

**University of Louisiana at Lafayette
College of Education
Educational Foundations and Leadership**

Course: EDLD 880 (001)
Schedule: W 5:00-7:50

Semester: Spring 2008
Location: MX 124

Instructor: Robert O. Slater
Telephone: (o) 337-482-1513
(cell): 979-777-8086
Email address: ros6279@louisiana.edu
Ros505@aol.com

Office: Gerard 115A
Office Hours: By Appt

Course Description

EDLD 880: Reseach Practicum in Educational Leadership
An introduction to the application of data to theoretical problems.

RecommendedText

Gall, M., Gall, J. and Borg, W. (2007). *Educational research: An introduction* (8th edition). New York: Longman.

Conceptual Framework: The Responsive Professional

The conceptual framework of the UL Lafayette College of Education is designed to expand upon the institution’s commitment to be a responsive university. Teacher candidates are expected to demonstrate knowledge, skills, and dispositions associated with the four elements of a ***Responsive Professional***. Responsive Professionals demonstrate expertise in knowledge and practice. They are reflective practitioners who respect diversity and demonstrate a commitment to professionalism.

Course Goals:

To introduce doctoral students to guidelines and practices for obtaining and analyzing data for their doctoral research.

Course Objectives and Corresponding Unit Outcomes

Candidates will acquire the following knowledge (K), skills (S), and dispositions (D) through this course.

Item #	Knowledge Objectives	CF Unit Outcomes	ELCC Standard	ISLLC Standards
1	An understanding of the doctoral research process			
2	A clear understanding of the problem to be investigated			
3	An understanding of the relationship between the problem			

	to be investigated and the type of data required to address it.			
	Skills Objectives			
	Know how to define and refine a problem			
	Know how to acquire data			
	Know how to do basic data analysis and interpretation			
	Disposition Objectives			
	The disposition to think in terms of problems.			
	A disposition to address empirical problems with data.			

Course Requirements

A research paper with all of the components in miniature form of a completed dissertation.

PASS-PORT Artifacts

Final paper.

Field Experiences.

Technology Integration

Students will utilize the latest technology to collect, organize and analyze data.

Course Evaluation

Standard

Resources

Professional Associations

Professional Journals

Related Materials and Resources

References

(put in references for the course possibly include some from conceptual framework)

Course Policies and Procedures

Emergency Evacuation Procedures

A map of this floor is posted near the elevator marking the evacuation route and the Designated Route Area. This is an area where emergency service personnel will go first to look for

individuals who need assistance in exiting the building. Student who may need assistance should identify themselves to the teaching faculty.

Attendance Policy (Will discuss further at our next meeting)

Academic Honesty

The College of Education adheres to the policy on academic honesty as outlined on page 427 in the Undergraduate Bulletin (2003-2005) .

Students Requiring Special Accommodations

Students requiring special accommodations must register with the Office of Services for Students with Disabilities and provide official documentation to the instructor in a timely manner.

Schedule & Topics

January

24- Introduction: Introduction of class members; Class requirement; Grading rubric; Review of the dissertation process; Identifying a Research Problem (Gall, et al., 2007:Chapter 2)

30-Reviewing the literature (Gall, et al., 2007:Chapter 4)

February

6-Mardi Gras Holiday

13- Quantitative Considerations I (Gall, et al., 2007:Chapters 5-9)

20- Quantitative Considerations II (Gall, et al., 2007:Chapters 5-9)

27- Qualitative Considerations I (Gall, et al., 2007: Chapters 14-16)

March

5- Qualitative Considerations II (Gall, et al., 2007: Chapters 14-16)

12-Evaluation Research (Gall, et al., 2007: Chapter 17)

19-Action Research (Gall, et al., 2007: Chapter 18)

26-Spring Break

April

2- Online Assistance

9- Online Assistance

16- Online Assistance

23- Online Assistance

30- Online Assistance

May

7-Last class/Review

CONCEPTUAL FRAMEWORK UNIT OUTCOMES:

CANDIDATE PROFICIENCIES

Knowledge and Expertise in Practice – The *Responsive Professional* demonstrates knowledge of content disciplines and engages in effective pedagogical practice. The candidate:

- CF-K1 Knows, understands, and applies multiple theoretical perspectives about human development and learning.
- CF-K2 Demonstrates knowledge of content discipline and related standards.
- CF-K3 Knows and demonstrates appropriate use of instructional resources and methodologies for subject matter content.
- CF-K4 Plans and implements effective standards-based learning experiences.
- CF-K5 Applies a variety of appropriate and effective assessment techniques to facilitate and monitor student academic growth and program improvement.
- CF-K6 Demonstrates effective management skills.
- CF-K7 Uses and integrates technology as appropriate.
- CF-K8 Models and utilizes effective planning that incorporates higher order thinking.
- CF-K9 Identifies and articulates relevant education policies and laws.

Reflection – The *Responsive Professional* actively, persistently, and carefully considers practice, experiences, and available alternatives to guide decision-making. The candidate:

- CF-R1 Reviews systematically one's own educational practice and learns from experience.
- CF-R2 Uses assessment and evaluation to inform instruction.
- CF-R3 Searches persistently for information and solutions to problems.

Diversity – The *Responsive Professional* articulates an understanding that beliefs, traditions, and values across and within cultures affect both learning and relationships with learners, their families, and the community. The candidate:

- CF-D1 Fosters inclusive learning environments in which diversity is valued and learners are taught to live harmoniously.
- CF-D2 Accommodates learning styles and individual needs through developmentally appropriate practices.
- CF-D3 Engages and involves students in relevant and challenging learning experiences.
- CF-D4 Exhibits respect for all types of diversity.
- CF-D5 Is informed about and responsive to cultural differences.

Professionalism – The *Responsive Professional* actively seeks opportunities to grow professionally, collaborates to meet complex needs of learners, advocates educational principles, and models leadership skills. The candidate:

- CF-P1 Collaborates effectively with students, parents, and colleagues.
- CF-P2 Models appropriate behaviors and attitudes.
- CF-P3 Sustains commitment to professional growth.
- CF-P4 Demonstrates problem solving, interpersonal communication, and decision-making skills in leadership roles.
- CF-P5 Engages in service to the profession.
- CF-P6 Participates in educational advocacy.
- CF-P7 Participates in professional organizations, meetings, and conferences.

University of Louisiana Lafayette

College of Education

RESPONSIVE PROFESSIONAL DISPOSITIONS

- Disp 1. Candidates demonstrate commitment to professionalism.
- Disp 2. Candidates identify and demonstrate appreciation of the importance of diversity and its impact.
- Disp 3. Candidates demonstrate a commitment to learning and to participation in professional organizations and currency in field.
- Disp 4. Candidates demonstrate self-direction in learning and practice.
- Disp 5. Candidates value the role of community and of the family in the learning process.
- Disp 6. Candidates demonstrate collaboration with other professionals to affect student learning.
- Disp 7. Candidates demonstrate a commitment to critical thinking and problem solving.
- Disp 8. Candidates value the use of data to inform decisions.