



Course Syllabus: Undergraduate Action Research
College of Education
EDUC 4233
Spring 2025

Contact Information

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[Click here to enter text.](#)

Instructor Response Policy

For the fastest response, please text 940-247-0841. My goal is to respond to emails within 48 hours.

Textbook & Instructional Materials

Forster, C., & Eperjesi, R. (2021). Action research for student teachers. SAGE.

Course Description

This is a field-based course utilizing action research to plan and implement instruction, assess student learning, and to analyze lesson implementation.

Course Objectives/Learning Outcomes/Course Competencies

1. Effectively plan appropriate instructional delivery to meet the needs of students (PPR Standard 19 TAC §235.11(b)).
2. Effectively demonstrate adequate knowledge of student and student learning to plan instruction (PPR Standard 19 TAC §235.11(c)).
3. Demonstrate content knowledge and expertise through planning accurate and effective instruction (PPR Standard 19 TAC §235.11(d)).
4. Demonstrate an understanding of the learning environment and how it effects instruction PPR Standard 19 TAC §235.11(e)).
5. Effectively apply data-driven practices to provide appropriate instruction to meet the needs of all learners PPR Standard 19 TAC §235.11(f)).
6. Demonstrate effective implementation of professional practices and responsibilities (PPR Standard 19 TAC §235.11(g)).

See Appendix A for a complete list of standards/competencies.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Grading/Assessment

Course Grade- See Tables 1 and 2

Table 1: Points allocated to each assignment

Assignments	Points
Book Discussions (3 parts)	15
Portfolio Midpoint Check In	15
Final Portfolio (Tasks 1-3)	30
Reflections (3)	15
Certification Work	25
Total Points	100

Table 2: Total points for final grade.

Grade	Points
A	90
B	80 to 89
C	70 to 79
D	60 to 69
F	Less than 60

Projects Required

Action Research Portfolio: The purpose of this portfolio is for you to plan, instruct, and assess student learning in the field. You must work with a group of 4 or more EC-12 students. As well, you must earn an 80% of the portfolio as a whole to pass Action Research. Your professor will provide feedback on each of the 3 tasks before you submit your final portfolio to be graded using the Action Research Portfolio Rubric. The edTPA Handbook, edTPA article titled Making Good Choices, and the rubrics provided should be referenced.

Certification Work: You will have time carved out of this class to work on your teacher certification. It is expected that you will actively work on your certification in this class. It is worth 25% of your final grade.

Extra Credit

I do not give extra credit.

Late Work

Unless you contact me prior with a plan, I do not take late work.

Important Dates

Last day for term schedule changes: August 29. Check date on [Academic Calendar](#).

Deadline to file for graduation: September 23. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" October 9. Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. In those classes where attendance is considered as part of the grade, the instructor should so inform students of the specifics in writing at the beginning of the semester in a syllabus or separate attendance policy statement. An instructor who has an attendance policy must keep records on a daily basis. The instructor must give the student a verbal or written warning prior to being dropped from the class. Instructor's records will stand as evidence of absences. A student with excessive absences may be dropped from a course by the instructor. Any individual faculty member or college has the authority to establish an attendance policy, providing the policy is in accordance with the General University Policies.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination

or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213

laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Course outline attached.

References/Scientifically-Based Research/Additional Readings:
Board of Trustees of the Leland Stanford Junior University. (2019). Making good choices - edtpa. Retrieved October 25, 2021, from <https://www.edtpa.com/content/docs/edtpamgc.pdf>.

Board of Trustees of the Leland Stanford Junior University. (2019). edTPA Elementary Education: Literacy with Mathematics Task 4 Handbook. Retrieved October 25, 2021, from <http://www.edtpa.com>

International Reading Association (2018). Standards for Reading Professionals: A Reference for the Preparation of Educators in the United States. Newark, DE.

Appendix A: Standards/Competencies

Curriculum Standards:

- PPR Standard 19 TAC §235.11(b) Instructional Planning and Delivery. (2, 3, 4, 6-14)
- PPR Standard 19 TAC §235.11(c) Knowledge of Student and Student Learning. (1-4)
 - PPR Standard 19 TAC §235.11(d) Content Knowledge and Expertise.
 - PPR Standard 19 TAC §235.11(e) Learning Environment. (1-8)
 - PPR Standard 19 TAC §235.11(f) Data-Driven Practices. (1-3)
 - PPR Standard 19 TAC §235.11(g) Professional Practices and Responsibilities. (1,2)

Test Framework Domain and Competency:

Early Childhood PK-3

- Competency 4 (A-E)
- Competency 5 (A-F)
- Competency 6 (A-F)
- Competency 7 (A,B)
- Competency 8 (A-D)
- Competency 9 (B,C)

Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

i. Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

ii. Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

iii. Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

i. Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

ii. Teachers use a range of instructional strategies, appropriate to the

content area, to make subject matter accessible to all students.

iii. Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

i. Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.

ii. Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

i. Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.

ii. Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

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iii. Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning

ii. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

iii. Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

i. Teachers monitor and assess student progress to ensure that their lessons meet students' needs.

ii. Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

iii. Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2—Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational developmental backgrounds and focusing on each student’s needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

i. Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.

ii. Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

iii. Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning

i. Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.

ii. Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.

(C) Teachers facilitate each student's learning by employing evidence based practices and concepts related to learning and social-emotional development.

i. Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

ii. Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.

iii. Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3— Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

i. Teachers organize curriculum to facilitate student understanding of the subject matter.

ii. Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

i. Teachers teach both the key content knowledge and the key skills of the discipline.

(4) Standard 4— Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

i. Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

ii. Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

iii. Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

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i. Teachers implement behavior management systems to maintain an environment where all students can learn effectively.

(5) Standard 5— Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

- i. Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
- ii. Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

i. Teachers develop learning plans and set academic as well as social emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

ii. Teachers involve all students in self-assessment, goal setting, and monitoring progress.

iii. Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

i. Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

ii. Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

i. Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.

ii. Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.

i. Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.

ii. Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.