

NIAGARA UNIVERSITY

College of Education

Fall 2009

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Classes meet in VIN 109 or on Blackboard Web Site

Office Hours:

Tuesday 2:00-5:00pm, Wednesday 3:00-5:00pm & Thursday 2:00-4:00pm

A. Course Number and Title

EDU 595: Introduction to Educational Research (Section z)

B. Course Description

This course is structured to introduce graduate candidates to the principles, processes, and practices of research that are applicable to the field of education. Candidates will develop an ability to read and evaluate educational research by analyzing the literature that scholars utilize in examining a particular research area of education. The class will be organized to assist candidates in developing a theoretical base and strategies for practical application in diverse educational environments. In addition, the course objectives are designed to foster an appreciation of the need for continuous professional development using the tools that educational researchers employ. All educational practitioners will complete an educational research project.

NOTE 1: Pre-service teachers in the elementary and secondary education program will explore research in appropriate levels, i.e., elementary and middle childhood development and pedagogy. A research project will be completed at that level in conjunction with an elementary or middle childhood/secondary level field experience.

NOTE 2: All work and service learning is to be completed prior to the last day of classes (i.e., the scheduled final exam) failure to complete all work and service learning prior to the last day of classes will result in a failing grade being entered for the course.

C. Method of Teaching

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when students learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open-ended inquiry, critical thinking, and social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by the instructors and by the practicing and prospective teachers, internet and library searches, observations, interviews and action research. This particular section of the course (section z) is specifically designed in a *cooperative learning format*. Therefore, students will be spending a significant amount of their classroom time working in various groups on content related assignments. Reciprocal teaching is also a key component of this section affording each student the opportunity to “learn the material best by teaching it to someone else.” As the success of the class on the whole is dependent to the success of each individual, it is expected that students remain up-to-date on their reading and assignments.

Technology is an integral part of this course and all assignments, rubrics and notes will be made available on Blackboard. It is the responsibility of the student to download the

necessary materials from the site and to check the Blackboard site daily for updates and announcements. It should be noted that in this *hybrid* section, some of the classes will meet in the traditional “face-to-face” classroom mode in VIN 109 and some classes will meet “on-line” in Chat Rooms conducted on the Blackboard Web Site. A specific semester schedule for traditional classroom sessions and for the “on-line” sessions will be developed within the first two weeks of the course.

D. Course Objectives

The requirements of this course will assist students to demonstrate important dispositions including a commitment to the profession and an orientation toward reflective practice. As active researchers and reflective practitioners, candidates will be required to make use of NYSED, and professional organization websites in order to familiarize themselves with the legal parameters of their chosen profession.

Pre-service teachers and practitioners will:

- Define terminology associated with qualitative and quantitative research
- Identify the strengths and weaknesses of written qualitative and quantitative research and the methods that are used in both types
- Identify the problems that are associated with gathering, analyzing, implementing, and evaluating information and statistical data
- Plan, implement, and assess educational research
- Determine the productivity and professional practice and educational value of research
- Demonstrate the knowledge of how to use the library at Niagara University for carrying out literature reviews
- Apply the learning objectives of this course to affirm diversity and enable and empower learners with diverse backgrounds, characteristics, and abilities.
- Throughout the course candidates implement technology as a tool for research, communication, and presentation (INTASC Standard 6).
- This is a course dedicated to the understanding of educational research. As a result of this course candidates learn strategies to help them continuously grow within the profession (INTASC Standard 9).
- Implement a research project based upon the standards appropriate to the candidate’s academic discipline.

E. Required Course Texts

Coladarci, T., Cobb, C. D., Minium, E. W., & Clarke, R. B. (2008). *Fundamentals of statistical reasoning in education*. 2nd edition. Hoboken, NJ: Wiley

F. Recommended Course Texts

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Pyrczak, F. (2004). *Success at statistics: A worktext with humor*. Glendale, CA: Pyrczak.

G. Course Outline

1. Monday 08/31
Introduction and Overview of the Course
Excel and Data Entry into SPSS
Formation of Basic and Secondary Groups
Variables and Hypotheses
Required Reading*: Introduction to Educational
Research
Research Article*: Willemse et al., 2008
2. Monday 09/14
Class in Library Basement
Doing Library Research
What is Research?
Ethics of Research
Preliminary Discussion of Hypotheses/Research
Problems
Required Reading: Coladarci Chapters 01 and 11
Research Article: Wighting and Liu 2009
Develop a Testable Hypothesis
3. Monday 09/21
Research Problem and Null Hypotheses
Theoretical Framework
Literature Review
APA Style
Required Reading: Coladarci Chapters 02-03
Research Article: Francis and Williams 2009
Assignment: Develop a Testable Hypothesis
4. Monday 09/28
Definitions and Measurement Validity
Testing the Instrument
Reliability and Validity
Required Reading: Coladarci Chapters 6-7
Research Article: Donahoo and Caffey 2009
5. Monday 10/05
Qualitative Coding of Verbatim
Frequency Distribution
Graphing
z-scores
Correlation
Required Reading: Coladarci Chapters 04-05
Research Article: Campbell and Levin 2009
6. Monday 10/19
Quantitative Research Design and Causal Argument
Central Tendency and Variability
Normal Distribution
Required Reading: Coladarci Chapters 09 and 17
Research Article:
Due: Review of Literature
7. Monday 10/26
External Validity in Research: Sample
Probability
Correlation
Required Reading: Coladarci Chapter 10
Research Article:
8. Monday 11/02
Descriptive Statistics for Single Variables

- Review of Coding
 Required Reading: Coladarci Chapters 14-15
 Research Article:
9. Monday 11/09 Types of Statistical Tests
 t-tests
 Required Reading: Coladarci Chapter 16
 Research Article:
 Due: IRB Assignment
10. Monday 11/16 ANOVA
 Required Reading: Coladarci Chapter 18
 Research Article:
11. Monday 11/23 Chi-Square
 Cross Tabs
 Required Reading: Coladarci Chapter 8
 Research Article: Angelle and Schmid 2007
12. Monday 11/30 Regression
 Required Reading: Coladarci Chapter 19
 Research Article:
 Due: Action Research Project
13. Monday 12/07 Statistical Power
 Required Reading: Coladarci Chapter 12
 Research Article: Zee and Jong, 2009
 Due: Project
14. Monday 12/14 Estimation
 Factor Analysis
 Non-parametric Tests
 Evaluating Research

* Required Reading and Research Article are assignments to be read for the next class.

G. Expectations

1. Candidates must attend each class on time and stay for the entire period. A sign-in list will be distributed at the beginning of each class. It is the responsibility of the candidate to sign the list. Candidates who are late for class should note the time that they entered class. Two or more absences will impact final course grade. Please email professor before class, if possible, with reason for absence.
2. Candidates must complete assignments as scheduled and actively engage in class discussions.
4. Candidates must complete all written assignments as required (Microsoft Word, using APA style, and model standard spelling, punctuation and grammar) and submit as an email attachment by the deadline.
5. Barring unforeseen circumstances, all contacts should be made by email, and will be acknowledged within two business days. If more than three business days elapse without a response, please resend the message.
6. Candidates must search for research material using appropriate technology and library materials. Candidates are encouraged to search for materials from diverse settings.
7. Candidates will exhibit higher order thinking skills, especially skills involving analysis, synthesis, evaluation, and inquiry (Bloom).

H. Philosophy of Graduate Education and Grading

One of the ways in which graduate school differs from undergraduate is the role of the professor. The role of the professor is that of guide. The expectation is that the candidates are self-motivated learners who will take advantage of the opportunity to learn from the experiences and research of their professors and their peers.

A grade in the C range indicates that a candidate has demonstrated enough competencies to pass the course, but fewer competencies than should be demonstrated by a graduate candidate. A grade in the B range means that the candidate has demonstrated the competencies expected. A grade in the A range means that the candidate has demonstrated competency beyond that expected.

Student Professionalism

As professional commitment and conduct are integral to the profession, this grade will be holistically comprised of professional demeanor, the quality of class preparation and participation, the ability to work independently and cooperatively at a graduate level, and overall conduct becoming a member of the teaching, counseling, or psychological profession as outlined by the university and college mission statements. It is the responsibility of the student to familiarize himself or herself with the aforementioned document. Please note that dispositions also play an important role in your becoming a member of the profession; therefore, it is up to the student to review the college policy on dispositions and ensure that they are meeting or exceeding the requirements. It is the responsibility of the student to access and utilize the information.

Daily Reflection

The focus of this component is on meta-cognition and intrapersonal intelligence. Learning is a process and should not be solely dependent upon product; therefore, in accordance with constructivist philosophy, it is necessary to ensure that candidates take the time to reflect upon each phase in this course. Candidates are to come to class having reflected on the previous class discussions and on the assigned readings for that day. Becoming a reflective practitioner requires that candidates are able to construct knowledge by placing what they read in a meaningful and personal context.

Class Discussions and group interactions

The focus of this component is on social constructivism. In accordance with the philosophy of the department which stresses cooperative strategies and which social learning, candidates will be expected to share and discuss their interpretations and views of critical concepts during class. The emphasis is once again on the quality of discussion and the depth of understanding conveyed through questions and responses.

Professional Demeanor

Candidates are expected to act in a professional manner which reflects the integrity of the position and the university as a whole. This includes such behaviors as being prepared for each class, submitting all work on time, attending all classes, arriving to class on time, and being dressed appropriately.

Attendance

Attendance is considered an indicator of professional commitment and responsibility. Candidates are expected to be prompt for all classes. Candidates may be excused from attending class by the professor for absences due to illness or serious personal matters. Excessive absences will negatively impact the candidate's final grade and may, in some instances, jeopardize a candidate's course credit. An e-mail message is required in advance if you expect to miss a class or as soon as possible after an unexpected emergency.

Disclosure

Candidates with disabilities who may need academic accommodations are encouraged to discuss options with their professors during the first two days of class to ensure that appropriate modifications are made.

Disabilities

Candidates with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Candidates must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Counseling Services and Academic Support

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in the library are here to help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointments can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).

Diversity

Because culturally diverse groups enrich our society, a better understanding of diverse cultures fosters respect and appreciation for all people; therefore, this class will examine implications of global education.

Academic Honesty

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings to the appropriate source. This is necessary to protect the original work, whether it is found in reference material, other published matter, or unpublished communication from faculty, other scholars, and fellow students. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principal violations of academic honesty are cheating and plagiarism. Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any candidate who aids another candidate in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission. Plagiarism is the presentation of ideas, words, and opinions of someone else as one's own work. Paraphrased material, even if rendered in the student's own words, must be attributed to the originator of the thought. In short, plagiarism is the improper use of direct quotations, indirect quotations, and/or ideas that have not been credited to the original author. Whether intentional or unintentional, plagiarism is a serious academic offence that leads to substantial consequences. It is the responsibility of the researcher / teacher candidate to provide sufficient evidence where he or she obtained the information. Penalties for dishonesty include but are not limited to: assigning an F for the assignment assigning an F for the course, suspension, and/or expulsion from the program. Please refer to the graduate catalogue for Niagara University's policy on cheating, plagiarism, procedures and penalties. (Excerpted from Niagara University Student Handbook)

Course Assignments

As candidates interested in the field of education, it is important that you see yourself as emerging scholars. This means that you will explore topics of interest and value to your growth, that you will practice articulating knowledge orally and in writing, and that you will continuously reflect on the meanings of what you are studying and doing. In order to evaluate this authentically, you need to participate in class discussions and small group work, write thoughtfully and with care, and continuously try to relate what you are learning to your thoughts about the type of teacher you want to become. Candidates are required to complete all assignments. Failure to do so by the end of the course without the consent of the instructor will result in the candidate receiving a final grade of F in the course. All assignments are to be submitted digitally as per the instructions of the professor.

Assignment Quality and Late Policy

Because all students vary in their learning style, and in order to model multiple assessment and evaluation strategies, a variety of assignments will be used to evaluate your performance in the course. Assignments must be typed on a word processor unless otherwise specified. All assignments are expected to be turned in on time and should represent your best quality work. Students are required to submit to the professor, one electronic submission. Assignments will not be accepted after the due date and a grade of zero will be assigned.

Writing and Style

It is imperative that teachers be able to write clearly and use correct grammar and sentence structure. As teachers you will be modeling and teaching writing skills to students. All written work will be equally assessed on content and form. Work must be proofread to remove all typos and other types of errors that can be found when care is taken to finalize a paper before submission. If issues of grammar and sentence structure are problematic for you, please use the services of the Writing Center on campus. You are expected to use the APA Style for research writing in your course assignments. The APA Style Manual is a recommended text for the course and all papers are to be submitted in accordance with the latest edition of this manual. Further online assistance with respect to APA format can be found at <http://apastyle.apa.org/>. A required outline for each assignment is also provided on Blackboard. All assignments must be submitted using either MS Word. Hand written assignments will not be accepted. Papers that are not written in accordance with the required formats (i.e., the latest edition of the APA manual or the outline provided) will not be accepted and a grade of zero will be recorded.

I. Specific Course Assignments

The assignments in this course will ALL be based on a Research Project completed during this semester and should apply directly to your field. This activity will introduce candidates to the research process and demonstrate one method for studying and improving upon professional practice for use in one's own classroom. If you choose to engage in action research during your placement, you must apply for IRB approval and have signed consent by the appropriate authorities in order to conduct your research. The assignments described below are meant to pace you in the completion of this project. Your final course grade will be determined by your successful completion of all the following assignments:

1. Class Discussions and Group Interactions (30% of final grade)

This section of Edu 595 Introduction to Educational Research is designed as a *hybrid course*, therefore, some scheduled class meetings will be held “face-to-face” on campus and some class meetings will be held “on-line” via the Blackboard Web Site.

The specifics of when classes will meet on campus and when they will be “on-line” will be determined by the end of the second class meeting (09/14/09).

This section is also designed as a cooperative learning experience whereby every student will be placed in both a *Primary Group* and a *Secondary Group* for purposes of course content review, analysis and evaluation. The *Primary Groups* will serve as *planning* groups and will be assigned specific course content to review, analyze and evaluate. Each *Primary Group* member will be responsible to present their respective content information to their *Secondary Groups*. The secondary group, thus, functions as a *learning group* where reciprocal teaching and learning occurs. Student participation is essential in such a *Jigsaw Process*. Students will be evaluated on their individual contributions to group interactions as well as their group process and products. This cooperative learning experience will be an integral aspect of all class meetings “face-to-face” as well as “on-line”. Thus, All students must be prepared to discuss assignments and related course content in class, in their respective groups and “on-line” at all times. A scoring rubric for this component of the grading process will be distributed to assist students in recognizing the class discussions and group interactions expectations of this section of the course.

2. Literature Review (15% of final grade)

The purpose of this exercise is to ensure that candidates are capable of accessing and evaluating educational research relevant to his or her area of study. As a teacher, it is important that you are critically reading educational research. Findings from research may suggest new ways of teaching or learning. But, at the same time, you must be able to make judgments as to the quality and depth of what you are reading. For this assignment students will review **qualitative** research, **quantitative** research, and **scholarly writings** obtained from Niagara University's library sources in either in paper or digital form. *Qualitative Inquiry* or *The International Journal of Qualitative Studies in Education* are examples of qualitative journals and *The Journal of Educational Research* is an example of a quantitative journal. The literature review must follow the style of a research paper written according to the latest edition of the *Publication Manual for the American Psychological Association*. The review should be based on the approved research topic. It should be **no more than 5 pages** excluding a title page and reference page. A **minimum of 15 separate sources** must be cited. The purpose of this requirement is for candidates to gain a well-formed understanding of a topic by evaluating the prevailing research in the field. As current research is highly valued, the articles selected should be published since 2000. The articles selected should also directly relate to the topic you have chosen for your literature review. Candidates will submit one electronic copy. A format for your paper and a grading rubric are provided on Blackboard. And further information regarding how to write a literature review can be retrieved from <http://www.utoronto.ca/writing/litrev.html>. **THIS IS NOT AN ANNOTATED BIBLIOGRAPHY.** It is the responsibility of the student to access and utilize this information. Failure to submit work in accordance with the required format and/or in accord with the most recent edition of the APA Manual will not be accepted and a grade of zero will be entered. (This assignment is to be completed independently)

3. IRB Proposal (15% of final grade)

Once you have completed the review of literature you need to design a plan for collecting and analyzing your own data. In each of these proposals, you must outline the methodology including: the participants/sample, data collection method, data collection instruments, and data analysis method following the guidelines outlined in course material and through class discussions. Any research tools (e.g. questionnaires, observation tools, etc.) must be attached as an appendix. Your completed paper should be no more than 7 double spaced pages including appendices.

As well, it is required that students obtain informed consent from all participants prior to their data collection; therefore, a **SAMPLE** letter of consent is available on Blackboard. A consent letter that is written in accord with the sample letter must accompany your proposal.

As written consent is required of all participants, and as individuals under the age of 18 are not able to legally grant consent, NU students are not permitted to interview or engage in any conversation for the purpose of extracting information, or to, in any way, infringe upon what would be seen as that which occurs within the scope of normal activities of the school day, any person under the age of 18 years of age as this would constitute a serious breach of ethics thereby resulting in a grade of zero being given for the assignment. Therefore, please structure your research accordingly. Again, violation of this stipulation will constitute a breach of ethics and will result in the student receiving a grade of zero on the paper.

Candidates will submit one electronic copy. A format for your papers, a grading rubric, and a **SAMPLE** letter of consent are provided on Blackboard. It is the responsibility of the student to access and utilize this information. **Failure to submit work in accordance with the required format will not be accepted and a grade of zero will be entered. (This assignment is to be completed independently)**

4. Quantitative Research Assignment: (15% of final grade)

- Identify the database from which you will be selecting your data set. (e.g., English, Math, Science, etc.)
- State your research question.
- State your hypotheses (include both the null and the alternate hypothesis)
- Identify the variables for your study and indicate whether they are dependent variables (the variable you are measuring) or independent (The variables you believe will contribute to a change in your dependent variable).
- Identify the data and state how each type of data is reported (i.e., nominal, ordinal, interval, or ratio).
- Identify the instrument of measure that you will use to measure the dependent variable.
- Report the validity of the instrument and the reliability of the scores.
- Briefly describe the data set (e.g., what does the data represent, how many are in the data set, etc.?)
- Identify the test that you will be performing (e.g., *t* tests, ANOVAs with post hoc comparisons, repeated measures tests, regressions, Pearson Correlations, Spearman Correlations, Wilcoxon Rank Order Tests, Chi Square tests, etc.)
- Explain why this test is most appropriate for your data set.
- Perform the appropriate test(s) and report your results.
- Explain your results

The tests which can be performed vary greatly in difficulty and as such will impact the maximum potential grade on this assignment. Papers that could potentially receive a grade up to and including an A+ must use one of the following tests: either a multiple regression, a repeated measures test with appropriate post hoc comparisons or a Multivariate analysis with appropriate post hoc comparisons. Papers that could potentially receive a grade up to and

including an A- must use of the following tests: either an ANOVA with appropriate post hoc comparisons, a univariate analysis with appropriate post hoc comparisons, or a two-way Chi Square. Papers that could potentially receive a grade up to and including a B must use one of the following tests: either a one sample *t* test; a *t* test for independent samples; a paired sample *t* test, an effect size, a Pearson Correlation, a Spearman Correlation, a Mann-Whitney U test, a Wilcoxon Rank Order Test, or a one-way Chi Square.

Candidates will submit one electronic copy. A format for your paper and a grading rubric are provided on Blackboard. It is the responsibility of the student to access and utilize this information. **Failure to submit work by the due date in accordance with the required format will not be accepted and a grade of zero will be entered. (This assignment is to be completed independently)**

5. Quantitative or Qualitative Research Project: (25% of final grade)

This assignment is structured to introduce graduate candidates to the principles, processes, and practices of research that are applicable to their specific field of education. The assignment will include a presentation of theory and strategy for practical application in diverse educational environments as well as a formal paper. This assignment should lead to an understanding of the need for continuous professional development using the tools that educational researchers employ. Please note that this study will emanate from one of your two previously submitted research proposals. Also remember that written consent is required of all participants, and as individuals under the age of 18 are not able to legally grant consent, NU students are not to interview or engage in any conversation for the purpose of extracting information, or to, in any way, infringe upon what would be seen as that which occurs beyond the scope of normal activities of the school day, any person under the age of 18 years of age as this would constitute a serious breach of ethics thereby resulting in a grade of zero for the paper. Therefore, please structure your research accordingly.) Further, **YOU MAY NOT BEGIN YOUR RESEARCH UNTIL YOUR PROPOSAL HAS BEEN ACCEPTED.** Beginning your research prior to receiving approval is also breach of ethics and a grade of zero will be given for the assignment.

Candidates/Practitioners will explore research in their area of concentration and their own professional environment and present the information in both a written a form for presentation. The formal paper should be no more than 10 pages in length and be written in accord with the requirements of research as outlined in the most recent edition of the APA Manual for Publication. The presentation portion of this assignment is an abbreviation of our work that may be presented using either a PowerPoint or poster format that will include the following information.

- a) Topic/Research Question

- b) Brief overview of the literature
- c) Brief summary of methods
- d) Brief description of the sample
- e) Presentation of qualitative findings
- f) Interpretation of the findings (discussion)
- g) Limitations of the study, instruments used, and alignment of findings with existing literature (conclusions)
- h) Possible questions for further research (further research).
- i) References

Candidates will submit one electronic copy of this presentation and one electronic copy of the formal paper. A format for your presentation and a grading rubric are provided on Blackboard. It is the responsibility of the student to access and utilize this information. (Should you include human subjects above the age of 18 please adapt and submit for approval, a letter of consent. You will find a sample letter provided on Blackboard. It is the responsibility of the student to access and utilize this information. **Failure to submit work by the due date and in accordance with the required format will not be accepted and a grade of zero will be entered. (This assignment is to be completed independently)**

J. Student Evaluation Procedures

Each assignment in the course will be graded using the rubrics found on the Blackboard site. Your work will be graded fairly in accordance with the criteria found on the rubrics. These rubrics are meant to be utilized by the student as a means of formative instruction. Please review them prior to submitting assignments. Course performance will be evaluated on the basis of combining individual grades from the assignments described above and absences. Assignment and final grades will be based on the following grading scale.

Final grades will be assigned in accord with the following scale:

97-100	A+	87-89	B+	77-79	C+	Below 70	F
94-96	A	84-86	B	74-76	C		
90-93	A-	80-83	B-	70-73	C-		

INTASC Standards	
Standard 1 - Knowledge of Subject Matter	The candidate understands the central concepts, tools of inquiry, and structure of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful to students.
Standard 2 - Knowledge of Human Development and Learning	The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
Standard 3 - Instructional Strategies for Diverse Learners	The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
Standard 4 - Multiple Instructional Strategies	The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
Standard 5 - Motivation and Management	The candidate encourages an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interactions, active engagement in learning, and self-motivation.
Standard 6 - Communication and Technology	The candidate uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
Standard 7 - Instructional Planning	The candidate plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.
Standard 8 - Assessment of Learning	The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
Standard 9 - Professional Development	The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals) and who actively seeks out opportunities to grow professionally.
Standard 10 - School/Community Involvement	The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

References

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