional testing and certification are all collected, processed, and archived through the university’s Tk20 secure portal.

It is the responsibility of each candidate pursuing a degree or certification as an educator to purchase a Tk20 account. The account activation fee is considered a professional expense incurred as part of an educator preparation program. Accounts may be purchased in the university bookstore or directly from Tk20. A user account may be utilized for seven years from the activation date.

E. Conceptual Framework: The Conceptual Framework of the Educator Preparation Program at Henderson State provides a rationale and direction for all aspects of our programs that prepare P-12 educators. The Unit’s vision, “Teaching and Leading for Learning for All,” is a continual reminder of our purpose for being and exemplifies our commitment to the development and nurturing of our candidates’ knowledge, skills, and dispositions to help all students learn. The vision is further supported by its relevance to the vision and mission of Henderson State University and Teachers College, Henderson.
**F. Mission Statements:**

**HSU Mission Statement**
Henderson State University, “The School with a Heart” offers quality undergraduate and graduate education to a diverse student body. As Arkansas’s public liberal arts university, we empower each student to excel in a complex and changing world.

**Teachers College Mission Statement**
To prepare reflective teachers, school leaders, counselors, and other professionals through quality instruction, service, and research to demonstrate high expectations for individual self-realization. Moreover, Teachers College, Henderson is committed to preparing these professionals with the 21st century knowledge and skills required to become successful citizens in a highly technological and diverse world.

**Educational Leadership Mission Statement**
The HSU Educational Leadership MSE program prepares candidates for P-12 building level leadership and curriculum administrator roles and empowers them to work collaboratively with diverse populations. Our stakeholders include parents, community, civic organizations, business, media, teachers, and students. The program is designed to improve the leader’s skills in impacting student achievement and the quality of life for students through excellence in teaching, learning, service, technology, and leadership.

**3 Goals:**
1. **Knowledge:** To graduate students with the knowledge necessary to pass the building level leader licensure examination (SLLA) and to succeed as a building level administrator.
2. **Skills/Applications:** To graduate students with the necessary leadership skills and applications to succeed as a building level administrator.
3. **Collaboration:** To graduate building level leaders with the ability to work collaboratively with all stakeholders of a school district.

**6 Dispositions**
1. We are professionals.
2. We value diversity.
3. We are fair to all students.
4. We have a sense of efficacy.
5. We care for students and their families.
6. We are reflective.

**G. Use of Technology:** Instructors and candidates in the Educational Leadership Program will demonstrate the use of technology appropriate for the specific course. The use of multi-media will be employed in the delivery of instruction. Candidates will be linked via listserv and other web-based technology for continual communication with the professor and class colleagues. The courses will address the:

National Educational Technology Standards for Administrators (NETS-A)
1. **Visionary Leadership.** Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

2. **Digital-Age Learning Culture.** Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

3. **Excellence in Professional Practice.** Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

4. **Systemic Improvement.** Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources.

5. **Digital Citizenship.** Educational Administrators model and facilitate understanding of social, ethical, and legal issues and responsibilities related to an evolving digital culture.

**H. Diversity:** The Educational Leadership Program accepts diversity as a guiding principle reflective of the American ideal – *from many, one!* The program welcomes, seeks, and promotes a student population whose leadership styles embody and embrace differing cultural characteristics such as race, gender, ability, lifestyle and nationality.

1. Research to show impact on student achievement in a diverse community of learners.

**I. Students with disabilities:** It is the policy and practice of Henderson State University to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your inclusion or to accurate assessment of achievement, such as time-limited exams, inaccessible web content, or the use of non-captioned videos—please notify the instructor as soon as possible. If you have not previously contacted the Disability Resource Center (Edwards House, 1039 Henderson Street, 870-230-5475), I encourage you do so. For more information, visit the DRC website at [www.hsu.edu/disability](http://www.hsu.edu/disability).

**J. Objectives:**

**Goals:** Upon completion of the course, the student will:

1. Understand the concepts, purposes and methods that are fundamental to conducting systematic inquiry with the multiple perspectives of the research process.

2. Identify and adhere to general ethical standards and specific research standards of educational research.

3. Bridge the theory/praxis continuum by developing and applying useful research skills to real-world problems such as those required to critique published research or develop one’s own research project.

4. Use technology to locate and communicate research-related information.
5. Use the major bibliographic sources to write a clear and comprehensive review of the literature on a selected topic.

**Student Outcomes:**

1. Recognition and understanding of action research methods and the value of the scientific method as evidenced by knowledge of (ISLCC 1.4, 2.6; ELCC 2.3, 3.1)
   - Sources of Information
   - Scientific Method
   - General Procedures for Research

2. Presentation of modern research theories for use in both quantitative and qualitative approaches to information gathering for educational planning and programming at the Building level as evidenced by knowledge of (ISLCC 2.6; ELCC 2.2, 3.9)

3. Interpretation and summarization of published research as evidenced by demonstration of the following (ISLCC 1.4, 2.6; ELCC 2.3, 3.1, 6.1)

4. The field experience requirements for this course is examination of needs in a building and using findings to plan a research problem. An Action Research Project-Impacting Student Achievement using appropriate APA format will be completed in this course.

**K. Course Outline:**

1. This course will be a combination of web-based activities and online classroom meetings. Students are required to learn the concepts through diligent reading of the specified chapters and materials, completing the assignments, attending required online class meetings, and seeking assistance when necessary. The instructor facilitates the course by providing readings, practice problems, additional resources, links to appropriate websites, feedback on assignments and opportunities to discuss and review in class.

   a) Action Research-Impacting Student Achievement
      - Introduction to Action Research
      - Overview of the Action Research Process
      - Planning for Action Research
      - Developing a Research Plan
      - Collecting Data
      - Analyzing Data
      - Developing an Action Plan
      - Sharing and Reflecting
      - Writing Up Action Research

   b) Educational Research
      - Introduction to Research
      - Types of Research Studies
      - Selecting a Research Problem
      - Literature Review
• Formulating a Research Question and Hypothesis
• Planning a Research Proposal
• Gathering and Analyzing Data
• Research Report

2. The culminating assignment for the class is an Action Research Project-Impacting Student Achievement using appropriate APA format.

L. Field Experience Requirements:
The field experience requirements for this course is examination of needs in a building and using findings to plan a research problem. An Action Research Project-Impacting Student Achievement using appropriate APA format will be completed in this course.

M. Course Evaluation:

ACTION RESEARCH STATEMENT

All MSE degree candidates, building level leader program of study candidates, and curriculum administrator program of study candidates are required to carry out an Action Research Project-Impacting Student Achievement.

The candidate will identify a student achievement need, plan and implement an intervention, and measure the impact of the intervention on improving student achievement.

The research will be conducted throughout the candidate’s program of study or during internship and the results will be presented at the end of the candidate’s internship (EDL 6533 Leadership Internship, EDL 6653 CPA Internship for Special Education Supervision, or EDL 6643 Internship for Curriculum Specialist).

Steps for the Action Research Project:
1. Instructions for Action Research Project given during Fall or Spring Orientation.
2. Action Research Proposal with Advisor’s approval. Advisor monitors candidate’s progress throughout the program.
3. Advisor and internship professor monitor candidate’s progress.
4. Advisor and internship professor check and give final approval during internship semester.
5. Action Research results presented to Faculty Committee at the end of the candidate’s Internship.
(For students taking EDL6123 the previous steps will be modified.)

Exit Portfolio: A portfolio is an individualized collection of purposeful, interrelated materials which is ongoing and flexible. The portfolio becomes an assessment tool, which leads to self-improvement through the development of
reflective thinking and inquiry. The portfolio experience also provides a model for the continuous professional development of educational administrators in the world of practice. The students will select artifacts from class assignments and align them to the appropriate ELCC and ISLLC and NETS-A standards. They will select at least one artifact for each standard. They will write reflections that demonstrate how the artifact helped them master the standard. The portfolio will be evaluated using a rubric aligned to the ELCC standards 1-6 as well as the ISLLC standards 1-6 and the NETS-A standards one through five.

**Rubrics:** The students will be graded by rubrics for their presentations, their critical analyses of an outside reading and their projects. The rubrics will be aligned with the ELCC and ISLLC standards and NETS-A standards.

**Course Evaluation 950 Points**

1. Class attendance and participation (100 points)
2. Completion of texts (Action Research-Mertler and Educational Research-Mertler) assignments (300 points)
3. Writing that follows correct APA 6th ed. format with no writing or grammar errors (50 points)
4. Completion of an Action Research Project-Impacting Student Achievement and report of the research in the assigned format (400 points)
5. Oral defense of Action Research Project to Degree Advisory Committee (100 points)
6. Completed Action Research Project by the end of the semester for an “A” in the course

**Total points 950**

Assignments marked late on Angel will lose 10% from the earned grade.

**Grades**

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

**N. Attendance Policy:** Attendance in this class is essential for its success not only for each student but for the class as a whole. You should plan on attending each class unless prevented by circumstances beyond your control.

**O. Student Handbook Policy:** Henderson State University complies with federal and state legislature that protects students’ rights. A listing of all applicable federal and state statutes can be found in the Graduate Catalog. For information or questions, please
contact the General Counsel to the President, Room 308, Womack Hall, HSU Box 774-1100 Henderson Street, Arkadelphia, AR, 71999-0001, phone (870) 230-5089. Information may also be accessed through www.hsu.edu.

**P. Academic Honesty:** Students will be expected to be aware of the policies on academic honesty on pages 69 and 70 of the student handbook. Any use of the work of other students or plagiarized work will be subject to the consequences stated in the handbook.

**Q. Bibliography**


**Websites:**

- [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/) Writing Site