

University of North Alabama
EDS 709 Applied Research II

Course Description:

Candidates will complete a major problem analysis project approved and initiated in EDS 702. This culminating experience is to address a problem that is useful to the school or school district as determined through data and verified by host school officials. Candidates will design a comprehensive plan of action and implementation. The document will be written in the third person, using the APA Style Manual, 6th Edition, as the guide.

Course Credit:

3 semester hours

Required Course Text:

College LiveText (sold in the bookstore and online at www.LiveText.com)

Course Objectives/Standards

290-3-3-.52.01

The candidate shall demonstrate ability to:

1. Include periodic focus sessions for candidates to share problem-based concerns and successes and to collaborate on issues and solutions. .52.01 (3)(b)
2. Engage colleagues in designing, implementing, and monitoring research-based strategies that nurture positive academic and social behaviors..52.01(5)(b)1
3. Lead colleagues in examining, interpreting, and applying behavioral research that promotes respect and responsibility by and for all members of the district, school, and classroom communities. .52.01(5)(b)3,
4. Lead colleagues in the design and implementation of research-based strategies that promote positive, safe, and orderly environments that nurture self-efficacy, motivation, and engagement of all students. .52.01(5)(b)4
5. Engage with colleagues, families/guardians, and community professionals to examine and utilize research on cognitive, social, and emotional development to set high academic goals for all learners. .52.01(5)(b)5
6. Initiate and facilitate parental/guardian participation in the larger education process and in shared decision making at the school, community, and district levels. 290-3-3-.52.01(5)(e)1
7. Initiate ongoing action research, based upon reflective classroom observations and ongoing professional learning, and apply research findings to support student success. .52.01(5)(e)4
8. Participate in three semester hours of problem-based research in a school or school system. 290-3-3-.52.01(3)(d)
9. Engage in problem-based research based on the approved proposal submitted in course EDS 702. .52.01(6)(b); 290-3-3-.52.01(3)(d)

Applies to Instructional Leadership candidates only

290-3-3.53.01

1. The core of the instructional content portion of the Class AA program shall be the Alabama Standards for Instructional Leaders. The content shall be an extension rather than a repetition of instructional approaches used in the Class A Instructional Leadership programs. Content shall be related to the practice of sharing leadership at very high levels of expertise rather than focusing on observation and participation. (3)(c)1.
2. The core of instructional content shall be anchored in practical experiences. (3)(c)2.
3. Carefully plan and link practical experiences to at least one central instructional problem which will serve to focus the candidates' research and problem-solving efforts. (3)(c)3
4. Include meaningful P-12 school-based field experiences in any course used to meet an instructional leadership standard.

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5. Curriculum shall set aside three to nine semester hours for problem-based experiences. (3)(a)5
6. Readiness to serve as a Class AA Instructional Leader shall include completion of a problem analysis project. (4)(d)

Course Requirements

The candidate must engage all stakeholders in a major analysis project relevant to the needs of the candidate's school or school district through integration of theory and practice. The analysis project should be determined by and evaluation and analysis implementation plan approved by a faculty advisor. Satisfactory completion of the course by the candidates will be determined by a review team composed of representatives of the local district and university faculty. Candidates should present a formal document following the attached outline. Candidates shall also make a presentation before the review team.

Field Experiences:

290-3-3-.52.01(5)(e)1.; 290-3-3-.52.01(3)(d); .52.01(3)(c); .53.01(3)(a)4

Each candidate shall engage in meaningful P-12 school-based experiences related to course content as designed by the instructor, P-12 partner(s), and candidate.

Format for the Problem-Based Learning Project

290-3-3-.52.01(3)(d); 290-3-3-.52.01(6)(b)

Introduction

- Purpose of the project
- Need for the project to include data
- Definition of terms
- Organization of the problem-based study

Review of Literature

- Candidates are encouraged to enhance the proposal review of literature with additional materials

Implementation

- Plan of Action
Candidates will use a narrative description as well as a flow chart(s) to represent the plan of action.
- Method of Assessment
Candidates will include data generated by collection methods. Any instrumentation is to be included.

Data Analysis

Findings

Conclusions and Recommendations

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION**

CONCEPTUAL FRAMEWORK

***“Engaging Learners,
Inspiring Leaders,
Transforming Lives”***



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance, and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

EED/EDS/IL 709 Applied Research II

	TARGET (3)	ACCEPTABLE (2)	UNACCEPTABLE (1)
Format Section 1 Introduction	Introduction thorough and comprehensive for 711 Format.	Introduction brief and lacking by 711 Format.	No introduction.
Format Section 2 Review of Literature	Enhanced 710 Proposal by two additional materials	Enhanced 710 Proposal by one additional material	No enhanced 710 Proposal
Format Section 3 Implementation	Plan of Action discussed with strengths and limitations	Plan of Action lacking strengths and limitations	No Plan of Action
Format Section 4 Data Analysis	Data are revealed and organized	Data are not clear	No data
Format Section 5 Findings	Clear & Concise presentation of findings	Findings are not clear and concise	No Findings
Format Section 6 Conclusions & Recommendations	Conclusions & Recommendations are clear and concise	Conclusions & Recommendations are not clear and concise	No Conclusions or Recommendations