

## SCED 513-03: Educational Research, Assessment and Technology (3 credits)

**Summer 2014**

**Meeting Dates/Times:** July 14, 15, 16, 17 and July 23, 24 from 9:30am-5:00pm

**Location:** Technology Portion meets July 14-15 in Grad Campus Computer Lab York 118; Remainder of Class meets July 16, 17; July 23, 24 in York 107

**Instructor:** Danielle Torres, Ph.D.

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**Phone:** (503)768-6143

### **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.

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.

Additional readings as assigned.

### **Recommended Texts:**

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

Upon course completion, the candidate will be able to:

1. Demonstrate understanding of the basic concepts of assessment techniques and statistics related to standardized and non-standardized, behavioral, academic and psychological testing.
2. Demonstrate understanding of social, cultural and ethical considerations related to the assessment and evaluation process.
3. Demonstrate understanding of the role and importance of research methods, data analysis, needs assessment, and action research to inform, develop, modify and enhance programs.
4. Demonstrate ability to use current research and literature, data methods, technological strategies, and best practices to evaluate school counseling outcomes.
5. Demonstrate ability to develop, present, and deliver an ethical, culturally relevant, collaborative, equity-focused school counseling intervention and program.

### **Course Requirements:**

#### **1. Attendance & Participation**

Class attendance is required. Due to the compact schedule, it is very important that you attend all classes. Your attendance and active class participation are critical to successful completion of the course. Any portion of an absence from class or lateness will be discussed with the instructor to determine the feasibility of passing the class.

#### **2. Assignments**

1. Read assigned material.
2. Technology Assignments
3. Assessment Instruments & Processes Assignment
4. Action Research Project Power Point Presentation
5. Action Research Project Paper
  - A. Action Research Question and Rationale
  - B. Literature Review
  - C. School Profile
  - D. Proposed Solutions
  - E. Data (Gathering and Analyzing) Methods Plan

## **Course Objectives:**

### **Objective 1**

Demonstrate understanding of the basic concepts of assessment techniques and statistics related to standardized and non-standardized, behavioral, academic and psychological testing.

*Evidence:*

Assessment Instruments & Processes Assignment

### **Objective 2**

Demonstrate understanding of social, cultural and ethical considerations related to the assessment and evaluation process.

*Evidence:*

Assessment Instruments & Processes Assignment

### **Objective 3**

Demonstrate understanding of the role and importance of research methods, data analysis, needs assessment, and action research to inform, develop, modify and enhance programs.

*Evidence:*

Technology Assignments

Action Research Project Power Point Presentation

Action Research Project Paper

### **Objective 4**

Demonstrate ability to use current research and literature, data methods, technological strategies, and best practices to evaluate school counseling outcomes.

*Evidence:*

Technology Assignments

Action Research Project Power Point Presentation

Action Research Project Paper

### **Objective 5**

Demonstrate ability to develop, present, and deliver an ethical, culturally relevant, collaborative, equity-focused school counseling intervention and program.

*Evidence:*

Technology Assignments

Action Research Project Power Point Presentation

## **Course Assignment Guidelines**

### **1. Technology Assignments (20% of grade)**

These assignments will be based on the technology lesson of the class day and will incorporate the computer-based applications reviewed in class. You will get an opportunity to practice the skills as they relate to school counselor research and data-driven situations. You will be given instructions for printing and turning in each assignment by the end of class.

Grading will be based on the accuracy, completion, and clarity of each response to the instructions outlined in each assignment, as well as the fulfillment of the objectives listed above.

### **2. Assessment Instruments & Processes Assignment (15% of grade)**

This assignment is a written paper based on the School Psychologist/Special Education Specialist Guest Speaker regarding issues of testing in schools and collaboration. Please answer the following questions:

1. What did you learn from the guest speaker in terms of the uses and limitations of assessments?
2. What did you learn from the guest speaker in terms of your scope and role as a school counselor in assessment situations (selection, administration, interpretation, advocacy)? What is the expected knowledge of your role?
3. What social, cultural, and ethical considerations are critical in the assessment process?
4. How might the information shared by the guest speaker impact K-12 student achievement and development (academic, career, personal/social)?
5. What strategies or skills will you practice in your assessment work? What questions do you have that you would like to explore in your internship placement regarding testing practices?

Grading will be based on the completion and description provided for each question; the thought and in-depth reflection addressing the course objectives listed above; and grammar, punctuation and professional writing style expected of graduate level work.

Paper should be 3-4 pages, typed, double spaced, 12-pt. font.

Due on Wednesday, July 23 at start of class

### **3. Action Research Project Power Point Presentation (25% of grade)**

Each student will prepare a 15-minute PowerPoint presentation describing their Action Research Project to the class, to be presented on the final day of class. The Powerpoint presentation will summarize the research project, including slides for each section of the plan. See the handout for specific guidelines on the content and number of slides. Please be sure to save your final presentation in multiple locations to prevent technical problems on the day of presentations.

Grading will be based on:

1. The inclusion of each section of the plan as outlined in the Presentation Guideline handout.
2. Clarity and description of research project summary.
3. Originality and specific application to the intern's school placement.
4. Organization, flow, and visual components of presentation.
5. Presentation skills, including speaking ability, professional demeanor, timeliness, and response to questions.

Due on Thursday, July 24 during class, Early presentations will be welcomed on Wednesday afternoon, July 23 during class.

#### **4. Action Research Project Paper (40% of grade)**

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

Please see "Action Research Project Overview" handout for details for each section. The paper should be 6-8 pages long, double spaced, plus a reference page (maximum 10 pages). 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.

For Grading guidelines, see attached Rubric.

The final paper is due Sunday, August 3 at 5:00pm. You may also be expected to turn in components of the paper during the week for ongoing feedback.

#### **Course Evaluation and Assessment:**

The intent of this course is for you to develop skills and knowledge in the field of school counseling. I will be rating you on each of the goals/objectives for the course, and will assign a final grade based on your class participation and assignments. You will also be asked to rate yourself on each of these goals. The rating system used will be based on a scale of distinguished, proficient, progressing, or

unsatisfactory.

**Distinguished** indicates a self-directed learner who demonstrates mastery on all levels. 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 writing displays a depth of knowledge and mastery of the material. Your fellow classmates are able to learn from your contributions to class.

**Proficient** indicates a motivated learner who demonstrates a level of competency at all levels. You are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. Your writings are well written and demonstrate your understanding of the material. You are able to use what you have learned.

**Emerging** indicates that you are not always prepared when you come to class. You have limited or minimal understanding of some of the concepts. 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. Your writings do not show understanding of key concepts.

**Unacceptable** is an indication 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.

**Points assigned to each element included in the final assignment of your grade:**

1. Technology Assignments	20%
2. Assessment Instruments & Processes Assignment	15%
3. Action Research Project Power Point Presentation	25%
4. Action Research Project Paper	40%

**“A” Grade is 94-100%, “A-“ Grade 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.

**“B+” Grade is 88-89%, “B” is 84-87, “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.

**“C+” is 78-79%, “C” is 74-77, “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.

**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.

**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
<b>Monday, July 14</b>	<ul style="list-style-type: none"> <li>• Technology: Introduction</li> <li>• EZ Analyze</li> <li>• National Center for School Counseling Outcome Research</li> </ul> <a href="http://www.umass.edu/schoolcounseling/">http://www.umass.edu/schoolcounseling/</a>		In class technology assignments
<b>Tuesday, July 15</b>	<ul style="list-style-type: none"> <li>• Technology: Surveys</li> <li>• Technology: Web pages: <i>Damian Miller, Instructional Technology Coord.</i></li> </ul>		In class technology assignments
<b>Wednesday, July 16</b>	<ul style="list-style-type: none"> <li>• Introduction to Assessment: Types, Uses, Ethics, and Implications</li> <li>• Assessment Reading Activity</li> <li>• Guest Speaker: <i>Cynthia Velasquez-Bogert, Reynolds SD</i> <i>Assessment Instruments &amp; Processes</i></li> <li>• Action Research Topic: <i>Overview: Using Data to Advocate for Equity</i></li> </ul>	Reading as assigned  Reflective SC text, Chapter 1  Evidence Based SC text, Chapter 1, 2	
<b>Thursday, July 17</b>	<ul style="list-style-type: none"> <li>• Action Research Topic: <i>Selecting a Question</i></li> <li>• Action Research Topic: <i>Writing a Literature Review; APA Style Review</i></li> <li>• Waztek Library Online, Searching for Literature</li> </ul>	Reflective SC text, Chapter 2  Evidence Based SC text, Chapters 4, 5, 6	
<b>Wednesday, July 23</b>	<ul style="list-style-type: none"> <li>• Action Research Topic: <i>Data Collection Methods</i></li> <li>• Action Research Topic: <i>Collaboration in Research</i></li> <li>• Workshopping Time</li> <li>• Early Action Research Project PowerPoint</li> </ul>	Reflective SC text, Chapters 3 & 4  Evidence Based text,	Assessment Instruments & Processes paper due

	Presentations	Chapters 7, 8	
<b>Thursday July 24</b>	<ul style="list-style-type: none"> <li>Action Research Project PowerPoint Presentations</li> </ul>	Reflective SC text, Chapters 5 & 6  Using Data text, Chapter 9	AR Powerpoint Presentation due
<b>Sunday, Aug 3 at 5:00pm</b>	<ul style="list-style-type: none"> <li>Final AR Papers due via Taskstream</li> </ul>		