

Syllabus | Educational Research I

Fall 2018

Virtual Office Hours Via Blackboard Collaborate & IM

Hours: 4:30-6:00 pm Tues & Thurs. (El Paso/MST)
5:30-7:00 pm Alpine/CST)

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Course Description

This is an online course that designed to introduce the graduate student to the techniques of educational action research including the selection and interpretation of multiple data sources that promote data-driven decision-making on their campuses. Students will study the basic principles of action research. Students will complete a research project that students will revisit throughout the program. In other program courses they will complete: 1) a plan for creation of a professional learning committee, 2) a professional development plan, and 3) a targeted instructional leadership campus improvement plan. Those projects will relate back to the topic researched in Educational Research I and II. Specific areas of study include:

- 1) Introduction to Action Research
- 2) The Steps in the Process of Action Research – Collecting Data, Analyzing Data, Reviewing Literature, Developing an Action Plan, Writing an Action Research Report, and Sharing and Reflecting.
- 3) The TAIS Resources change cycle process
- 4) Basic Principals of Citation using APA Format

Finally, students will complete the data collection and analysis steps after selecting a problem and will write up an Research Action Plan for the selected problem.

There will be one virtual class meeting.

Performance Standards, Goals, and Learning Objectives

Student Learning Outcomes (SLOs):

- Students will interpret and evaluate research to become successful readers and consumers of research.
2. Students should be able to determine and operationally define the basic aspects of the research process including collecting data, analyzing data, reviewing literature, developing an action plan, writing an action research report and sharing and reflecting.
 3. Students will write a data analysis report and problem statements based on campus data. At the end of this process, students will select one of the identified problems relating to instructional leadership to improve in their ensuing projects.
 4. Students will demonstrate proficiency using APA format.
 5. Students will complete a Research Action Plan.

Program Learning Outcomes (PLOs)(TExES Standards & TExES Domains/Competencies:

Upon successful completion of this course, the student will be able to demonstrate mastery of the following Standards and Domains.

TExES Standards:

STANDARD 1 - Instructional Leadership. You are responsible for ensuring every student receives high-quality instruction.

Indicators

Data-driven instruction and interventions

1c. By monitoring multiple forms of student data to inform instructional and intervention decisions, you contribute to maximizing student achievement.

STANDARD 2 – Human Capital: You are responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicators

2d. You conduct rigorous evaluations of all staff using multiple data sources.

STANDARD 3 – Executive Leadership: You are responsible for modeling a consistent focus and personal responsibility for improving student outcomes.

Indicators

Resiliency and change management

3a. You remain solution-oriented, treat challenges as opportunities, and support staff through changes.

STANDARD 5 - Strategic Operations: You outline and track clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Indicators

Strategic planning

5a. You outline and track clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

TExES Principal Competencies:

DOMAIN I-SCHOOL CULTURE (School and Community Leadership)

Competency 001-The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (Students, staff, parents, and community).

B. Uses emerging issues, recent research, knowledge of systems (e.g, school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision

DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning)

Competency 003-The beginning principal knows how to collaboratively develop and implement high-quality instruction.

***A. Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research**

***B. Facilitates the use of sound, research-based practice in the development, implementation, coordinating and evaluation of campus curricular, cocurricular, and extracurricular programs to fulfill academic, development, social, and cultural needs**

DOMAIN III-HUMAN CAPITAL (Human Resource Management)

Competency 005-The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

***A. Communicates expectations to staff and uses multiple data points (e.g., regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff**

DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)

Competency 008-The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.

A. Demonstrates awareness of social and economic issues that exist within the school and community that affect campus operations and student learning

B. Gathers and organizes information from a variety of sources to facilitate creative thinking, critical thinking, and problem solving to guide effective campus decision making

*C. Frames, analyzes, and creatively resolves campus problems using effective problem-solving techniques to make timely, high-quality decisions

D. Develops, implements, and evaluates systems and processes for organizational effectiveness to keep staff inspired and focused on the campus vision

*E. Uses effective planning, time management, and organization of work to support attainment of school district and campus goals.

DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)

Competency 009-The beginning principal knows how to collaboratively determine goals and implement strategies aligned with the school vision that support teacher effectiveness and positive student outcomes.

*A. Assesses the current needs of the campus, analyzing a wide set of evidence to determine campus objectives, and sets measurable school goals, targets, and strategies that from the school's strategic plans

*B. Establishes structures that outline and track the progress using multiple data points and makes adjustments as needed to improve teacher effectiveness and student outcomes

INTEGRATION (Constructed Response Only) (These are included because they are the topics for which there will be constructed response questions (essay questions) on the TExES 268 Exam.)

C. Supports staff to effectively using instructional data, including formative and summative assessment data, to inform effective instructional practices and interventions (Domain II)

Materials/Required Text

Mertler, C.A. (2016). *Action research: Improving schools and empowering educators* (5th ed.).

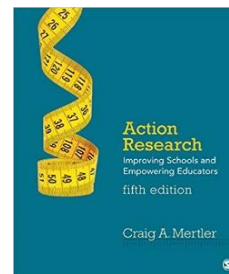
L.A.: Sage.

ISBN-13: 978-1483389059

ISBN-10: 1483389057

Students will be required to use the "Student Resources" that are provided for this textbook at:

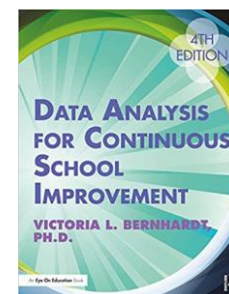
<https://edge.sagepub.com/mertler5e>



Bernhardt, V.L. (2017). *Data Analysis for Continuous School Improvement* (4th Ed.). N.Y.:

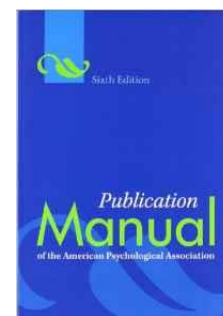
Routledge.

ISBN: 1138294624



Students will need to refer to a style guide for matters of style and formatting. The standard in Educational Leadership and the College of Education is the most recent APA manual. In addition to serving as a reference guide for matters of style and formatting, this book will aid you in conceptualizing, researching, and writing your papers. The guidelines for style, grammar, and usage in this manual are mandatory in this course.

American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, DC.



Assignments and Grades

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
		MODULE 1		
		1 st Day of Class		August 27
Mod1Assn1-4	Quiz	Read Mertler Chapters 1, 2 3 & 4; complete the Chapters 1, 2, 3 & 4 student resources; review Chapters 1, 2, 3 & 4 PowerPoints; take Chapters 1, 2, 3 & 4 quizzes.	50x4	Sept.10
Mod1Assn5	APA review	Students will read Chapters 3-6 in the APA manual. Students will complete the Atomic Learning Module on APA and take the APA quizzes.	50	Sept. 10
Mod1Assn6	Quiz	Watch the Schlosser video; read the TAIS Resource handouts on the Change Process; take the quiz on the TAIS model for the School Improvement Change Process	50	Sept. 10
Mod2Assn1	TAPR Analysis Report	Students will analyze the provided sample TAPR Report. Then, students will write a 2-3 page summary of the problems identified in the report. Problems must also be prioritized in the report and a rationale provided for the priority selected. Students will then form groups and will share their reports with the members of the group and will use a Why Process to analyze the problems and reach a consensus on the priorities. Each group member will be responsible for contributing to the consensus report.	100	Sept. 15
	Group Meeting	Groups will conduct the group work via Blackboard Collaborate. A consensus report will be prepared by the group highlighting the priorities agreed upon.	100	Sept.16

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
Mod2Assn2	Data Analysis- Demographics	Read Bernhardt's Chapter 3 on Demographic Data Analysis; then, review the data for the case study for Somewhere Elementary School (attached) and model response for Demographics. Use this model to guide your completion of data gathering and analysis of demographic data for your campus or for the scenario provided.	75	Sept. 24
Mod2Assn3	Data Analysis - Perceptions	Read Bernhardt's Chapter 4 on Perceptions Data Analysis; then review the perceptions data for the case study for Somewhere Elementary School again. The student will collect perception data by collecting surveys administered by the school and surveys created by the student to gauge stakeholder perceptions of the school environment and culture. Graph the perceptions data on the attached template using the case study and model answer as a guide (Bernhardt, 2013). for your completion of data gathering and analysis of perception data for your campus or for the scenario provided.	75	Oct.1
Mod2Assn4	Data Analysis- Student Learning (Achievement)	Read Bernhardt's Chapter 5 on Student Learning Data Analysis; then review the student learning data for the case study and model answer for Somewhere Elementary School again. Use the Bernhardt case study and model answer as a guide to completion of the analysis of student learning (achievement) data for your campus or for the scenario provided. The student will collect Student Learning (Achievement) data from multiple sources utilizing the student learning data template (Bernhardt, 2013) provided.	75	Oct. 8
Mod2Assn5	Data Analysis-School Processes	Read Bernhardt's Chapter 6 on School Processes Data Analysis; then review the school processes data for the case study for Somewhere Elementary School and the model response again. Graph the school processes data on the attached template (Bernhardt, 2013). Use the model to guide you in completion of the school processes data for your campus or for the scenario provided.	75	Oct. 15

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
Mod2Assn6	Implications/ Commonalities	Complete the Implications Commonalities Template; and the Aggregate Implications Template for your campus data or the scenario provided. Review the Bernhardt case study and model answer as a guide. In this assignment, the student will look for implication commonalities across the four data points (demographics, perceptions, school processes, and student achievement) utilizing the template for school processes analysis (Bernhardt, 2013).	100	Oct. 22
Mod2Assn7	Prioritizing Challenges/Problems	The student will concentrate on the student learning data and prepare a report that highlights the 3 primary challenges in the campus student achievement data or the scenario provided. The student will prioritize the problem areas indicated in the student learning data for your campus data or the scenario provided and identify the highest priority area of achievement.	100	Oct. 29
Mod3Assn1	Campus TAPR Analysis	Students will analyze their campus TAPR Report (and any other demographic, perception, and school process data available) and prepare a 2-3 page summary of the student learning (achievement) problems identified in the report. Problems must also be prioritized and a rationale provided for the priority that the student has selected to study.	100	Nov. 19
Mod3Assn2	Problem Statements	Review the materials attached on how to write problem statements. Then, write problem statements for the 3 top priorities for your campus data or the scenario provided.	100	Nov. 19
Mod3Assn3	Construct Test	Students will take an untimed construct test in which they analyze data to determine the greatest need for improvement on a campus.	50	Nov. 18
Mod3Assn4	Interview/ Select Topic	Students will interview their principal to review the TAPR Analysis Report to determine a student learning (achievement) topic for campus improvement that the student will research further. (This topic is the problem that students will create a 1) PLC to address; 2) create a PD plan, and 3)	100	Nov. 19

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
		to create a targeted CIT - all in future classes in this program.)		
Mod4Assn1	Research	Students will re-read the Needs Assessment handout from TAIS Resources. Then, students will research and write critiques on scholarly articles that have similar or same problems. Students will complete a critique form for each scholarly article and will identify the 1) problem, 2) causes, 3) and solutions identified in each article. A reference list must be included.	150	Nov. 26
Mod4Assn2	Interview	Students will interview a curriculum specialist in the district to determine the additional data that they need to collect to determine the root cause(s) for the problem they have selected to research. (Some data sources such as surveys may need to be created-in a future class.) Students will write up their Interview questions and answers and a summary of what they learned from the Interview.	100	Nov. 26
Mod4Assn3	Data Collection Plan	Students create a Data Collection Plan highlighting the data that exists in the district and potential surveys and questionnaires that may need to be created.	100	Nov. 26
Mod4Assn4	Data Analysis/PPT	Students will create a PowerPoint that highlights their data analysis of the TAPR report for their district, the potential root causes and solutions, the research gathered from scholarly sources on districts who have conducted action research on the same or similar problems, their determinations of root cause(s), their solutions and effectiveness of the action plans in those districts.	100	Nov. 26
Mod4Assn5	Reference List	Students will finalize their Reference List to include the scholarly sources reviewed in their work in this Module.	50	Nov. 26
Mod4Assn6	CLASS MEETING	Students will share their PowerPoint/Research with the class and will gather written feedback from classmates.	100	Dec. 3
Mod4Assn6-Part 2	Reflection/Peer Feedback	Students will synthesize and reflect on the class feedback and write a reflection that includes implications and conclusions based	25	Dec. 4

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
Mod4Assn6-Part3	Timed Construct Test	on that feedback for further research needed. Part -3 Students will complete a timed construct test on data analysis in which they read data and identify priorities.	25	Dec 3
		TOTAL POINTS:	2000	

Details for each of these assignments are posted on the Blackboard class website.

The **grading policy** for this course is as follows: **800-1000** equate to an A,

1800-2000 equate to an A,

1600- 1799 equate to a B

1400-1599 equate to a C

1399 or less receive an F.

Note: The Educational Leadership Program does not accept any “Cs” for credit in this program.

Blackboard and Online Access

This class is taught online. Students will need an active Sul Ross account to access the course website through Blackboard. This site will have announcements, calendar, and learning modules, among other things. Students will need a computer, webcam, and microphone for the individualized study in this course. THERE IS ONE CLASS MEETING, USING BLACKBOARD COLLABORATE, VIRTUAL CLASSROOM.

Learning Environment & Grading Policy

Successful completion of an online course requires dedication and constant effort. Do not fall behind in your work! Begin your assignments as soon as possible and get at least one module ahead. This will help you avoid the penalty for late work because there are always unforeseen events that arise. Submit professional quality work. Have someone proofread your submittals and always use the grammar and spell check functions on your computer before submission.

If you are not sure what plagiarism is, please read APA pp. 15-16 and 170, or ask during office hours. But remember, the ultimate responsibility is your own. When in doubt, err on the side of caution.

You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that non participation (not logging in) for more than 3 weeks in a long session, or for 1 week during a summer session, or 3 days for a midwinter session, may result in the student being dropped from the course by the professor.

Grading Policy:

1. No late assignment will be accepted after its due date without prior instructor consent.
2. Late assignments will lose 20% of possible points for each day it is late.

3. All citations should be formatted using the American Psychological Association (APA) manual. Papers with APA citation errors will receive a reduction in points or no credit.
4. Extra credit points are not available.
5. There are no I's (incompletes) for this class.
6. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
7. There are no optional assignments in this course. All assignments must be completed in order to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment in order to pass the course (regardless of number of points accrued in the course.)
8. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.
9. The Educational Leadership Program does not accept any "Cs" for credit in this program.

The following information is the ADA contact person at SRSU:

Mary Schwartz, M.Ed., LPC
Accessibility Services Coordinator
Counseling & Accessibility Services
Ferguson Hall, Rm #112
P.O. Box C-122
Alpine, TX. 79832
mschwartz@sulross.edu

And don't forget, we offer personal counseling services for students, faculty and staff.