

**University of South Alabama**  
**Department of Curriculum and Instruction**

**LTE 699 RESEARCH PROJECT 3 Credit Hours**

**Catalog Description:** The internship is a supervised learning experience in a work setting similar to that in which an educator will eventually be employed. The internship provides students with an opportunity to apply theories and concepts learned during the graduate program. Prerequisite:

**College Conceptual Framework**

A purpose of this course will be to prepare professional educators through teaching, research and service to become committed to life-long learning and to facilitating the process of building better communities.

**Student ePortfolio Assessment:**

The College of Education uses student portfolio assessment as a part of program requirements and assessment of student learning outcomes. Students majoring in the College of Education are required to purchase the license (\$30.00 per year) to use Foliotek beginning with the first College of Education course (which contains teacher education standards) taken and continue to use Foliotek throughout their program of study. **Students must document mastery of all standards associated with each course and provide evidence in the e-portfolio to receive credit for the course.** In general the process consists of students submitting evidence/artifacts, as facilitated by the course instructor, related to the knowledge, skills, or abilities taught in a course or internship.

The instructor evaluates the student's evidence/artifacts based on a standardized scoring rubric and the results are kept in an electronic database. The progress of the student in meeting the required competencies is monitored throughout their program. For e-portfolio instructions go to <http://www.southalabama.edu/coe/eportfolio.shtml> and click on the appropriate help screens.

**Specific Course Goals and Objectives:** The Teacher Leader must demonstrate following abilities:

	<b>Standard</b>
(5)(a)3.	Structure opportunities for colleagues to inquire into the extent to which they are deepening students' understanding of content knowledge by strategically linking student experiences, knowledge, and interests to content throughout instruction (e.g., through action research or structured reflection).
(5)(b)1.	Engage colleagues in designing, implementing, and monitoring research-based strategies that nurture positive academic and social behaviors.
(5)(b)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.

	<b>Standard</b>
(5)(b)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.
(5)(b)11.	Use analysis to guide ongoing school-wide instructional modifications that result in higher student achievement.
(5)(b)8.	Develop and model the use of a comprehensive repertoire of formative assessment tools designed to guide instructional decisions.
(5)(e)4.	Initiate ongoing action research, based upon reflective classroom observations and ongoing professional learning, and apply research findings to support student success.

### **Course Activity:**

This course is centered upon an Action Research-Based Project based on the Specific Course Goals and Objectives (above). Keep in mind that this research project is founded on the notion that you are a Teacher Leader, a resource to other teachers. Your research project must be based on working with your colleagues, not just conducting isolated research in your own classroom. In this project you will:

#### **1. Identify a Research Topic**

You must determine an educational research topic that will be the focus of your Action Research project. You must submit your identified topic to your course professor by the end of the first week of class. This is an opportunity to lead your colleagues “to inquire into the extent to which they are deepening students’ understanding of content knowledge by strategically linking student experiences, knowledge, and interests to content throughout instruction...” (Standard 5-a-3)

In addition, in the process of identifying a research topic you will “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.” (Standard 5-b-3)

As you work with your

#### **2. Needs Assessment**

You must gather data to obtain an accurate determination of the need to pursue your topic.

For example, if your topic is low reading achievement in an elementary school, then a needs assessment may determine specific student skill deficiencies or areas of concern for teacher professional development. This effort may utilize a review of school data, interviews with individual teachers, or an electronic survey targeting an entire school or schools.

For high school, you may determine that drug abuse is your identified research topic. Your needs assessment may include a review of drug related school offenses to determine specific areas of concern (drugs, alcohol, inhalants, or

prescription medication), and interview school administrators, counselors, and teachers.

Your needs assessment must be completed during weeks two and three of the semester. You must upload your assessment instruments, data collected, and analysis to the DropBox.

### **3. Review of Literature**

Based on information collected in your needs assessment, you will conduct a review of literature to determine what efforts have been undertaken previously to deal with the identified needs.

You will be asking yourself:

- What does the current literature reveal about your topic?
- Who are the leading researchers in the field?
- What interventions have been previously implemented?
- What were the results of the interventions?
- How does your review of literature impact your identified area of concern?

The review of literature should be conducted in a manner to “Engage colleagues in designing, implementing, and monitoring research-based strategies that nurture positive academic and social behaviors.” (Standard 5-b-1)

Your comprehensive review of literature will “Initiate ongoing action research, based upon reflective classroom observations and ongoing professional learning, and apply research findings to support student success.” (Standard 5-e-4)

### **4. Methodology**

The methodology section describes the structure of your internship, your goals and objectives, and an action plan (implementation plan) that describes how you will meet your goals and objectives and also describes your overall research design. As you design the methodology for your research project, remember to “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.” (Standard 5-b-4)

Structure of the internship – Where will the internship take place? Who are the key stakeholders who will be involved? What sort of special arrangements or permissions, if any, must be obtained in order for your internship to be carried out?

Goals and objectives – What are the major goals that you will accomplish during your internship? What specific supporting objectives must be completed in order to reach your goal(s)? How do the goals and objectives relate to the identified needs of your research topic and to the relevant literature?

Research design – What is the context of your research project? What sort of data will you gather so that you will know if you have been successful? Will you utilize a qualitative design that gathers data through interviewing participants in

your project? Will you use a pre- post- test design that measures student achievement after an intervention (e.g., tutoring, professional development of teachers) has been introduced? What statistic of interest will you utilize to determine if the differences in student achievement are significant, or if the reduction in the incidence of drug use is significant?

Your research design should “Develop and model the use of a comprehensive repertoire of formative assessment tools designed to guide instructional decisions.” (Standard 5-b-8)

Implementation – The implementation of your research project is your plan of action. The implementation plan provides a detailed timeline that addresses when you will accomplish your objectives, how you will go about meeting your objectives, the resources that your research project will require, and how various stakeholders (e.g., other teachers, students, parents, community agencies) will be involved. The standard related to the Implementation of your research project is “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.” (Standard 5-b-4)

## **5. Evaluation of the project**

The evaluation of your research project is the final assessment of your work. There are two phases to the evaluation: (1) Process Evaluation; and, (2) Product Evaluation.

Process evaluation deals with how well you were able to follow your implementation plan of action. Did you involve the stakeholders that you identified? Were you able to maintain the fidelity of your timeline? Did you try to accomplish what you described in your research design and implementation (i.e., Did you do what you said you were going to do)?

Product evaluation deals with the degree to which your research project met its stated goals and objectives. Did the efforts that you made in implementing your research project actually help increase the reading achievement of the targeted students? Did the incidence of drug abuse decrease? How did you analyze your data? What were the results of your analysis? What recommendations do you have based on these results? These recommendations “Use analysis to guide ongoing school-wide instructional modifications that result in higher student achievement.” (Standard 5-b-11)

### **Instructional Materials:**

#### **Text:**

#### **Web sites**

Suggested web sites for this course include:

1. Alabama Accountability Reporting System.  
<http://www.alsde.edu/Accountability/preAccountability.asp> The State of Alabama web site that presents student achievement data for the years 2000 through 2009,

- inclusive. This information includes, for example, Stanford Achievement Test, Alabama Reading and Mathematics Test (ARMT), Adequate Yearly Progress (AYP) results, listings of Title I and non-Title I schools, Alabama High School Graduation Test results.
2. National Center for Education Statistics. <http://nces.ed.gov/nationsreportcard/> The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. NAEP provides results on subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., all fourth-graders) and groups within those populations (e.g., female students, Hispanic students). NAEP does not provide scores for individual students or schools, although state NAEP can report results by selected large urban districts. NAEP results are based on representative [samples](#) of students at grades 4, 8, and 12 for the main assessments, or samples of students at ages 9, 13, or 17 years for the [long-term trend assessments](#). These grades and ages were chosen because they represent critical junctures in academic achievement.<sup>1</sup>
  3. The Education Trust. <http://www.edtrust.org/> The Education Trust promotes high academic achievement for all students at all levels—pre-kindergarten through college. The goal of the Education Trust is to close the gaps in opportunity and achievement that consign far too many young people—especially those from low-income families or who are black, Latino, or American Indian—to lives on the margins of the American mainstream.<sup>2</sup>
  4. United States Department of Education <http://www2.ed.gov/rschstat/landing.jhtml> The mission of the Department of Education is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. It engages in four major types of activities: Establishes [policies](#) related to federal education [funding](#), administers distribution of funds and monitors their use. Collects [data](#) and oversees [research](#) on America's schools. Identifies major issues in education and focuses national attention on them. [Enforces federal laws prohibiting discrimination](#) in programs that receive federal funds.<sup>3</sup>

## **STUDENT ACADEMIC CONDUCT POLICY**

The University of South Alabama is committed to the fundamental value of academic honesty. The student handbook, *The Lowdown*, defines plagiarism as one form of academic misconduct that is “subject to investigation and disciplinary action through appropriate University procedures”. Plagiarism is using somebody else’s ideas and/or words in your writing without correctly identifying the sources. As one resource for helping you avoid plagiarism, your written work in this class may be submitted to Turnitin.com or a similar method, for an evaluation of the originality of your ideas and proper use and attribution of sources. Assignments submitted to Turnitin.com will be included as source documents in a restricted access database solely for the purpose of detecting possible plagiarism of such documents. As part of this process, you may be

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<sup>1</sup> See <http://nces.ed.gov/nationsreportcard/about/>

<sup>2</sup> <http://www.edtrust.org/dc/about>

<sup>3</sup> <http://www2.ed.gov/about/what-we-do.html>

required to submit electronic as well as hard copies of your writing. By taking this course, you agree that all assignments may be subject to some form of originality review. If you violate the University's academic code of conduct, you will receive a penalty ranging from a zero on the assignment to removal from the University.

### **e-Companion**

This course uses e-companion. Document sharing, gradebook, and threaded discussions may be a part of the course.

### **Office Hours and Contact Information**

TBA

3100 UCOM

Ph. FAX

e-mail

NOTE: As this is an online course, meetings will take place via email, phone calls, and scheduled appointments

### **Class Attendance Policy**

You should participate in all virtual class assignments as stated below. In addition, attendance at individually approved internship sites and dates is required. Absence may affect the final grade.

### **Examinations**

N/A

### **Policy on Make-up Examinations**

N/A

### **Penalty for Late Work**

All work must be received by the due date. Late submission may result in the loss of one letter grade.

### **Determination of Final Grade**

The final grade in the course will be determined by successful completion of all assignments as documented the course assignments. Objectives **must** be met and will be assessed through a variety of techniques. Responses **MUST** be thoughtful and reflective, indicative of your best thinking and professionalism. Grammatical errors will result in a two points per error deduction.

Grades will be determined according to the following scale:

A = 93-100%; B = 85-92%; C = 74-84%; D = 63-73%; F = Below 63%.

In addition, the appropriate completion of Foliotek, including uploading assignments that exemplify you have met each standard, will also impact your grade.

### **Students with Disabilities**

If you have a specific disability that qualifies you for academic accommodations, please notify your professor and provide certification from Disability Services (Office of Special

Student Services). The Office of Special Students Services is located in the Student Center, Room 270, Phone 460-7212.

**Changes in Course Requirements**

All classes do not progress at the same rate, it may be necessary to modify some of the course requirements or their timing as circumstances dictate. If this occurs, students will be given ample notification in writing.