

**EDUC 5113**

**Conducting Action Research**

Fall 2016

Section 01

Lindsey Online

Instructor: Dr. LaTasha Jones Adams

Office: Virtual

Phone: 770-317-1721 (cell)

E-mail: jonesl@lindsey.edu

Office Hours: By appointment via phone or web

**\***

**Required Text:**

* Mertler, Craig A. (2014). Action Research: Improving Schools and Empowering Educators. (4th edition). Los Angeles: Sage.

**Recommended Text:**

* American Psychological Association (2009). *Publication manual of the American Psychological Association*, (6th ed.). Washington, D. C.
* Gall, M.D., Gall, J.P., & Borg, W.R., 8th Ed., (2007). *Educational Research: An Introduction.* Upper Saddle: NJ: Pearson – Allyn and Bacon.
* Johnson, Andrew P., (2009). *What Every Teacher Should Know About Action Research.*Upper Saddle: NJ: Pearson.
* Sagor, Richard. (2005). The action research guidebook: A four-step process for educators and school teams. Corwin Press, Thousand Oaks, CA.
* Thomas, R. Murray, (2005). *Teachers Doing Research*. Boston: Pearson.

**Course Description:**

This course is an introduction to research methods related to problem-solving in education including qualitative, quantitative, and action research.  Research techniques, strategies, methodologies, analysis of results, and the uses of research are included. The important of the protection of human subjects and the role of the Institutional Review Board for Human Subjects research is explained. Candidates will collaborate with others in their schools and will provide leadership in the ethical role and responsibilities of a researcher. This course assumes little background in research methods or statistics.

**Conceptual Framework:**

The Division of Education and the Unit for Teacher Preparation incorporates the theme “Teacher as Leader for the 21st Century” in each course. Candidates in EDUC 5113 develop expertise in how to become teacher leaders by taking on the role of lead researcher in different aspects of teaching that will be improve student achievement. Twenty-first century skills will also be addressed by enhancing candidates’ knowledge in researching and creating innovative teaching and learning strategies to use in their careers as teacher facilitators both inside and outside the classroom, as outlined in the Characteristics of Highly Effective Teaching and Learning. This philosophy and motto is the foundation for all activities and coursework.

**Course Objectives:**

The purpose of this course is to provide an overview of educational research and how candidates can become leaders in research areas in their schools. Candidates will begin to formulate research questions for an action research project that will be implemented in a future course in the Master of Education sequence. Upon successful completion of this course students will be able to:

1. Demonstrate understanding and be able to explain the fundamental concepts (e.g., hypothesis, sampling, replication, external validity) of educational research in the 21st century. **(Student Learning Outcomes: Knowledge)**
2. Demonstrate understanding of the different types of research methodology (e.g., case studies, experimental design using pre/post-testing and/or control groups, ethnographic and qualitative research, action research, etc.) including when and why they are appropriate. **(Student Learning Outcomes: Knowledge)**
3. Demonstrate understand and be able to explain the specific procedures (e.g., formulating a research problem, selecting a sample, designing a research instrument) involved in the conduct of educational research. **(Student Learning Outcomes: Knowledge, Pedagogy)**
4. Demonstrate understanding of variables, sampling techniques, and statistical techniques, which are appropriate for specific research questions and research designs, and to explain why they are appropriate for different educational research questions on student learning in the 21st century. **(Student Learning Outcomes: Knowledge, Pedagogy)**
5. Demonstrate understanding of critically evaluating evidence-based research literature on student learning and college readiness. **(Student Learning Outcomes: Knowledge, Pedagogy)**
6. Interpret quantitative, qualitative, and action research results as presented in both hypothetical situations and real articles that support differentiated instruction in diverse settings. **(Student Learning Outcomes: Knowledge, Pedagogy, Leadership)**
7. Use technology and electronic resources to research, organize, evaluate, and communicate action research in the 21st century. **(Student Learning Outcomes: Knowledge, Pedagogy, Leadership)**
8. Demonstrate understanding of effects of action research on human subjects. **(Student Learning Outcomes: Knowledge)**
9. Demonstrate the role and responsibilities of a teacher leader in action research. **(Student Learning Outcomes: Knowledge, Pedagogy, Leadership, Reflective Best Practice)**

**Division of Education Student Learning Outcomes**

This course addresses Division of Education student learning outcomes through assignments, projects, and discussion. These outcomes include Knowledge, Pedagogy, Leadership, and Reflective Best Practice. Specific assessment tasks associated with these outcomes are noted following the course objectives above.

**Course Requirements/Assessment Tasks**

1. **Research Topic Introduction**

This assignment will have a first draft and a final draft to it. This means that you will do your best work during the first time around and will receive feedback and an opportunity to make this section even better for the final draft. The page range for this section should be 3-10 pages. Use appropriate APA, 6th edition.

This introduction will introduce your problem statement and the overall research. Completing this project may involve statistics to introduce the topic.

2. **Literature Review**

This assignment will have a first draft and a final draft to it. This means that you will do your best work during the first time around and will receive feedback and an opportunity to make this section even better for the final draft. The page range for this section should be 3-10 pages. Use appropriate APA, 6th edition.

Completing this project may involve using journal articles, online library resources, interlibrary loan, and physical library holdings. The literature will be written from synthesizing information found in texts. This will be done through paraphrases and direct quotes.

3. **Methodology Report**

This assignment will have a first draft and a final draft to it. This means that you will do your best work during the first time around and will receive feedback and an opportunity to make this section even better for the final draft. The page range for this section should be 3-10 pages. Use appropriate APA, 6th edition.

This project will include how and when you will conduct research.

4. **Reflections/Online Discussions/Class Participation**

 The reflections, online discussions, and class participation are imperative and will improve the overall experience of the student.

5. **IRB**

 This assignment will be completed and submitted this semester and is needed to conduct research at Lindsey Wilson College. There are modules for research certification that must be completed. Following completion of the modules a paper application must be completed.

**All work is due on or before the assigned date**

**Deadlines:**

**All assignments are due before the last day of the module**. Students may elect to turn in assignments early. Early submission is encouraged. Late assignments or projects will not be accepted. If you cannot meet a deadline, you should contact the instructor and ask for a deadline extension BEFORE the deadline arrives. Although extensions may be granted, they are not automatic. If you miss a deadline without receiving an extension, you may not make up the missed work.

**Grading:**

Grades will be assigned on the basis of accumulated points at the end of the semester. Points are earned through the completion of activities, attendance, and other assessment activities.

**\*Research Topic Introduction: 20%**

**\*Literature Review: 20%**

**\*Methodology Report: 20%**

**IRB 20%**

**Reflections/Online Discussions/Participation 20% \_\_\_\_\_\_\_\_\_\_\_\_**

 **100%**

**\*Please note that 10% of this grade will come from the first draft and the other 10% will come from the final draft.**

**Grading Scale (Percent):**

90-100 = A

80-89 = B

70-79 = C

 60-69 = D

 0-69 = F

**Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| **Module** | **Dates** | **Live Meeting** | **Assignments Due** |
| **One: Conducting Action Research I** | **August 17- August 31** | **August 23rd** | * **Review and calendar course**
* **Discussion-Writing Center Scavenger Hunt/ Research Topics**
 |
| **Two: Research Topic**  | **September 1- September 14** | **September 6th** | * **Assignment: Research Topic Introduction First Draft**
* **Discussion- Initial Introduction Outline and response**
 |
| **Three: Lit Review**  | **September 15-September 28** | **September 20th** | * **Discussion- Brief Lit Review Outline**
* **Assignment: Literature Review First Draft**
 |
| **Four: Methodology**  | **September 29- October 12** | **September 27th****October 11th** | * **Discussion- Which methods are you using? Explain why.**
* **Assignment: Methodology First Draft**
 |
| **Five: Independent Research**  | **October 13- Nov 9** | **Meet with your research buddy at least twice during this period. You all can decide the dates, times, and formats for these meetings. These meetings will count for your seat times, so be sure to meet at least two hours each time. \*NOTE-if this is an independent study, your research buddy may be the writing center, an administrator/teacher at your school, or a doctoral level student.** | * **Discussion- Lingering Questions/ Research Buddy Experience**
 |
| **Six: IRB** | **Nov 9- Dec 2** | **November 18th****Nov. 22th** | * **Discussion IRB Scavenger Hun**
* **Assignment: IRB**
* **Assignment: Final Research Proposal**
 |

**Readings**

|  |  |  |
| --- | --- | --- |
| **Module** | **Mertler Text Readings** | **Additional Readings** |
| **One** | **Chapters 1,2,3** | **Complete proposal example****APA text** |
| **Two** |  | **APA text****Various Articles for Introduction** |
| **Three** |  | **APA text****Various Articles for Lit Review** |
| **Four** | **Chapters 5 and 6** | **APA text** |
| **Five** | **Chapters 7 and 8** | **APA text****Research buddy’s work** |
| **Six** | **Chapter 9** | **APA text****IRB training** |

**\*Other readings will be assigned as needed**

**Policy Statements:**

**Important Department Dates to Remember**

\*Please note that these dates may not pertain to you depending on where you are in the program
September 13 (confirm all field experience students are underway)
October 4 (one third of field experience hours completed)
Nov 8 (two thirds of field experience hours completed)
Nov 30 (last day to observe in the schools)
Dec 1 (collect all field experience forms)

**Academic Integrity**

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College.  Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following Honor Code on tests, exams and other assignments as appropriate: **On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.**

Violations of the academic integrity policy include cheating, plagiarism or lying about academic matters.   Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation.  Not only the direct quotation of another writer’s words, but also any paraphrase or summary of another writer’s concepts or ideas without documentation is plagiarizing that writer’s materials.  Academic dishonesty is a profoundly serious offense because it involved an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together.  It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an “F” for the activity in question or an “F” for the course, at the discretion of the instructor.  All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials.  Each instance of cheating or plagiarism is counted separately.  A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses.  If the evidence is unclear, or if a second offense occurs, the VP for Academic Affairs or Associate Dean will work in cooperation with the Dean of Students to move the student before the campus Judicial Board for review.  Violations will ordinarily result in disciplinary suspension or expulsion from the College, depending on the severity of the violation involved.  **Note:** The College encourages the use of Safe Assign to detect plagiarized documents.

**Questioning a Grade -- The Student Academic Complaint Policy**

A student, who wishes to question **an assignment grade, or other academic issue**, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, “receipt” is defined by when the final grade is posted online by the registrar. (Please refer to the next section for appealing a final grade.)

2. Unless there are extenuating circumstances, the student may, within seven (7) days request in writing a review of such decision by the Chair of the division in which the grade was assigned. Upon receipt of such request, that Chair will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.

3. Upon receipt of these written accounts, the Chair will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.

4. If either the student or the faculty member desires to appeal the decision of the Division Chair, the student or faculty member may, within seven (7) days by written request to the chair, ask that the matter be reviewed by a Grade Appeals Panel convened by the Academic Affairs Office.

5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by e-mail within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by e-mail within the time limit, steps 2, 3 and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.

2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office before the first day of the semester following the one in which the grade was issued. The written request must include the specific basis for the appeal.

3. The Academic Affairs Office will convene a Grade Appeals Panel, comprised of the Vice President for Academic Affairs, the Associate Academic Dean, and the chair of the academic unit which houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student of its decision, if possible, within seven (7) days of the meeting.

**Policy for Verification of Student Identity and Protection of Privacy**

In compliance with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, all credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit.  One or more of the following methods must be used:

        a)  A secure login and pass code;

        b)  Proctored examinations; and/or

        c)  Remote proctoring of one of more examinations using Tegrity or other technologies

Verification of student identity in distance learning must protect the privacy of student information.   Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification.  For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file.  It is a violation of College policy for a student to give his or her password to another student.

Detailed information on privacy may be located at: <http://www.lindsey.edu/media/319883/Online%20Services%20Privacy%20Policy%204.20.12.pdf>

**Institutional Review Board (IRB) Policies**

The Lindsey Wilson College Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research and other research activities.  Lindsey Wilson College faculty, staff, and students, which comprise its academic unites, and facilities, are subject to the IRB policies.  This includes any research for which a research agreement (e.g. MOU) identifies Lindsey Wilson College Institutional Review Board (IRB) as the IRB of record.  All student-led human subject research mush have a LWC faculty sponsor.  All faculty members and students conducting human subject research are required to submit documentation of training on research involving human subjects that has been completed within two years of the onset of the proposed research.  Online training is available at <http://php.nihtraining.com/users/login.php>.

**Statement on Learning/Physical Disabilities**

Lindsey Wilson College accepts students with learning disabilities and provides reasonable accommodation to help them be successful.  Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate.  Students needing accommodation should apply as early as possible, usually before May 15.  Immediately after acceptance, students need to identify and document the nature of their disabilities.  It is the responsibility of the student to provide to the College appropriate materials documenting the learning disability, usually a recent high school Individualized Education Program (IEP) and results from testing done by a psychologist, psychiatrist, or qualified, licensed person.  The College does not provide assessment services for students who may be learning disabled.  Although LWC provides limited personal counseling for all students, the College does not have structured programs available for students with emotional or behavioral disabilities.  For more information, call Ben Martin at 270-384-7479.

**Academic Success Center**

The Academic Success Center, located in the Everett Building, offers peer tutoring to aid students in completing class assignments, preparing for exams and improving their understanding of content covered in a particular course.  In addition, computers are available for student use.

Students are encouraged to utilize this Center as a resource for improving study strategies and reading techniques.  The Center also offers assistance with other academic problems resulting from documented learning disabilities.  All services are free of charge to all Lindsey Wilson College students (students with learning disabilities are responsible for providing documentation from an appropriate outside professional source such as a professional evaluation or school IEP).  Please contact Maretta Garner, Tutor Coordinator at 384-8037 for further information and assistance.

**Writing Center and Mathematics Center**

The Writing Center (located in the Slider Humanities & Fine Arts Building), and the Mathematics Center (located in the Fugitte Science Building) are available for specialized tutoring at no charge to students.  Please contact Jared Odd, Writing Center Coordinator, at 384-8209 or Linda Kessler, Math Tutor Coordinator, at 384-8115 for further information and assistance.

**Final Exams**

Final Exams for day classes are scheduled for the Fall 2015 semester on **December 7-11 and May 4-8** for the Spring 2016 semester.  The academic calendar, which contains the schedule for finals, is in the College Catalog and course schedule listing.  Please make any necessary flight arrangements **after** the final exam week. **Students will not be permitted to take early finals** unless extenuating circumstances exist.  “Extenuating circumstance” means illness, a verified family emergency or participation in officially sponsored travel in support of an event arranged by the College.  **Travel arrangements must be made in sufficient time** that tickets may be obtained after final exams and the semester is officially over.  All requests for early finals must be made in person to the Academic Affairs Office.

**Email Policy**

All Lindsey Wilson College students are required to communicate with LWC faculty and staff via LWC (Lindsey.edu) email addresses only.  Alternative email addresses should not be used when communicating with LWC faculty and staff.

**Cell Phone Policy**

Student cell phones will be off during class time unless prior arrangement is made with the instructor.

**Adding/Dropping a Course**

Students enrolled in the following courses cannot drop these classes during the semester:  READ 0713, 0723, 0733, 0903, 1013 and 1023; STSK 1003; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

For undergraduate classes at the Columbia campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and the instructor for each course involved as indicated on the Add/Drop Form. The change must be reported to the Business Office and the Registrar's Office on an Add/Drop Form, which may be obtained from the Registrar's Office. For AIM courses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Director of the Evening Program. For courses taught at Community sites, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Site Coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75% of the instructional days for a course are completed, as outlined below:

|  |  |  |
| --- | --- | --- |
|  **Course**  | **Deadline**  | **Submitted by the Student to**  |
| Columbia undergraduate and graduate full semester courses  | Not later than 30 days before the end of the semester  | Registrar  |
| AIM courses  | By the sixth week of class | Registrar |
| Courses at Community Campuses  | By the third weekend of class  | Site Coordinator or the Registrar  |

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those courses.

**Alignment of Course Objectives to Competency Standards:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objectives** | **KTS** | **ISTE** | **SISI** | **EPSB** | **KERA Initiatives** | **21st Century Skills** | **Outcomes** |
| 1. Demonstrate understanding and be able to briefly explain the fundamental concepts (e.g., hypothesis, sampling, replication, external validity) of educational research in the 21st century. | 2, 5, 7 | 1.2, 2.4 | 2 | AssessmentLiteracy/ReadingClosing the Gap |  | 3 | Research ProposalIRB ProposalArticle Critiques |
| 2. Demonstrate understanding of the different types of research methodology (e.g., case studies, experimental design using pre/post-testing and/or control groups, ethnographic and qualitative research, action research, etc.) including when and why they are appropriate. | 2, 5, 7 | 1.2,2.4 | 2 | AssessmentLiteracy/Reading |  | 1, 2, 3 | Methodology Project |
| 3. Demonstrate understand and be able to explain the specific procedures (e.g., formulating a research problem, selecting a sample, designing a research instrument) involved in the conduct of educational research. | 2, 7 | 2.4 | 2, 9 | DiversityClosing the Gap | Program of Study, Common Core, Core Content 4.1 | 1, 2, 3 | Research ProposalIRB ProposalArticle Critiques |
| 4. Demonstrate understanding of variables, sampling techniques, and statistical techniques, which are appropriate for specific research questions and research designs, and to explain why they are appropriate for different educational research questions on student learning in the 21st century. | 2, 3, 7 | 2.4 | 1, 3 | DiversityLiteracy/Reading | Program of Study, Common Core, Core Content 4.1 | 1, 2, 3, 4 | Review of LiteratureReflections |
| 5. Demonstrate understanding of critically evaluating evidence-based research literature on student learning and college readiness. | 7 | 2.4 | 3 | Literacy/Reading |  | 1, 2, 3, 4 | Review of LiteratureArticle Critiques |
| 6. Interpret quantitative, qualitative, and action research results as presented in both hypothetical situations and real articles that support differentiated instruction in diverse settings. | 5 | 2.4 | 8 | Literacy/Reading |  | 1, 2, 3, 4 | Article CritiquesReflections  |
| 7. Use technology and electronic resources to research, organize, evaluate, and communicate action research in the 21st century. | 1, 2, 4, 5, 6, 7, 8 | 1.22.4 | 2, 3 | Literacy/Reading Assessment |  | 3 | Review of Literature |
| 8. Demonstrate understanding of effects of action research on human subjects. (Program Goal: Knowledge) | 1, 3 | 1.22.4 | 2, 3 | AssessmentClosing the Gap |  | 2, 4 | IRB Proposal |
| 9. Demonstrate the role and responsibilities of a teacher leader in action research. | 2 | 2.4 | 9 | Literacy/Reading |  | 1, 2, 3, 4 | Research ProposalIRB Proposal |

**Kentucky Teacher Standards:**

1. The teacher demonstrates applied content knowledge.
2. The teacher designs and plans instruction.
3. The teacher creates and maintains learning climate.
4. The teacher implements and manages instruction.
5. The teacher assesses and communicates learning results.
6. The teacher demonstrates the implementation of technology.
7. Reflects on and evaluates teaching and learning.
8. Collaborates with colleagues/parents/others.
9. Evaluates teaching and implements professional development.
10. Provides leadership within school/community/profession.

**International Society for Technology in Education Guidelines (ISTE)**

* 1. **Personal and Professional Use of Technology**

Candidates will apply tools for enhancing their own professional growth and productivity. They will use technology in communicating, collaborating, conducting research, and solving problems. In addition, they will plan and participate in activities that encourage lifelong learning and will promote equitable, ethical, and legal use of computer/technology resources.

* 1. **Application of Technology in Instruction**

Candidates will apply computers and related technologies to support instruction in their grade level and subject areas. They must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

* 1. **Research, Problem Solving and Product Development**

Candidates will use computers and other technologies in research, problem solving, and product development. Candidates use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present products developed.

**3.0 Professional Preparation**

Professional preparation in educational computing and technology literacy prepares candidates to integrate teaching methodologies with knowledge about use of technology to support teaching and learning.

**3.1 Teaching Methodology**

Candidates will effectively, plan, deliver, and assess concepts and skills relevant to educational computing and technology literacy across the curriculum.

***Standards and Indicators for School Improvement (SISI)***

1. Academic Performance – Curriculum: The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.
2. Academic Performance – Classroom Evaluation/Assessment: The school uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.
3. Academic Performance – Instruction: The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.
4. Learning Environment – School Culture: The school/district functions as an effective learning community and supports a climate conducive to performance excellence.
5. Learning Environment – Student, Family & Community Support: The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career and developmental needs of students.
6. Learning Environment – Professional Growth, Development & Evaluation: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.
7. Efficiency – Leadership: School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, developing leadership capacity.
8. Efficiency – Organizational Structure & Resources: The school is organized to maximize use of all available resources to support high student and staff performance.
9. Efficiency – Comprehensive & Effective Planning: The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

**EPSB Themes:**

* Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity)
* Assessment (developing skills to assess student learning)
* Literacy/Reading
* Closing the Achievement Gap (identify what courses emphasize strategies for closing the gap)

**Kentucky Education Reform Act (KERA) Initiatives**

In addition the student meets the following initiatives as included in KERA:

1. Learner Goals and Expectations
2. Core Content/Commonwealth Accountability Testing System/ Program of Studies/Combined Curriculum Documents, 4.1/ Common Core

**21st Century Skills**

 1. Core Subjects

 2. Learning and Innovation Skills

 3. Information, Media, and Technology Skills

 4. Life and Career Skills

### Components/Characteristics of Highly Effective Teaching and Learning

1. **Learning Climate**

A safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted.

1. **Classroom Assessment and Reflection**

 The teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction.

1. **Instructional Rigor and Student Engagement**

A teacher supports and encourages a student’s commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving.

1. **Instructional Relevance**

A teacher’s ability to facilitate learning experiences that are meaningful to students and prepare them for their futures.

1. **Knowledge of Content**

 A teacher’s understanding and application of the current theories, principles, concepts, and skills of a discipline.

**References**

Ackerman, Richard H., and Mackenzie, Sarah V. (2007). *Uncovering Teacher Leadership: Essays and Voices from the Field.*Thousand Oaks, CA: Corwin Press.

American Psychological Association (2009). *Publication manual of the American Psychological Association*, (6th ed.). Washington, D. C.

Blankenship, Alan M. (2004). *Failure is Not an Option: Six Principles that Guide Student Achievement in High-Performing Schools.* Thousand Oaks, CA: Corwin Press.

Chrispeels, Janet H., Ed. (2004). *Learning to Lead Together: The Promise and Challenge of Sharing Leadership.*Thousand Oaks, CA: Sage Publications.

Combs, Arthur W., Miser, Ann B., and Whitaker, Kathryn S., (1999). *On Becoming a School Leader: A Person Centered Challenge.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

Danielson, C. & McGreal, T., (2000). *Teacher evaluation: To enhance professional practice*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Gabriel, John G., (2005). *How to Thrive as a Teacher Leader*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Kentucky Department of Education (2006). *Combined Curriculum Documents, 4.1*, Frankfort, KY: Division of Curriculum Development.

Kentucky Department of Education (2010). *Common Core State Standards*, Frankfort, KY: Division of Curriculum Development.

Kentucky Department of Education (2006). *Implementation manual for the program of studies: Elementary, middle, and high school.* Frankfort, KY: Division of Curriculum and Assessment Development

Kentucky Department of Education (2006). *Program of studies for Kentucky schools: Grades primary – 12.* Frankfort, KY: Division of Curriculum and Assessment Development.

Marzano, Robert J., (2007). *The Art and Science of Teaching*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Marzano, Robert J., Pickering, Debra J., and Pollock, Jane E., (2001). *Classroom Instruction that Works*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Marzano, R., Waters, T., and McNulty, Brian A., (2005). *School Leadership that Works: From Research to Results*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Reeves, Douglas B., (2004). *Accountability for Learning: How Teachers and School Leaders Can Take Charge.* Alexandria, Virginia: Association for Supervision and Curriculum Development.