

**COURSE SYLLABUS COVER SHEET**  
 Lewis & Clark College  
 Graduate School of Education and Counseling

*Please attach completed cover sheet to course syllabus.*

**Course Number**

**SCED 513**

**Course Name**

Educ Research, Assess, and Tech

**Term**

Fall 2011

**Department**

Educational Leadership

**Faculty Name**

Danica Jensen, M.S. & Danielle Torres, Ph.D.

**Catalogue Description:**

*The major uses and components of classroom or school-based research processes, academic test interpretation, and limitations. Participants explore quantitative and qualitative research methods, critiques of research studies, assessment and evaluation, integration of assessment with instruction, portfolios, comprehensive school counseling programs, and what it means to be a practitioner-researcher. Topics include cultural assumptions held by researchers and the effects of these assumptions on research practices and results. Candidates develop a database, PowerPoint presentation, and webpage for data display.*

**GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:**

*(please fill in which class meeting or assignment addresses each principle or standard)*

<p>GSEC GP (5) Professional and Technological Resources: Incorporate a wide range of professional and technological resources into experiences that support learning, mental health, and community well-being.  <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 1-5, 10. Technology Quiz Assignment.</i></p>
<p>GSEC GP (6) Assessment: Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.  <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 6-9, Reaction Paper Assignment.</i></p>
<p>GSEC GP (7) Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.  <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 9-15, Action Research Project Assignment.</i></p>
<p>TSPC OAR 584-017-0441 (1) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school.  <i>Class meeting(s) or assignment(s) addressing this standard: Week 14-15, Action Research Project Assignment.</i></p>
<p>TSPC OAR 584-017-0441 (5) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.  <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 7, 8, 9, 14, 15. Action Research Project Assignment.</i></p>
<p>TSPC OAR 584-017-0441 (8) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to be skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs.  <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 1-5. Technology Quiz Assignment.</i></p>
<p>TSPC OAR 584-017-0441 (9) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to understand the principles and purposes of assessment, and the collection and use of data.</p>

*Class meeting(s) or assignment(s) addressing this standard: Weeks 6-8, 11.*

TSPC OAR 584-017-0441 (10) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, and cultural competence to work as leaders and advocates in the promotion of student learning and achievement.

*Class meeting(s) or assignment(s) addressing this standard: Weeks 1-4, Weeks 9-15.*

**Authorization Levels (for TSPC-approved programs only):**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an "R" in the appropriate box) and/or through a practicum experience (indicate with a "P" in the appropriate box).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	R
<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5th or 6th grade classroom in a middle school.	R
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	R
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.	R

\*R = Readings and In-class Discussions      \*P = Practicum

**Student Performance:**

Student performance criteria appear on page(s) 1-11 of this syllabus (student performance includes goals, evidence, and levels of performance).

**SCED 513: Educational Research, Assessment and Technology  
Fall 2011**

**Meeting Dates/Times:** Thursdays from 5:30-8:30

**Location:** Technology portion meets in SCCC 118 Computer Lab,  
Remainder of class meets in Rogers 218

**Instructor:** Danica Jensen, M.S.

**Email:** : [danicajensen@lclark.edu](mailto:danicajensen@lclark.edu)

**Phone:** (503)259-5250

**Required Texts:**

Brooks-McNamara, V. & Torres, D. (2007). *The Reflective School Counselor's Guide to Practitioner Research: Skills and Strategies for Successful Inquiry*. Thousand Oaks, CA: Corwin Press.

Johnson, R. S. (2002). *Using Data to Close the Achievement Gap: How to Measure Equity in Our Schools*. Thousand Oaks, CA: Corwin Press.

Additional readings as assigned.

**Recommended Texts:**

Dimmitt, C.L., Carey, J.C, & Hatch, P.A. (2007). *Evidence-Based School Counseling: Making a Difference With Data-Driven Practices*. Thousand Oaks: Corwin Press.

Stone, C. B., & Dahir, A. (2004). *School Counselor Accountability: A MEASURE of Student Success*. Upper Saddle River, NJ: Pearson Prentice Hall.

**Course Description:**

This course will address how educators gather and interpret information needed for effective decision making in research and assessment. Topics include the major use and components of classroom or school-based research processes, academic test interpretation and limitations. Also included will be: quantitative and qualitative methods, critique of research studies, assessment and evaluation, integration of assessment with instruction, comprehensive school counseling programs and what it means to be a practitioner-researcher. Participants examine cultural assumptions held by researchers and effects of these assumptions on research practices and results. Candidates will learn how to utilize technology in conducting research. Participants will develop their own research proposals including methods of data gathering and analysis.

## **Course Objectives**

The course will provide school counselors with the content knowledge, experiences, and skills of a practitioner-researcher. Students will develop the skills necessary to utilize data and create positive changes in the educational setting ensuring equity for all students including underserved and underrepresented populations.

## **Course Requirements:**

1. Read assigned material.
2. Technology Assignments: (10 points per day x 4 days)
3. Technology Final Quiz: (30 points)
4. Assignment: Reaction Paper to Guest Speaker (30 points)
5. Final Assignment: Action Research Project Paper (100 points)  
Action Research Project Power Point Presentation (60 points)
  - a. Question and Rationale
  - b. Literature Review
  - c. School Profile
  - d. Proposed Solutions
  - e. Data (Gathering and Analyzing) Method Plan
6. Attendance and Participation (40 points)

**Total Points: 300 points**

## **Evaluation and Assessment (Criteria for Coursework, 300 total points):**

### **Distinguished (A is 94-100%, A- is 90-93%)**

Indicates that you are consistent, active, and thoughtful in your participation during class sessions. You come prepared for class with all reading and assignments completed. You demonstrate leadership in class discussions and your thoughts reflect understanding of course material. Your fellow classmates are able to learn from your contributions to class. You have completed all assignments as stated, addressing all the components specified in the instructions. Evidence of thoughtful attention to the intent of the assignment. Completed work demonstrates an understanding of the intention of the assignment as a learning process including: Engagement with the material and resultant learning or insight. Outside research and use of resources other than class texts where specified. Clear presentation of written work. Key concepts or themes of the completed assignment are clear and well articulated.

### **Proficient (B is 84-89%, B- is 80-83%)**

Indicates that you are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. You are able to use what you have learned. You have completed all assignments as stated, addressing all the components specified in the instructions. Evidence of thoughtful attention to assignments, engagement with the material and resultant learning or insight, with some lack of clarity or inaccuracies in communicating learning or insight. Clear presentation of written work requiring some revisions.

**Progressing (C is 74-79%, C- is 70-73%)**

Indicates that you are not always prepared when you come to class. You do not participate in discussion or add to the understanding of the material presented in class. In some cases you may attempt to take over or dominate group discussions. You have limited or minimal understanding of some of the concepts. Your writings do not show understanding of key concepts.

**Unsatisfactory (Below 70%)**

Indicates that you do not have either the will or the ability to complete the assignments. You are either not participating in the class or are a distraction to classroom discussions. Your writings are missing or poorly written. You have not demonstrated an understanding of the course content or objectives.

\* Class attendance is required. Your attendance and active class participation are critical to successful completion of the course. Please contact instructor to pre-arrange any absence.

**Non-Discrimination Policy**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

**Participation in the Learning**

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a school counselor involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class.

**Special Assistance**

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

Class Calendar (Calendar is subject to change, depending on class pace)

Date	Daily Topics	Reading Due	Assignments Due
Sept. 8	<ul style="list-style-type: none"> <li>• Syllabus Overview</li> <li>• Technology: Introduction</li> <li>• Action Research Project: Overview</li> <li>• EZ Analyze</li> </ul>		In class assignments
Sept. 15	<ul style="list-style-type: none"> <li>• Technology: EZ Analyze</li> </ul>		In class assignments
Sept. 22	<ul style="list-style-type: none"> <li>• Technology: Surveys</li> </ul>		In class assignments
Sept. 29	<ul style="list-style-type: none"> <li>• Technology: Web pages</li> </ul>		In class assignments
Oct. 6	<ul style="list-style-type: none"> <li>• Technology: Quiz</li> <li>• National Center for School Counseling Outcome Research <a href="http://www.umass.edu/schoolcounseling/">http://www.umass.edu/schoolcounseling/</a></li> </ul>		In class quiz
Oct. 13	<ul style="list-style-type: none"> <li>• Why Do School Counselors Need Research?</li> <li>• Introduction to Assessment, Part 1</li> </ul>	As assigned	
Oct. 20	<ul style="list-style-type: none"> <li>• <i>Guest Speaker: School Psychologist, BSD</i></li> </ul>	As assigned	
Oct. 27	<ul style="list-style-type: none"> <li>• Testing—Types of Test Scores</li> <li>• Assessment Reading Discussion</li> </ul>	Article as assigned	
Nov. 3	<ul style="list-style-type: none"> <li>• Action Research Topic: <i>Overview, Selecting a Question</i></li> <li>• Workshopping in Groups</li> </ul>	Reflective SC text, Chapter 1  Using Data text, Chapter 1	Reaction Paper to Guest Speaker Paper due
Nov. 10	<ul style="list-style-type: none"> <li>• Action Research Topic: <i>Writing a Literature Review</i></li> <li>• Action Research Topic: <i>Dissecting a Journal Article</i></li> <li>• Walk over to Waztek Library, Searching for Literature at 7:00pm</li> <li>•</li> </ul>	Reflective SC text, Chapter 2  Using Data text, Chapter 9	
Nov. 17	<ul style="list-style-type: none"> <li>• Action Research Topic: <i>Data Collection Methods</i></li> <li>• Workshopping in Groups</li> </ul>	Reflective SC text, Chapters 3 & 4  Using Data text, Chapters 7 & 10	

<b>Nov. 24</b>	No Classes—Fall Break, Thanksgiving Holiday		
<b>Dec. 1</b>	<ul style="list-style-type: none"> <li>Action Research Topic: <i>Collaboration in Research</i></li> <li>Workshopping in Groups</li> </ul>	Reflective SC text, Chapters 5 & 6  Using Data text, Chapter 4	
<b>Dec. 8</b>	<ul style="list-style-type: none"> <li>Action Research Project Power Point Presentations</li> </ul>		Final AR Project Presentations due  Final AR Papers due
<b>Dec. 15</b>	<ul style="list-style-type: none"> <li>Action Research Project Power Point Presentations</li> </ul>		Final AR Project Presentations

### **ASSIGNMENT: REACTION PAPER TO GUEST SPEAKER**

**Due:** Thursday, November 3

**Focus:** A reflection paper based on your reactions to the School Psychologist Guest Speaker regarding issues of testing in schools and collaboration.

Describe your personal reactions to the speaker's ideas and points. Consider the following questions:

1. What did you learn from the guest speaker?
2. Do you agree or disagree with any of the points made by the guest speaker?
3. How will the information shared by the guest speaker apply to your work?
4. How will the information shared by the guest speaker impact your students?
5. What new considerations or ideas do you have now in regards to testing?

Emphasis should be placed on your personal and professional reactions to the content.  
*Paper should be 3-4 pages, typed, double spaced, 12-pt. font.*

### **ACTION RESEARCH PROJECT PAPER & PRESENTATION**

**Due:** Thursdays, December 8 or 15 (**PowerPoint Presentation**)

Thursday, December 8 (**Final Paper**)

You will also be expected to turn in components of the paper during the week for ongoing feedback.

**Focus:** You are expected to develop an Action Research Project Paper to improve the learning environment and address equity issues at the counseling, classroom, or building level of a school. The paper is the platform for an Action Research intervention plan to be presented in your Macro Internship course during your final year of the graduate program. The current SCED 513 course and this assignment are intended to give you the tools to complete the final assignment and present it in your SCED 516 Macro Internship course during the Spring term. In this current course, you will be expected to develop these components of the plan:

1. Action Research Question and Rationale
2. Literature Review
3. School Profile
4. Proposed Solutions
5. Data (Gathering and Analyzing) Methods Plan

**Requirement:** You are required to write a paper addressing the five components of the plan, as well as prepare a PowerPoint presentation describing the plan to the class. These requirements should serve as the foundation for your final Action Research Project requirement for the Macro Internship course, which also requires a paper and PowerPoint presentation. The paper should be 6-8 pages long (maximum 10 pages), double spaced, plus a title page and reference page. You are required to include 4-6 references in your Literature Review (3 references must be journal articles). The paper, including the reference page, should follow APA format guidelines. Additional instructions and handouts for the components will be discussed in class on a daily basis. Also, opportunities for consultation with the instructor and colleagues will be provided during the course.

**Grading:** See the attached grading rubric

**ACTION RESEARCH PROJECT PRESENTATION  
GUIDELINES  
Summer/Fall 2011**

Title Page (1 slide)

Introduction (1 slide)

Supporting Research/Literature Review (2-3 slides)

Your School Profile, Additional Data related to Topic (1 slide)

Research Question/Topic, Equity Issue (1 slide)

Proposed Solutions (1-2 slides)

Data Collection Ideas (1 slide)

Benefits/Conclusion (1 slide)

**Total of 9-11 slides, or however many you can fit in 15 minutes!**

**REMINDERS:**

- \* Have two places for your presentation on the last day of class (email/flashdrive/hard copy slides)**
- \* Bring one copy of your presentation as a handout for instructor**

**SCED 513  
ACTION RESEARCH PROJECT PRESENTATION FEEDBACK FORM**

**Student Name:** \_\_\_\_\_ **Rater:** \_\_\_\_\_

**Date:** \_\_\_\_\_

1) What is the Research Question/Topic?

2) What research/literature was presented to support the proposal?

3) What school profile data was provided?

4) What were the proposed solutions to address the research question?

4) What data collection ideas were presented to support/evaluate the proposal?

5) How will this proposal benefit the internship site?

6) What were the strengths of this presentation?

7) What suggestions for improvement for the final presentation?

**Grading Rubric for Action Research Project Paper**

Please note that these descriptions are not exhaustive. Also, each category is a list of examples for each rating; thus, each descriptor in the category does not have to be present in order to meet the rating. It is within the instructor's rights to rate an assignment in accordance with his/her professional expectations and judgment.

	<i>Section 1: Research Question &amp; Rationale</i>	<i>Section 2: Literature Review</i>	<i>Section 3: School Profile Data</i>
<b>Criteria for an "A" Paper</b>	<p>The question is phrased in an appropriate manner using best practice guidelines. The scope and relevance of the question is reasonable. If there are subquestions, the scope and relevance are reasonable. The question is of import and interest to a school setting and clearly addresses advocacy and equity issues.</p>	<p>As the main body of the paper, it is solidly written. The introduction of the literature review is clear and sets the stage for the organization and content of the main body of the literature review. There is a logical flow between the literature references. The ideas summarized from the literature reviewed are accurate and relevant to the author's question. The ideas are cohesive and related to one another. At the conclusion of the Literature Review, there is substantial and logical support for the research question idea. Free from grammatical and spelling errors.</p>	<p>The school profile data provided presents a comprehensive picture of the target school. The profile includes both basic and additional information, including demographic information, student performance data, school descriptors, and community information. Data that is relevant to the specific action research topic is also presented. The school profile data is presented in a visually organized and professional manner using tables, charts, or graphs.</p>
<b>Criteria for a "B" Paper</b>	<p>The question is phrased in an appropriate manner. The scope and relevance of the question may be too broad or the direct impact to the school may be unclear. If there are subquestions, the scope, relevance, or number may be unreasonable. The question is of import and interest to a school setting, but the impact on advocacy and equity issues is unclear.</p>	<p>As the main body of the paper, it is reasonably written. The introduction of the literature review is broad and does not clearly set up the remainder of the literature review section. There is a commonality between the literature references, but the connections or complimentary nature of the themes are not pulled out for the reader. The ideas summarized from the literature reviewed are not completely accurate or have missed important points. At the conclusion of the Literature Review, there is general support for the research question idea. There is a presence of noticeable grammatical and spelling errors.</p>	<p>The school profile data provided presents an adequate picture of the target school. The profile includes basic information about several areas of the school community. Data that is relevant to the specific action research topic is not provided adequately. The school profile data is presented in a way that appears adequate but could be improved by using added visual displays of tables, charts, or graphs.</p>
<b>Criteria for a "C" Paper</b>	<p>The question is phrased in a manner that is too vague or confusing. The scope and relevance of the topic is questionable. The question is too narrow to affect a school setting or the advocacy and equity issues are superficially addressed.</p>	<p>As the main body of the paper, it is reasonably written in most places, but contains weak areas. There is no introduction of the literature review. The commonalities between the literature references are difficult to see and the author does not make the connections between the articles. The ideas summarized are broad and inconsistent. At the conclusion of the Literature Review, there is little support for the research question idea, and an argument for the importance of the question is weak. The grammatical/spelling errors may distract from the content.</p>	<p>The school data provided presents a minimal profile of the target school. The profile is limited to basic information and does not provide additional information on the school community. Data may be inaccurate, dated, or irrelevant. The school profile data is presented inadequately in a way that appears basic, unclear, disorganized, or difficult to understand.</p>

<b>Criteria for an "A" Paper</b>	<b>Section 4: Proposed Solutions</b>	<b>Section 5: Data Collection/Methods Plan</b>
<p>The solution(s) presented are appropriate and relevant to the research question. The proposed solutions logically emerge from the literature review. The proposed solutions are clear in terms of description, process, and personnel involved. The goals of potential solutions match the expected outcomes and benefits. The goals are feasible and articulated in a way that can be easily evaluated. The potential solutions clearly address issues of equity and impact the targeted students in meaningful ways.</p>	<p>The plans for the content and gathering of data are logical and viable. The amount of data is reasonable and substantial enough to address the research question. Collaboration and stakeholder ideas are described. The author demonstrates an understanding of the type of data selected and a reliable plan to gather the data.</p>	<p>The solution(s) presented are adequate. The solutions are related to the research question and the literature review. The proposed solutions are basically described but detail related to the description, process, and personnel involved are still unclear. The goals of potential solutions may not match the expected outcomes and benefits. The scope of the solutions may be too narrow or too broad to adequately answer the research question. The issues of equity and impact on the targeted students are not addressed directly.</p>
<p>The solution(s) presented are minimal. The solutions are not clearly related to the research question and/or literature review. The proposed solutions are described in basic ways only. There are no clear goals, outcomes, or benefits. The proposed solutions are not feasible or are outside the scope of the school counselor's responsibility. The solutions do not address equity or impact.</p>	<p>The plans for the content and gathering of data is reasonable. The amount of data may be unreasonable and the choice of data may be unrealistic or unfitting for the research question. Collaboration and stakeholder ideas are described, but may be incomplete or vague. The author demonstrates some understanding of the type of data selected and a plan to gather the data.</p>	<p>The plans for the content or gathering data is not reasonable. The amount and choice of data may be too ambitious, irrelevant, or incomplete. The data gathering plan does not clearly attend to the question. Collaboration and stakeholder ideas are described, but may be incomplete or vague. The author demonstrates little understanding of the type of data selected and a plan to gather the data.</p>
<p><b>Criteria for a "B" Paper</b></p>	<p><b>Criteria for a "C" Paper</b></p>	