



# TCHL 559 – Action Research for Teacher Leaders

Spring 2023 Syllabus

Instructor:

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Class Location: Online

Instructor's Office Hours: M 10:30 – 1:30, T 8 – 10, W 10:30 – 1:30, R 8 - 10, Friday [and other times] by appointment

\*Note: This document and other class related materials are available on our course site at <https://wku.blackboard.edu>.

**Address:** Western Kentucky University  
1906 College Heights Blvd. #61030  
Bowling Green, KY 42101-1030

**Prerequisite:** Teacher Certification or Instructor Permission  
Students should be in their last or second to last semester prior to graduation.

#### Required Texts:

There are no "required" texts for this class. Any required reading or informational text will be provided to you during the course and posted in Blackboard.

**Primary Course Website:** BlackBoard

#### Graduate Catalog Description:

Fundamental principles of action research in educational settings. Students will conduct the preliminary work necessary to submit their teacher leader capstone project proposal. Course should be taken the next to last semester of the program.

#### Course Content Outline:

Students will be evaluated based on their performance in completing assignments such as the following:

- Research Project Development
- Collaboration with Professor/Classmates/Other Education Professionals on Research Project Development

#### Key Journals of Use to Researchers:

[Bilingual Research Journal](#)-It is the journal of the Center for Bilingual Education and Research, ASU, and the National Association for Bilingual Education. This site offers full text articles in various formats.

[Canadian Journal of Environmental Education](#)- This journal is meant as an introduction to Canadian environmental education issues. It contains abstracts and full text commentaries.

[CEO Forum on Education](#) - It was founded in 1996 to help ensure that America's schools effectively prepare all students for the 21st Century.

[Current Issues in Education](#) - Published by the College of Education at Arizona State University, the journal allows you to view full text articles.

[Early Childhood Research & Practice \(ECRP\)](#)- Published biannually by the ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois at Urbana-Champaign.. Full text articles are available.

[The Educational Technology Journal](#) - Educational Technology for Engaged Learning Educational Technology enabling students to make up their own mind.

[Gifted Child Quarterly](#) – provides research on the needs of gifted students

[Harvard Education Review](#) - Article abstracts online, as well as, other educator resources.

[Health Education Research](#) - The site also contains links to other Oxford University Press journals related to health

[Journal of Technology Education](#) - The Journal of Technology Education provides a forum for scholarly discussion on topics relating to technology education.

[Journal of Research in Science Teaching](#) - The Official Journal of the National Association for Research in Science Teaching

[JRME Online](#)- Web-based version of the Journal for Research in Mathematics Education. It is an official journal of the National Council of Teachers of Mathematics.

[Mathematics Teacher](#) - It is an official journal of NCTM and is devoted to teachers of Mathematics from 8th grade through 2 year and teacher education colleges.

[Practical Assessment, Research and Evaluation \(PARE\)](#) - PARE is Peer-Reviewed and is an on-line journal published by the ERIC Clearinghouse on Assessment and Evaluation (ERIC/AE) and the Department of Measurement, Statistics, and Evaluation at the University of Maryland, College Park.

[Philosophy of Education Yearbook](#) - Published by the Philosophy of Education Society University of Illinois, Urbana-Champaign. The yearbook allows you to view full text articles.

[Physics Education](#) - A journal meant to stimulate those involved in Physics and Education.

[PsyInfo](#) – this is a database of articles published in the social sciences

[Reading Online](#) - Published by the International Reading Association, the site has full text versions of its articles. The site also provides other educational resources.

[Science Education](#) - A leading journal in science education.

[The Source](#) - Published by the University of Southern California, Rossier School of Education. You'll find full text versions of articles on a wide variety of topics here.

[Technological Horizons in Education \(T.H.E. Journal\)](#) T.H.E. Journal is the largest and oldest educational technology

## Websites That Might Be Helpful:

**ERIC** - A digital library of education-related resources, sponsored by the U.S. Department of Education, consisting of 1.1 million bibliographic records describing journal and non-journal literature from 1966 to 2003, with over 107,000 full text non-journal documents added. <http://www.eric.ed.gov>

**Citation and Style Guides:** APA - <http://library.concordia.ca/help/howto/apa.pdf>  
APA – [Purdue OWL APA](#)

**Statistical Resources on the Web** - Includes hundreds of statistical files from a variety of primarily governmental sources arranged under 24 topics, such as education, foreign economics, foreign trade, government finances, health, science, and weather. <http://www.lib.umich.edu/govdocs/stats.html>

**American Demographics Online** - An excellent search engine allows the user to locate authoritative statistical data on a wide scope of demographic topics from a range of sources. <http://www.demographics.com/>

**FedStats** - Comprehensive source for government statistics produced by more than 70 federal agencies. Search via broad topic areas, regions, alphabetical keyword index, or federal agencies. <http://www.fedstats.gov/index.html>

**What Works Clearinghouse** – Governmental website that publishes research, reviews, and reports on best practices in education. This is a great site to find evidence-based practices. <https://ies.ed.gov/ncee/wwc/>

## Standards addressed in this course:

| <b>KTPS with INTASC Details/Indicators -- Core Curriculum Alignment</b>  | Alignment:<br>Assignments/Assessments |
|--|---------------------------------------|
| <b>Standard 1. Learner Development:</b> The teacher shall understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and shall design and shall implement developmentally appropriate and challenging learning experiences. | NA                                    |
| <b>Standard 2. Learning differences:</b> The teacher shall use the understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.   | NA                                    |
| <b>Standard 3. Learning environments:</b> The teacher shall work with others to create environments that: Support individual and collaborative learning; and Encourage positive social interaction, active engagement in learning, and self-motivation.  | NA                                    |
| <b>Standard 4. Content knowledge:</b> The teacher shall: Understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches; and Create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.   | NA                                    |
| <b>Standard 5. Application of content:</b> The teacher shall understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.  | NA                                    |
| <b>Standard 6. Assessment:</b> The teacher shall understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.   | NA                                    |
| <b>Standard 7. Planning for Instruction:</b> The teacher shall plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.  | NA                                    |
| <b>Standard 8. Instructional strategies:</b> The teacher shall understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their   | NA                                    |

|   |  |
|---|--|
| connections and to build skills to apply knowledge in meaningful ways.  |  |
| <b>Standard 9. Professional learning and ethical practice:</b> The teacher shall engage in ongoing professional learning, shall use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others, such as learners, families, other professionals, and the community, and shall adapt practice to meet the needs of each learner. | Peer review of presentation (9b)<br>Peer reflection of videos (9b) |
| <b>Standard 10. Leadership and collaboration:</b> The teacher shall seek appropriate leadership roles and opportunities to: Take responsibility for student learning; Collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and Advance the profession.  | Leadership and growth  |

| CAEP Key Assessment Areas                             | Type or Form of Assessments                            | KTPS Alignment   |
|---|--|--|
| Candidate Knowledge (Content)                         | Curriculum Project- 580                                | 4: Content Knowledge 5- Application of Content<br>7: Planning for Instruction 8: Instructional Strategies                              |
| Professional Skills and Dispositions                  | Dispositions Evaluation- 502 (beginning) and 560 (end) | 1- Learner development 2- Learning Differences<br>9- Professional Learning and Ethical Practice  |
| Data and Research driven decision making              | Leadership Project- 560                                | 9- Professional Learning and Ethical Practice 10- Leadership   |
| Integration of Technology in the discipline           | Curriculum Project- 580                                | 4: Content Knowledge 5- Application of Content<br>7: Planning for Instruction 8: Instructional Strategies                              |
| Clinical Practice (integrated practices of diversity) | Classroom Culture and Management Project- 502          | 1- Learner development 2- Learning Differences<br>3- Learning Environments 6- Assessment 9- Professional Learning and Ethical Practice |

Student Learning Outcomes of Required Courses in Advanced Teacher Education: **This specific table is for the courses listed below. Your discipline may have different SLOs.**

| Student Learning Outcomes | Demonstrate content knowledge of the academic discipline | Display the dispositions and skills of a professional educator | Evaluate data to inform instructional decisions | Integrate technology purposefully in instruction | Exhibit teaching competence in a clinical environment |
|---------------------------|--|--|---|--|---|
| EDU 502                   |  | ✓  |   |  | ✓   |
| EDU 503                   |  |  |   |  |   |
| EDU 694                   |  |  | ✓   |  |   |
| EDU 580                   | ✓  |  |   | ✓  |   |
| EDU 560/TCHL 560          |  | ✓  | ✓   |  |   |

#### **Grading Scale**

A = 90 – 100%

B = 80 – 89%

C= 70-79%

F= <69%

## **COVID Information**

All students are strongly encouraged to get the COVID-19 vaccine. Out of respect for the health and safety of the WKU community and in adherence with CDC guidelines and practices of all public universities and colleges in Kentucky, the University requires that a cloth face covering (reusable or disposable) that covers both the nose and mouth must be worn at all times when in public areas within all buildings. Students must properly wear face coverings while in class regardless of the room size or the nature of the classroom activities. Students who fail to wear a face covering as required will be in violation of the WKU Student Code of Conduct and will be asked to comply or will face disciplinary action, including possible dismissal from the University. Accommodations can be requested in special cases through the Student Accessibility and Resource Center (SARC): 270-745-5004 (voice), 270-745-3030 (TTY), or 270-288-0597 (video).

All students must immediately report a positive Covid-19 test result or close contact with a person who has tested positive to the Covid-19 Assistance Line at 270-745-2019. The assistance line is available to answer questions regarding any Covid-19 related issue. This guidance is subject to change based on requirements set forth by public health agencies or the office of the governor. Please refer to the Healthy on the Hill website for the most current information. [www.wku.edu/healthyonthehill](http://www.wku.edu/healthyonthehill)

## **Class Time Management:**

Management of your personal "class time" is one of the most difficult issues for students in an online class. Most face-to-face classes meet three hours a week and students are expected to spend up to six hours per week in class preparation and assignments. Therefore, you can expect to spend up to nine hours per week on any university course whether face-to-face or online. (Travel time has been a major consideration for many of you in face-to-face classes.) It is not advisable to procrastinate not only because of the time involved but the technical issues you may face and the time required to teach your lesson.

## **Regular and Substantive Interaction**

The U.S. Department of Education requires that distance education courses must include regular and substantive interaction between students and faculty. For more information about Regular and Substantive Interaction at WKU, please visit the [Regular and Substantive Interaction in Online and Distance Learning webpage](#).

In this course, regular and substantive interaction will take place in the following ways:

- Scheduled synchronous sessions with faculty and students,
- Weekly announcements, and
- Timely and detailed feedback on assignments provided within one week of submission.

## **Emails to Instructor:**

\* Students MUST have access to and be familiar with Blackboard to participate in this course.

\* Students must utilize the WKU email account provided by the university to receive communication from the instructor.

\*All emails to your instructor must be in the following format: TCHL 560, last name, topic

Emails without this format will be returned to you to revise. This policy is for your benefit. Because of the high volume of emails I receive, my email program will sort emails into a folder for me to easily locate and quickly respond.

\* Students must make certain their technology is compatible with the WKU technology and working during all requirements of this online class. In addition, students must take personal responsibility for submitting assignments by the dates due.

\* If leaving a phone message, student should include a return phone number, name, and the course number. The instructor should return your call within 24 hours. If not, please email the instructor, as she could be away from her office.

\* Students should NOT wait until the final day (or hours) to take an exam or submit an assignment in case a technical problem occurs. Upon discovery of a problem, the student should contact the WKU Help Desk at <http://www.wku.edu/infotech/> or 270.745.7000 to ascertain if the problem is with WKU technology or the student's. Further, the student should email the instructor during the time of the test or assignment to inform the instructor of the actions being taken. Remember, the instructor has no

control of the technology used to deliver a class via the WKU servers and Blackboard. Students should keep a copy of all electronic communications with the WKU Help Desk so this may be relayed to the instructor if necessary.

\*Please do not expect the instructor to address your technology problems or send assignments by email.

### **Naming Files:**

Files should be named in conjunction with the name of the assignment but starting with the student's last name. For example, Logsdon.Goals. Make sure to save it in a doc, docx, rtf, or pdf file. (\*.docx is my preference. Please note – I do not use Mac and I cannot open \*.pages files.)

### **Participation and Communication:**

1. Please email or call the professor to visit about the course. If you get no response in 48 hours, please try again. With the large volume of emails we receive, it is easy to overlook an email or read it and forget to respond.
2. Teachers should access this class weekly as assignments are due each week of the class. Because teachers in this class are graduate students, it is expected that they are capable of working ahead if they know they are going to be busy and unable to do classwork. \*Please contact the instructor if you are struggling with keeping up on assignments.

### **Student Disability Services:**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **Statement of Diversity:**

Western Kentucky University is committed to empowering its campus community to embrace diversity by building equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. To that end, this classroom is an inclusive space where all participants are welcomed and treated with respect, dignity, and acceptance. Immoral, illegal, or unethical behavior and/or communication will not be tolerated.

While the majority of students are comfortable with the pronoun sets "he/him" or "she/her," there is a growing population who prefer "they/them" pronouns, or another pronoun sets like ze/zir, per/pers, ey/em, or xe/xem, to avoid binary gender association. Participants in this course may choose to go by the pronoun sets with which they identify and are most comfortable. In addition to pronouns, all students have the right to indicate their preferred first name on TOPNET; this will appear on class rosters. If you did not specify your preferred name on TOPNET, please let me know what name and pronouns I should use for you. Student's chosen names and pronouns will be respected at all times in the classroom.

### **Plagiarism:**

To represent written work taken from another source as one's own is plagiarism. Plagiarism is a serious offense. The academic work of a student must be his/her own. One must give any author credit for source material borrowed from him/her. To lift content directly from a source without giving credit is a flagrant act. To present a borrowed passage without reference to the source after having changed a few words is also plagiarism. Students who commit plagiarism or any other act of academic dishonesty will receive a failing grade for the course and may be subject to dismissal from the program. Student work may be subject to review and checks using plagiarism detection software. For more information about the [Process for Academic Dishonesty](#)

### **Sexual Misconduct/Assault Policy:**

*Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Title IX Sexual Misconduct/Assault Policy (#0.2070) at*

<https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and

*Discrimination and Harassment Policy (#0.2040) at*

[https://wku.edu/policies/hr\\_policies/2040\\_discrimination\\_harassment\\_policy.pdf](https://wku.edu/policies/hr_policies/2040_discrimination_harassment_policy.pdf).

*Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.*

*Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and **MUST** report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center at 270-745-3159.*

For further information and support you may choose to go to the Student Accessibility Resource Center:

<https://www.wku.edu/sarc/>