**Course Number & Title:**
EDUC 590 Research Applications in Education

**Term & Year:**
Summer 2017

**Instructor:**
Andrea Somoza-Norton, Ed.D.

**Office Location:**
02-110

**Phone:**
805-756-5373

**Cell:**
603-327-7664

**Class Location & Time:**
02-214 Wednesdays 5:10pm-8:00pm

**Office Hours:**
Mondays and Wednesdays 3pm-5pm (by appointment)

**Email:**
asomozan@calpoly.edu

**Course Description:**
This course fulfills selected requirements for the Master of Arts degree in Education with a specialization in Educational Leadership and Administration. It is designed for prospective K-16 and other leaders who desire a thorough understanding of how to conduct action research in the workplace. Prerequisites: Admission to the Educational Leadership and Administration Program.

**Course Objectives**
This course is designed to address the following indicators within Educational Leadership:

- Utilize problem-based learning strategies, such as action research and inquiry projects that link theory and practice and support reflection.
- Generate research questions and encourage the use of action research process in professional practice.
- Apply action research to develop a systematic, inquiry approach towards effecting positive change within a broader learning community.

All course-related activities—readings, session assignments, and in-class learning activities—are designed to provide integrated experiences and to maximize application of the roles and responsibilities of school leaders; whether those leaders are teachers, counselors, administrators or other educational professionals. Discussion, lab practical, poster presentation, and large- and small-group exercises will be employed to address course content. This class is an exercise in thought and practice. Prerequisite: Graduate standing and admission to the Educational Leadership and Administration Program.

**COURSE LEARNING OUTCOMES.**

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Assessment</th>
<th>Standard</th>
<th>SOE Learning Outcome</th>
<th>SOE Disposition (listed at end of document)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply public speaking, advocacy, diplomacy, writing and presentation skills necessary to advocate for the school, its accomplishments and its needs</td>
<td>Final Action Research Project</td>
<td>CAPE 1A, 1B &amp; 6B</td>
<td>1-6</td>
<td>1.1-2.2-3.1</td>
</tr>
<tr>
<td>Employ expository, persuasive, and narrative writing skills necessary to advocate for the school, its accomplishments and its needs</td>
<td>Final Action Research Project</td>
<td>CAPE 1B &amp; 6B</td>
<td>1-6</td>
<td>1.1-2.2-3.1</td>
</tr>
<tr>
<td>Understand how prioritize use of school resources, including the budget, to support the school’s vision, goals, and growth plan</td>
<td>Final Action Research Project</td>
<td>CAPE 1A, 2B &amp; 3A-B-D</td>
<td>1-6</td>
<td>1.1-2.2-3.1</td>
</tr>
</tbody>
</table>

**Basis of SOE Conceptual Framework:**
- Learning for (purpose)
- Learning through (process)
- Learning about (content)
Use research-based strategies and best practices for establishing, monitoring, and evaluating organizational structures, processes, and systems that promote a culture of collaboration and respect and that maintain a focus on continuous improvement and enhanced achievement for all student groups.

| Final Action Research Project | CAPE 1C, 1A, 2A, 5A, & 3C | 1-6 | 1.1.2.2-3.1 |

Note: For each learning outcome, the applicable standard and SOE learning outcome is listed by number (full text provided at the end of syllabus).

**Required Texts (reference use only)**


CLASS MEETING SCHEDULE

Unless otherwise stated, course meetings for EDUC 590 will take place in the Cotchett Education Building (02), Room 214.

Summer session classes will begin at 5:10 p.m. and conclude no later than 8:00 p.m. You are expected to attend ALL class meetings – no exceptions.

We scheduled “Independent Study” on some summer class dates to give you and your workgroups time to complete assignments. **We expect you to use this time to accomplish class work.**

<table>
<thead>
<tr>
<th>June 14</th>
<th>June 21</th>
<th>June 28</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed., 5:10 – 8:00, Room 214</td>
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<td>Wed., 5:10 – 8:00, Room 214</td>
</tr>
<tr>
<td>Independent Study for Team Projects June 22 July 3, 5, 6, 10</td>
<td><strong>ELAP SYMPOSIUM</strong> Attendance Required</td>
<td>July 12 <strong>Poster Presentation</strong> Wed., 5:10– 8:00 Room 214</td>
</tr>
</tbody>
</table>

COURSE GUIDELINES AND EXPECTATIONS

**Participation**

Attendance and participation in weekend sessions are **MANDATORY**, and students may be dropped from the program for non-approved absences.

**Assignments**

1. Students are required to submit all written assignments in MS Word format (Mac or PC versions). All written assignments must follow the American Psychological Association (APA) writing style guidelines. Use a 12-point font and double-space all work. Use a one-inch margin on all sides. Consider contacting the [Cal Poly Writing Lab](#) if you have any questions regarding your writing skills. All written work will be critiqued for content, grammar, and spelling.
2. All assignment submissions must contain your last name. Save your files using this format:

   LAST NAME_TITLE OF ASSIGNMENT

3. All assignments submitted to instructors must be the original work of the student and shall not have been submitted for credit in any other course.

4. All assignments must be completed and presented to the instructor on the due dates listed in the session guides. One-half credit will be given for late submissions.

5. You must have access to the Cal Poly Web Portal. The portal will give you access to PolyLearn, and all course materials, announcements, and assignments will be posted there in your respective course sections.

6. Students are required to maintain an electronic portfolio of their work (hereafter referred to as “e-portfolios”). All assignments must be included, and students will submit their e-portfolios for assessment purposes at the end of spring quarter.

ASSESSMENT PROCESS

Course grades will be based upon successful completion of the following:

- Class preparation, attendance, participation, and group activities
- Assignments and examinations

Discussion, Participation, In-Class Projects and Presentations

The number and type of these activities vary by course and quarter, but you will be required to work in teams to solve problems and present your learning. EVERYONE IS EXPECTED TO PARTICIPATE EQUALLY IN TEAM PROJECTS.

Written Assignments

You will be required to write one short paper in addition to your action research project during the summer session. You will be given an assessment rubric for each written assignment. Before you submit your work, you must use the rubric to complete an assessment of your paper. I will use the same rubric to assess your work. Any discrepancies between our assessments will be briefly explained when your papers are returned.

Academic Honesty

Academic honesty is fundamental to the activities and principles of California Polytechnic State University San Luis Obispo. All members of the academic community must be confident that each person’s work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences.

Sample evaluation rubric for written assignments:
### Written Assignment Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>The paper addresses and clearly identifies important issues and</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>adheres to guidelines described in assignment.</td>
<td></td>
</tr>
<tr>
<td>The paper demonstrates accurate mechanics in writing and</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>organizational clarity.</td>
<td></td>
</tr>
<tr>
<td>The authors use appropriate sources to construct a well-developed</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>analysis of investigation (introduction, analysis and findings).</td>
<td></td>
</tr>
<tr>
<td>The paper offers a clear authoritative critique and summary of the</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>investigation.</td>
<td></td>
</tr>
<tr>
<td>The paper is well written and organized.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

### Sample evaluation rubric for projects and presentations:

#### Project/Presentation Evaluation Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presentation addresses and clearly identifies important issues and</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>themes while adhering to guidelines described in this assignment.</td>
<td></td>
</tr>
<tr>
<td>The presentation focused on relevant issues related to course content.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>The presenters utilized appropriate questioning to elicit the knowledge,</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>experience and ideas of participating practitioners.</td>
<td></td>
</tr>
<tr>
<td>The presentation offered a clear authoritative critique and summary of</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>the assignment and its relationship to course content.</td>
<td></td>
</tr>
<tr>
<td>Overall the presentation was well organized and informative.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

*Rating Scale: 5 = Outstanding, 4 = Above Average, 3 = Average, 2 = Below Average, 1 = Less than Adequate*
## ELAP Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>Description</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>Excellent – superior performance; demonstrates exceptional understanding and comprehensive mastery of subject matter.</td>
<td>97 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td></td>
<td>93 - 96</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td></td>
<td>89 - 92</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>Very Good – significantly above average performance; demonstrates full understanding and complete mastery of subject matter.</td>
<td>85 - 88</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>Minimum grade required for credit-no credit (CR/NC) courses.</td>
<td>80 - 84</td>
</tr>
<tr>
<td>CR</td>
<td>U</td>
<td>Unsatisfactory or no credit (NC) – results in a failing course grade.</td>
<td>&lt; 80</td>
</tr>
<tr>
<td>NC</td>
<td>I</td>
<td>The &quot;Incomplete&quot; (&quot;I&quot;) grade signifies that a portion of required coursework has not been completed and evaluated in the prescribed time period due to fully justified reasons. There is still a possibility of the student earning credit once missing coursework has been submitted.</td>
<td></td>
</tr>
</tbody>
</table>

## INSTRUCTOR BIOGRAPHY

Dr. Somoza-Norton is an Assistant Professor and the Coordinator of the Educational Leadership and Administration Program. Dr. Somoza-Norton served for 17 years as a teacher, school administrator, educational consultant, and New Hampshire Department of Education Title III State Director. Her research interests are K-12 educational leadership and administration, particularly in the areas of creative leadership, and systems thinking and dynamic models. In addition, she is interested in the integration of information technology in education and English learners programs and policies.
THE SCHOOL OF EDUCATION

VISION
The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

MISSION
The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education. School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

LEARNING OUTCOMES

Informed – Advancing Disciplinary Knowledge
InformED educators are scholars of education, demonstrating mastery and application of educational theories, pedagogies and content knowledge.

Empowered – Responding To Diverse Learning Needs
EmpowerED educators are equipped to support all students to learn, calling upon appropriate strategies when serving students varying levels of support, including: students who receive special education, students who are emergent bilingual, first generation students, students with trauma, and students in poverty.

Engaged – Building Cultural Responsiveness
EngagED educators are culturally responsive, demonstrating appropriate strategies and approaches to support diversity, inclusion, multiculturalism, social justice, and cultural sustainability.

Connected – Drawing on Knowledge and Partnerships Across Disciplines and Communities
ConnectED educators build partnerships across communities and draw upon knowledge from other disciplines. ConnectED educators demonstrate appropriate strategies for working with families and community partners, being an agent for change, participating in advocacy, and capacity building.

Grounded – Demonstrating Professionalism
GroundED educators are professionals, demonstrating ethics, integrity, legality, teamwork, and professional communication skills. GroundED educators are leaders, either overtly or by example.

Transformed – Encouraging Continuous Growth & Reflection
TransformED educators are continuously reflecting and improving. They participate in action research and professional development as part of their commitment to lifelong professional learning. They engage in assessment and reflection

DISPOSITIONS

Professionalism
1.1 Responsibility and Accountability — Acts ethically, responsibly, and with integrity, and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and
managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

1.2 Creating Positive Climate — Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and ongoing. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice

2.1 Cross-Cultural Competence — Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 Collaboration — Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

3.1 Inquiry and Innovation — Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 Social Justice — Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

Statement on Diversity

The faculty and students of the Educational Leadership and Administration Program (ELAP) are committed to creating and maintaining a learning community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach her or his own potential. In pursuit of its goal of academic excellence, we seek to develop and nurture diversity, believing that it strengthens the program, stimulates creativity, promotes the exchange of ideas, and enriches campus life. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Resource Center, Building 124, Room 119, at (805) 756-1395, as early as possible in the term.
ASSIGNMENTS, COURSE GRADES, DUE DATES
(Almost all the work you will undertake in EDUC 590 will be done independently).

ACTION RESEARCH FINAL PAPER
(1) Your final EDUC 590 action research paper is due July 13. Be sure to plan your data collection, analysis, and writing accordingly. An action research paper template has been posted to the EDUC 590 Polylert to guide you as you report your findings and discuss their meaning and implications. Be sure to follow the template. You may exceed its requirements, but you may not submit less than what is required.

RUBRIC:

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>OUTSTANDING</th>
<th>ABOVE AVERAGE</th>
<th>AVERAGE</th>
<th>BELOW AVERAGE</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of Academic Writing (30%)</td>
<td>Candidate presents an exceptionally well-written paper in APA format that is worthy of consideration for publication.</td>
<td>Candidate presents a well-written paper in APA format that is free from most grammatical and logical errors.</td>
<td>Candidate presents a paper using APA format with only a few grammatical and logical errors.</td>
<td>Candidate presents a paper without using appropriate APA format with many grammatical and logical errors.</td>
<td>Candidate submits a paper with excessive numbers of errors in grammar, spelling, logic, and style. No use of APA format.</td>
</tr>
<tr>
<td>References and Appendices Section (10%)</td>
<td>Candidate demonstrates depth and breadth of research by including multiple references in the bibliography. Reference format is consistent and correct.</td>
<td>Candidate includes at least five references in the bibliography. Reference format is mostly correct.</td>
<td>Candidate includes only a few references in the bibliography. Reference format is mostly incorrect.</td>
<td>Candidate fails to include a bibliography with the research paper.</td>
<td>Commented [VM1]: Assessment of CAPE: 2B (Effective program assessment), 5A (Reflective practice through assessment and continuous improvement)</td>
</tr>
<tr>
<td>Narrative Discussion Section (30%)</td>
<td>Candidate clearly articulates the significance of the findings and presents multiple recommendations for further action or study that logically follow from the research.</td>
<td>Candidate articulates the meaning and significance of the findings and presents at least one recommendation for further action or study.</td>
<td>Candidate only cursorily discusses the meaning of the findings and does not include recommendations for further action or study.</td>
<td>Candidate fails to include a discussion of the findings in the research paper.</td>
<td>Commented [VM2]: Assessment of CAPE: 1A, 1B, 1C, 2A, 2B, 3A, 3B, 3C, 3D (Making recommendations for improved programs, developing and sharing a vision)</td>
</tr>
<tr>
<td>Presentation of Findings (30%)</td>
<td>Candidate selects an appropriate method or methods to analyze data. Interpretation of the data is correct and insightful. Candidate uses multiple charts, graphs, and tables to present findings. Data clearly support all findings. Findings are clear and unambiguous.</td>
<td>Candidate selects an appropriate method to analyze data. Interpretation of the data is mostly correct. Candidate uses some charts, graphs, and tables to present findings. Data generally support the findings. Findings are acceptably presented.</td>
<td>Candidate does not use charts, graphs, or tables to present findings. Findings are unclear and ambiguous. Logic is poor.</td>
<td>Candidate fails to include a discussion of methods used to analyze research data.</td>
<td>Commented [VM3]: Assessment of CAPE: 5A (Reflective practice through ongoing professional learning), 2A (Personal and professional learning through research)</td>
</tr>
</tbody>
</table>

Commented [VM4]: Assessment of CAPE: 1A, 1B, 1C, 6B (Representing and promoting the school and vision through written communication)
ACTION RESEARCH POSTER PRESENTATION

You will present your research to your peers during a poster session on July 12. The class will be divided into two groups. The first group will present from 5:00 until 6:00; the second group will present from 6:15-7:15. You will be assessed on your ability to succinctly and cogently describe and discuss your research project with others. Please refer to the action research rubric posted in PolyLearn.

We will provide you with templates for your poster. Examples of posters can be seen in the display cases in Building 02. Poster session on July 12 counts for 20% of final grade.

RUBRIC:

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>OUTSTANDING</th>
<th>PROFICIENT</th>
<th>BELOW AVERAGE</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poster Content</strong> (40%)</td>
<td>Content strongly represented student’s research. Clearly supported topic and contained important points. Strong material. Well summarized. Clearly shows development of study or research. Material supports purpose of study, hypothesis, or research question. Strong conclusion and implications presented.</td>
<td>Content adequately presented student’s research. More information would have been beneficial. The content was adequately presented but support for the study, research hypothesis, or question(s) is somewhat general. Conclusion and implications were reasonable.</td>
<td>Somewhat able to see connection of content to research/presentation.</td>
<td>Unable to clearly formulate the research to poster and presentation.</td>
</tr>
<tr>
<td><strong>Poster Appearance</strong> (Clarity, Organization, Cogency) (20%)</td>
<td>Visually appealing and strongly effective presentation. Easy to read. Utilized creative use of fonts, headings, charts, colors, and white space.</td>
<td>Poster was adequate but could improve effectiveness through better use of space through font size, colors, headings, charts, and white space.</td>
<td>Poster was acceptable but needs work to improve visual appeal through better utilization of fonts, colors, headings, charts, and white space.</td>
<td>Not visually effective.</td>
</tr>
<tr>
<td><strong>Presenter’s Oral Presentation</strong> (40%)</td>
<td>Topic of research is clearly evident. Layout of poster is logical, and provides sequential information from intro to conclusion and references. Presenter was confident and professional. Established eye contact. Clearly conveyed research problem, methods, conclusions, and implications. Answered questions well. Discussed research effectively.</td>
<td>Topic of the research is apparent. The presentation of information could use refining. Presentation and demonstration of understanding was acceptable. Demonstrated some problems (speaking too softly, use of jargon, hesitation, inability to handle questions, etc.)</td>
<td>Topic of research is not clear. Information presented is confusing. Presenter did not convey a sense of confidence or ability to clearly discuss the research problem, methods, conclusion, and implications. Additional practice would be helpful.</td>
<td>Unable to understand link between information presented and topic of research. Presenter was not prepared. Demonstrated problems in several areas (no eye contact, no clear discussion of research, lack of professionalism).</td>
</tr>
</tbody>
</table>

Commented [VM5]: Assessment of CAPE: 1A, 1B, 1C, 6B (Representing and promoting the school and vision through visual communication)

Commented [VM6]: Assessment of CAPE: 1A, 1B, 1C, 6B (Representing and promoting the school and vision through oral communication)

Commented [VM7]: Assessment of CAPE: 1A, 1B, 1C, 6B (Representing and promoting the school and vision through oral communication)
FINAL e-PORTFOLIO
(3) Your final E-Portfolio is due July 13. You must copy your final portfolio to a USB for your student file. Your USB must be in an envelope and clearly marked with your name and cohort year. Please be sure you submit work you want others to see in the future.

OTHER IMPORTANT DATES:
• Exit Examination – July 11: The Exit Examination is comprehensive and consists of multiple choice questions drawn from material presented in each ELAP course (fieldwork is excluded). Candidates must receive a minimum score to pass the exam. If a candidate fails to receive a passing mark, s/he will be permitted to retake the Exit Examination one additional time. Students will have the entire three-hours to complete the exam. More details will be distributed at the summer session on June 12.

• Closing Ceremony – July 13: The last class meeting of the summer will be held in a San Luis Obispo location (TBA). We will distribute certificates of completion, and students will submit final assignments, E-portfolios, and program online evaluations during this meeting.