

# Syllabus for EST6115: Action Research in Your School

## Oakland University

2018 Fall Semester: Partially Online Course, 3 credit hours

### Instructor:

Paul J. Weinberg, Ph.D.  
Assistant Professor

### Office Hours:

I am available for meeting by appointment in my office on campus as well as by phone, skype, iChat, Facetime, and Google Hangouts. Email me to set something up.

### Teacher Development & Educational Studies

Oakland University  
465C Pawley Hall  
Rochester, MI 48309  
(o) 248.370.3039  
(c) 408-529-3139

## Course Overview

This course serves to continue your learning about reading and implementing high quality research in your practice and in your schools. This course is the second of a two-course sequence in the Teacher Leadership Program at Oakland University (beginning with EST6105b) that is designed to support scholarly inquiry into educational issues—with particular attention to a practical kind of scholarly inquiry commonly called *action research*—and develop the knowledge and ability to coach teachers to help them improve their practice.

## Course Assignments, Grading and Participation

This class is a required component of the TL Program. Because scholarly inquiry is considered a core element in a preparation program for teacher leadership, you are expected to meet a higher standard than is perhaps expected in other courses in the university. Specifically, you are expected to come to all class sessions, complete all assignments, to actively participate in all course discussions in online formats, to challenge yourself to do your best, and ultimately be the type of learner you would want students in schools to be. If the occasion occurs when you must miss an in class, notify me as soon as you know you will be missing. I will record the whole class session. To make up for your absence, you will listen to the entire recording and create a detailed outline of session. Any missed class sessions without this outline will count negative toward your grade.

## Academic Integrity

I expect each of you to produce your own work that represents your own thinking. That does not mean that you cannot, or should not, interact with other people around assignments. You can and **should** discuss your work with others – your own thinking **improves** through interaction with others and their ideas. Also, there is much information available on the Internet that I expect you to make use of. This does mean, however, that you distinguish between the ideas and words of others and your own. Use appropriate citation. Failure to uphold these standards may result in a 0.0 grade for the course.

“All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one’s work honestly. Misrepresentation is cheating since it means the student is claiming credit for ideas or work not actually his or her own and is thereby seeking a grade that is not actually earned. All academic misconduct allegations are forwarded to the Dean of Students Office and adhere to the student judicial system.”

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Oakland's academic code of conduct is posted online: <http://www4.oakland.edu/?id=1610&sid=75>

### Course Readings and Materials

**Required Texts:** There are no required texts for the course. All course materials will be provided online via Moodle or are accessible via the World Wide Web.

### Assignments

Major assignments are listed below. Complete descriptions and specifications will be provided in advance and discussed as we move through the term. The following total 100%:

- 10% Draft of Instruments Dialogue and FINAL Instruments Submission
- 10% Draft of Data Collection (RAW DATA) and Analysis dialogue and FINAL data collection and analysis plan
- 10% Draft of conclusions and implications dialogue and FINAL conclusions and implications
- 20% Final Presentation
- 10% Weekly online assignments and forums
- 20% HLTP Coaching (including evidence and claims)
- 20% In class attendance and participation

### Class Meetings

- Class 1 – Saturday, Sept 8<sup>th</sup>, 9 - 3
- Class 2 – Saturday, September 29<sup>th</sup>, 9 – 3
- Class 3 – Saturday, October 13<sup>th</sup>, 9-3  
Session Dates – Three offered. Tuesday Nights – 5:30 – 7:30. These are opportunities to go over difficult course elements (e.g., data collection tool design, data analysis, and presentations).  
November 6<sup>th</sup>, 13<sup>th</sup> – Data analysis  
November 27<sup>th</sup> – Presentation
- December 8, 9-3 (probably earlier), Final Presentations

The % grading scale will be as follows:

93.0-100.0	A
90.0 - 92.9	A-
87.0 - 89.9	B+
83.0 - 86.7	B
80.0 - 82.9	B-
77.0 - 79.9	C+
73.0 - 76.9	C
70.0 - 72.9	C-
69.9 and below	F

### Standards Covered throughout EST 6115

**1.1** Explains connections between the school vision, mission, goals, and classroom instruction to colleagues; **1.2** Demonstrates how to link the school improvement plan to identified needs to promote continual and sustainable school improvement; **1.3** Demonstrates how to collect and use data to continually identify school goals, assess organizational effectiveness, assist with implementing plans to achieve school goals, and to develop proposals for professional learning; and **1.4** Demonstrates effective use of technology in establishing and implementing data collection, evaluating data, and improving the shared vision of learning.

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**3.1** Provides example of assisting colleagues in accessing and using evidence-based research in order to select appropriate strategies to improve student learning; **3.2** Demonstrates how to use emerging technology tools to facilitate the analysis of student learning and behavioral data, fosters collaborative interpretation of results and applies findings to improve teaching and learning; **3.3** Exhibits evidence of supporting colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; **3.4** Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning; **3.5** Acts as a leader to collaborate with colleagues to identify and use multiple assessment tools aligned to state and local standards in order to improve student achievement; **3.6** Explains how to collaborate with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning; **3.7** Establishes and documents a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; **3.8** Provides an example of supporting colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning (utilizing a systematic approach for using data); **3.9** Facilitates the collection, analysis, and use of classroom and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture; **3.10** Demonstrates how to engage in reflective dialogue with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices.

**4.7** Provides constructive feedback to colleagues and school administrators to strengthen teaching practices and improve student learning;

**5.4** Delineates instructional strategies that address differentiated learning, issues of diversity and equity in the classroom and appropriate grade level instruction, and ensures that individual student learning needs remain the central focus of instruction; and **5.5** Models and provides instruction on the integration of effective and appropriate technologies to improve instruction and student achievement based on the needs of diverse learners.

**6.1** Provides examples of using knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community; **6.2** Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;

**7.2** Provides evidence of working with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;

DATE		Readings	HLTP Assignments
	CLASS MEETING		
Sept 8	Review of previous semester  "Zeroing in" on problem space, Creating instruments (surveys, interview questions, observation protocols); Collecting Data HLTPs and coaching	See Moodle	HLTP1 Explaining and Modeling Content

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Week ending Sept 19 <sup>th</sup>	<p>Problem Space target areas online dialogue</p> <p>(1) Upload concept map by Saturday, 16<sup>th</sup></p> <p>(2) all questions and discussion by Tuesday 19<sup>th</sup> (Concept Map)</p>	See Moodle	HLTP1 w dialogue
Week ending Sept 29 <sup>th</sup>	<p>Instruments construction and online dialogue (surveys, interview questions, observation protocols)</p> <p>FINAL DRAFT of concept map DUE</p>	See Moodle	HLTP2
Sept 29	<p>CLASS MEETING</p> <p>9:00 – 3:00pm</p> <p>Analyzing Data and Making Assertions Conclusion, Implications, Limitations</p> <p>FINAL DRAFT of instruments due</p>	See Moodle	HLTP2 w dialogue
Sept 29 - Nov 6 <sup>th</sup>	<p>(1) <u>Data Collection</u> and transcription Upload organized data</p> <p>(2) Analyze your Data – dialogue with one another</p> <p>(3) Make some preliminary <u>assertions</u> – dialogue with one another</p> <p>(4) Make some preliminary conclusions – dialogue with one another</p>	See Moodle	HLTP3
Oct 13	<p>CLASS MEETING</p> <p>9:00 – 3:30p,</p> <p>Discuss ANY of – data analysis, assertions, conclusions, implications, limitations Or Presentation</p>	See Moodle	
Oct 13 – Dec 8	Finalize presentation		HLTP4
Dec 8	CLASS MEETING		

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9-3	FINAL PRESENTATIONS		
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I recognize that folks who are taking this course may well be teaching full time. It will be important to communicate with me about any difficulties you have in meeting the expectations for the course. I am more likely able to work with you to manage challenges if we discuss them in a timely fashion.