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## EDS 287A/EDLD 750A: Educational Research and Evaluation Design

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### PROGRAM LEARNING OUTCOMES

At the conclusion of the Ed.D. program, candidates will be able to:

PLO 1: Demonstrate and engage in critical analysis around creating and sustaining organizational conditions that promote socially just and equitable learning environments.

PLO 2: Use evidence-based decision-making.

PLO 3: Generate and use applied research.

PLO 4: Demonstrate and apply leadership skills and dispositions that are applicable to positively impact organizational culture and practice.

### COURSE OVERVIEW

This course is a foundation to social science research and the process of knowing. As a doctoral program in educational leadership, this course also is about using data to inform organizational decision-making that will improve educational outcomes. As a graduate program guided by the goal of equity, particular focus will be placed on identifying differences in academic achievement based on race, ethnicity, gender, gender identity, income, and historical oppression and its impact on educational outcomes.

As one of your first courses in the program, please note that your social and leadership skills will be observed, assessed, and used for course discussion and reflection. As future leaders of organizational change, we must recognize that the outcome of any change effort is as dependent on interpersonal skills as it is on sound strategy. The focus on interpersonal skills in leadership has significantly increased in the past decade. Here is a video of Professor Gruenfeld presenting some emerging ideas in this new field: <https://www.youtube.com/watch?v=KdQHAEAnHmw>

## Course Assignment

There is one major assignment for this course: The Component One Assignment, which is designed to develop your *research logic skills*. There are, at least, two sets of questions you must answer to warrant a research study: (1) What educational problem or challenge deserves our attention? And, what *evidence* do you have to support your claim that this educational problem or challenge deserves our attention? (2) What are the underlying factors that contribute to or influence the perpetuation of this educational challenge or problem? And, what gaps, inaccuracies, disagreements exist in the scholarly literature about such factors? The first assignment, the Component One Assignment, addresses the questions in number 1. You will answer the second question in your EDS 287B/EDLD 750B class.

### Component One Assignment:

This assignment is intended to help you clarify an educational problem or challenge and establish compelling evidence that it warrants study. This assignment corresponds to the first component of increasing student success (Gonzalez, 2009), which involves answering the “what’s wrong” question. This assignment involves identifying your lag and lead measures: “A lag measure is the measurement of a result that you are trying to achieve. We call them lag measures because by the time you get the data the result has already happened; they are always lagging. Lead measures are different; they foretell the result. First, a lead measure is predictive, meaning that if the lead measure changes, you can predict that the lag measure also will change. Second, a lead measure is influenceable; it can be directly influenced by an individual or team (McCheasney, Covey, & Huling, 2012, p. 46).” A rubric is found below to indicate expectations for the quality of your assignment and grading.. Finally, each student will conduct a presentation for her/his cohort based on this assignment. The presentation should be no more than 8 minutes. The presentation should be engaging, easy to follow, and address the rubric below. Students must submit a 5 -6 page narrative, data displays, and presentation materials or slides to complete this assignment.

### RUBRIC FOR COMPONENT ONE ASSIGNMENT

**A high quality product** would include a well-written 5 - 6 page narrative (excluding data displays) with the following characteristics:

- (1) a clear, logical, and compelling argument that an education problem or challenge exists that is worthy of study,
- (2) evidence that supports the compelling nature of this educational problem or challenge,
- (3) an appendix that includes a comprehensive list of relevant lagging indicators,
- (4) clear, simple, and engaging data displays that summarize trend data for lagging indicators,
- (5) an appendix that includes a comprehensive list of relevant leading indicators that align with major lagging indicators,
- (6) clear, simple, and engaging data displays that summarize trend data for leading indicators.

With regard to course grade, a highly effective written product would be equal to an A or A-. The score would be a range from 8 to 10.

**A minimally acceptable product** would include a 5 - 6 page narrative (excluding data displays) with the following characteristics:

- (1) a clear, logical, and compelling An argument that is summarized, but is lacking with regard to clarity, logic, and/or not compelling.
- (2) insufficient evidence that supports the compelling nature of this educational problem or challenge,
- (3) an appendix that includes of relevant lagging indicators, but not comprehensive,
- (4) data displays that summarize trend data for lagging indicators, but not clear, simple, or engaging
- (5) an appendix that includes a list of relevant leading indicators that align with major lagging indicators, but not comprehensive,
- (6) data displays that summarize trend data for leading indicators, but not clear, simple, or engaging.

With regard to course grade, a highly effective written product would be equal to an B or A-. The score would be a range from 6 to 7.

*An unacceptable assignment: A product missing any of the elements in “A minimally acceptable guide.” (See above.). The student would need to revise and resubmit this assignment. If acceptable, a student would receive a grade no higher than a B.*

**The Assignment described below is for your EDS 287B/EDLD 750B class:**

**Underlying Factors Assignment:**

Each student will develop a summary of the underlying factors contributing to his/her area of interest (focused literature review). This assignment requires that you critically review what is known about why a problem persists. The Underling Factors Assignment corresponds to the second component of increasing student success (Gonzalez, 2009), which involves answering the “why” question. The method and process for developing your underlying factors assignment will be discussed in class. A draft rubric is found below to indicate expectations.

**A highly effective underlying factors assignment** would include the following characteristics:

- (1) a comprehensive list of the major underlying factors related to your area of interest/topic, (2) a robust reference list of the research studies (articles) providing evidence of each underlying factor, (3) a clear and easy to follow discussion of the underling factors found and the methods used in each study, (4) a concept model that summarizes your area of interest/topic, underlying factors, methods used. A concept model is a one-page visual representation of an idea or set of ideas. With regard to course grade, a highly effective guide would be equal to an A or A-. The score would be a range from 8 to 10.

**A minimally effective underlying factors assignment** would include the following characteristics: (1) a list of the major underlying factors related to your area of interest/topic, (2) a reference list of the research articles providing evidence of each underlying factor, (3) a discussion of the underling factors found and the methods used in each study, (4) a concept model that summarizes your area of interest/topic, underlying factors, methods used. I will share different approaches to constructing a concept model in class. A concept model is a one-page

visual representation of an idea or set of ideas. With regard to course grade, a minimally effective guide would be equal to an B or B-. The score would be a range from 6 to 7.

**An unacceptable underlying factors assignment: A product missing any of the elements in “A minimally acceptable underlying factors assignment.” (See above.). The student would need to revise and resubmit this assignment. If acceptable, a student would receive a grade no higher than a B.**

## **RUBIC FOR EFFECTIVE COHORT PARTICIPATION**

**A highly effective participant** would display for the following characteristics: (1) initiates insightful and constructive comments at appropriate times during class; (2) offer comments that are balanced between general impressions, concrete feedback, and thoughtful criticisms; (3) does not dominate the conversation; (4) makes connections among the class topic and other student responses; (5) listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks; (6) is open to a change in perspective, as indicated by comments that respond to others’ remarks. With regard to course grade, a highly effective participant would be equal to an A, A-, or B. The score would be between 7 and 10.

**An unacceptable participant** would display the following characteristics: (1) initiates comments infrequently or during inappropriate times during class; (2) comments offered are not balanced between general impressions, concrete feedback, and thoughtful criticisms; (3) dominates the conversation; (4) infrequently makes connections among the class topic and other student responses; (5) does not listen attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks; (6) does not appear to be open to a change in perspective, as indicated by comments that respond to others’ remarks. With regard to course grade, an unacceptable participant would be equal to a C or lower. The score would be 6 or below.

### **Your final grade will be based on the following:**

#### **Component One Assignment (70%)**

##### **Participation (30%)**

Your attendance and active participation online and during face-to-face meetings are essential to achieving the student learning outcomes for this course. Students are expected to come prepared to discuss the readings and to engage in meaningful conversations that support the further development of one’s academic and professional voice.

#### **CSUSM School of Education Mission**

The mission of the School of Education community is to collaboratively transform education.

We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research

Serve the School, College, University and Community

### **Basic Tenets of CSUSM School of Education Conceptual Framework**

- Student centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

### **CSUSM School of Education attendance policy**

Students *must* participate in 80% of the course sessions to receive credit for this course. Additional absences may further impact the course grade. If the absence is predictable (e.g. professional obligation), the student should inform the instructor ahead of time. If the absence is unanticipated, the student should initiate contact with the instructor as soon as possible. Notification of an absence does not constitute an excuse.

### **CSUSM Accommodation Services**

Students with disabilities requiring reasonable accommodations are approved for services through the Disabled Student Services Office (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905 or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

### **OUR LEARNING COMMUNITY**

The following Community Agreements and Teaching/Learning philosophy will serve as the foundational principles by which we relate to each other as we learn together. As a community, we can add specifics to these principles as we need.

### **Community Agreements**

- We speak from our own experience

- We are open to hearing others
- We share air time
- We are willing to have our thinking challenged
- We respect confidentiality
- We share experiences that are issue focused, not necessarily who said it or where
- Each of us participates using a “value added” approach by expanding upon ideas, providing examples, and/or expressing a different perspective.

**If you are unable to submit an assignment by the due date, it is your responsibility to contact the instructor before the due date.**

As a doctoral candidate it is critical that you communicate your ideas through multiple formats. The written word is a powerful demonstrator of your knowledge, skills, and disposition. Therefore, we hold high expectations of your performance, and we are committed to providing you with useful and meaningful feedback that will support your learning and continued development as an educational leader.

In general, we believe a doctoral student:

- Completes all assignments on time and demonstrates the ability to summarize, analyze, and/or reflect at sophisticated and complex levels.
- Varies sources of information for assignments, demonstrating high degree of effort in pursuing varied perspectives around important educational issues.
- Completes all the reading assignments and develops thoughtful and thorough responses.
- Produces work that reveals a strong commitment to self-discovery and learning.
- Produces work at a highly professional level in terms of both writing and content.
- Develops a high quality presentation, demonstrating significant learning around a contemporary issue.
- Presents confidently and intelligently, demonstrating effective teaching skills.
- Completes assignments in/out of class with a focus on learning and exploration, pushing him/herself to better understand the profession through quality work.
- Attends every class meeting and is fully engaged during class.
- Pushes him/herself to new understandings by participating in discussions, sharing his/her opinions, and valuing others’ perspectives.
- Contributes to the positive environment of the class by respecting all members.

## **COURSE TEXTS AND READINGS**

(6<sup>th</sup>) edition of The Publication Manual of the American Psychological Association (2010).

Attinasi, L. (1989). Getting in: Mexican American Student’s Perceptions of their College Going Behavior with Implications for Their Freshman Year Experience.

<https://www.law.uh.edu/ihelg/monograph/87-4.pdf>

Creswell, J.W. (2008). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (3<sup>rd</sup> Edition). Pearson/Merrill Prentice Hall. NJ

Stokes, R. & Hewitt, J. P. (1976). Aligning Actions. American Sociological Review. 41, 838-849. [http://www.jstor.org/stable/2094730?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/2094730?seq=1#page_scan_tab_contents)

Erikson, F. (1986) Qualitative methods in research on teaching. <http://files.eric.ed.gov/fulltext/ED263203.pdf>

Gonzalez, K. P. (2009). Using data to increase student success: A focus on diagnosis. Lumina Foundation for Education. <http://files.eric.ed.gov/fulltext/ED532376.pdf>

McCheatney, C., Covey, S., & Huling, J. (2012) The 4 disciplines of execution. New York: FranklinCovey.

## CLASS MEETING SCHEDULE

Date	Topic/Activity	Reading/Course Assignment	Due Date
<b>Session 1</b> 1/5/16	Overview of Syllabus Introduction/Expectations		
<b>Session 2</b> 1/12/16	Philosophical Foundations of Social Science Research Library Session	<ul style="list-style-type: none"> <li>• Creswell, Chapter 1</li> <li>• Erikson, Qualitative methods in research on teaching (pp. 1-50)</li> <li>• Gonzalez, Using Data to Increase Student Success</li> <li>• Library Session</li> </ul>	
<b>Session 3</b> 1/19/16	Intro to Data Analytics Interpersonal Skills and Leadership	<ul style="list-style-type: none"> <li>• McCheatney, Covey, &amp; Huling, The 4 Disciplines of Execution, Chapter 2</li> <li>• Video resource by Professor Gruenfeld on interpersonal skills and leadership: <a href="https://www.youtube.com/watch?v=KdQHAEAnHmw">https://www.youtube.com/watch?v=KdQHAEAnHmw</a></li> </ul>	
<b>Session 4</b> 1/26/16	More on Data Analytics	<ul style="list-style-type: none"> <li>• Creswell, Chapter 5</li> </ul>	
<b>Session 5</b> 2/2/16	<ul style="list-style-type: none"> <li>• Theory (Structure and Agency)</li> <li>• Underlying Factors</li> </ul>	<ul style="list-style-type: none"> <li>• Creswell, Chapter 3</li> <li>• Stokes and Hewitt, Aligning Actions</li> </ul>	

<b>Session 6</b> 2/9/16	• Research Logic	Attinasi, L. (1989). <a href="https://www.law.uh.edu/ihelg/monograph/87-4.pdf">https://www.law.uh.edu/ihelg/monograph/87-4.pdf</a>	
<b>Session 7 -</b> 2/16/16	• More on Underlying Factors	• Creswell, Chapter 2	
<b>Session 8 -</b> 2/23/16	More on Underlying Factors	• Handouts (to be distributed)	
<b>Session 9</b> 3/1/16	Student Presentations		<b>Component One Presentation</b>
<b>Session 10</b> 3/8/16	Student Presentations	<b>Collaborative class with Dr. Daly</b>	<b>Paper due March 11<sup>th</sup>.</b>