

Syllabus | Educational Research I

SPRING 2019



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Virtual Office Hours Via Blackboard Collaborate

Hours: Tues. & Thurs. – 6:00-9:00 pm
El Paso/Mountain time;
Or by appointment

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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 Texts

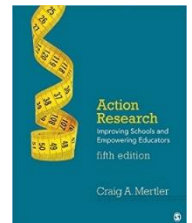
Mertler, C.A. (2016). *Action research: Improving schools and empowering educators* (5th ed.). L.A.: Sage.

ISBN-13: 978-1483389059

ISBN-10: 1483389057

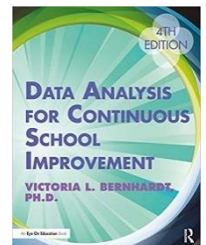
Students will be required to use the "Student Resources" that are provided for this textbook at:

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



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

ISBN: 1138294624



Machi, L.A. & McEvoy, B.T. (2016). *The literature review: Six steps to success.*(3rd ed.) Thousand Oaks, CA: Corwin. ISBN-10: 1506336248; ISBN-13: 978-1506336244

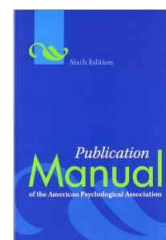


RECOMMENDED

TEXT

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

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.



Assignments and Grades

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
		MODULE 1		
		1 st Day of Class.		January 22
Orientation	Orientation	CLASS MEETING – Mandatory Class Meeting; Orientation		Jan. 26; Saturday; 9:00 AM Mountain Time (10:00 AM CST)
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	Jan. 28

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
		Submit the Personal Contact Information Sheet by this date.		
Mod1	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	Jan. 28
Mod1Assn6	Quiz	Watch the Schlosser video; read the TAIS Resource handouts on the Change Process; read Bernhardt Chapters 1 & 2. Take the quiz on the TAIS model for the School Improvement Change Process.	50	Jan. 28
Mod2	TAPR Analysis Report	In Module 2, students will learn how to read TAPR Reports and prioritize the problems identified on the TAPR. This assignment focuses on student learning problems because those are the problems that are relevant to the PASL tasks. Each group will 1) review a TAPR report in the group meeting. 2) Each member will be assigned a role: 1) recorder, 2) scheduler, 3) facilitator of the meeting and collaboration, 4) preparation of the PowerPoint, 5) presentation of the PowerPoint at class meeting, 6) Analysis and comparison of student report to CIP and sharing with group at final group meeting.		
Mod2Assn1	Group Role	Students sign up for Role in Group by this date.	30	Jan. 28
Mod2Assn2	Group Agenda, Schedule	The Scheduler will coordinate a time for the Group Meeting; create and share the Group Agenda and Schedule by this date.	35	Jan. 28
Mod2Assn3	1st Group Meeting-Mandatory	Mandatory Group Meeting -The Group will meet and review the TAPR report provided; the notetaker will take notes on discussion of 1) identification of student learning problems; 2) prioritization of problems identified and provide to reporter(s). The 1 st Group Meeting will be conducted by this date.	50	Feb. 4 (no later than this date)

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
Mod2Assn4	PowerPoint	The Reporter(s) will prepare a PowerPoint summarizing the 1) identified problems; 2) and prioritization of those problems. The Reporter will post the PowerPoint and gather feedback from the Group. Those notes will be added in the Note section of the PowerPoint (by student name) and the Reporter will finalize the PowerPoint with those additions/alterations.	100	Feb. 6
Mod2Assn5	2nd Group Meeting Comparison of CIP	Mandatory Group Meeting - Comparison of CIP -Each Group will meet for a 2nd time to compare the CIP that corresponds to the campus TAPR analyzed above; and will add to the PowerPoint a summary of the problems identified in both the CIP and the students' TAPR analysis report; the Notetaker will provide the Reporter's with a summary of the notes from the group meeting and the Reporter(s) will add that information to the PowerPoint and provide the Presenters will the PowerPoint and the Notes from the Notetaker (in the Notes section of the PowerPoint).	50	Feb. 11 (no later than this date)
Mod2Assn6	Class Meeting	Collaborate Video Conference – Mandatory Class Meeting - The entire class will meet and each group will present their findings. The Presenter(s) for each Group will present their PowerPoint to the class and the entire group will answer questions about the TAPR Analysis and CIP comparison; the Notetaker will gather the Chat questions and prepare a summary of the questions and responses to each group member. Revised PowerPoint due before presentation-Feb.16.	75	Feb 16; Saturday 9:00 AM Mountain Time (10:00 AM CST)
Mod2Assn7	Reflection	Each group member will prepare a reflection of the Module assignment that reviews 1) the effectiveness of the process of collaboration; and 2) the skill development of identifying campus problems and priorities from a TAPR report. The student will reflect on the growth in their knowledge and ability to work with campus data.	50	Feb. 18

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
Mod2Assn8	Class Participation	Students will use the Chat function in Blackboard Collaborate to participate in a discussion and ask questions and make comments about each presentation.	50	Feb. 16
Mod3Assn1	Student's Campus TAPR/CIP Analysis	Students will analyze their campus TAPR Reports and CIPs for the last 3 years. Then, students will write a 2-3 page summary of the problems identified in the reports. Problems must also be prioritized in the report and a rationale provided for the ranking. Students will compare each Problem Statement in the CIP with the TAPR report to determine if the problems they have identified from the TAPR report have been adopted for improvement initiatives by the Campus Improvement Team (CIT). The student will schedule and meet with their Site Supervisor (Principal) and Field Supervisor by this date to make the final decision about the identified problem that the student will work on for the next year.) The student will have a 1-to-1 video conference with the Instructor to discuss possible topics to select for the PASL topic. SCHEDULE EARLY: SEE WIKI TO SIGN UP- (Meetings will be via Video Conference between Feb. 16-25).SCHEDULE EARLY!	100	Feb. 25
Mod3Assn2	Prepare for Interview	The candidate to schedule a meeting in the Site Supervisor's office. The candidate will communicate with all parties (Field Supervisor, Site Supervisor) to arrange for this meeting. At this meeting, the candidate will review the data collected from the campus TAPR report and CIP (Mod2-Assn1-revised) and collaborate with the Site Supervisor to determine a targeted problem that is the appropriate scope to ensure that the candidate is able to complete the PASL tasks.	50	March 4
Mod3Assn3	Interview/Select Topic	The candidate will attach the 1st Observation Report (signed) and the Approval Form (signed by the Principal) here.	25	March 11

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
Mod3Assn4	Problem Statements/SMART Goals	Review the materials attached on how to write problem statements. Then, write a problem statement for the problem selected by the student as the targeted priority they will work to improve throughout the remainder of the program.	50	March 11
Mod3Assn5	Submit IRB Application	Students will complete and submit the IRB application form attached.	25	March 11
Mod4Assn1	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	March 18
Mod4Assn2	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	March 25
Mod4Assn3	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	April 1
Mod4Assn4	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	75	April 8

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates
		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.		
Mod4Assn5	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).	75	April 15
Mod4Assn6	Revise Data Analysis Report	The student will revise their Revise Data Analysis Report from original TAPR Analysis - to include multiple sources of data.	75	April 15
Mod5Assn1	Research Scholarly Articles	Read pages in textbook, How to Write a Lit Review, pp. Students will re-read the Needs Assessment handout from TAIS Resources. Then, students will research and write 10 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. If students can only get the Abstract, they are to complete and submit a Request for Interlibrary Loan form; and include that information with the critique. Up to 5 articles may be critiqued in this manner. All articles must relate to the selected problem and must be research-based, scholarly articles.	100	April 25
Mod5Assn2	Literature Review	Using the exemplar provided as a model, students will complete a Literature Review using APA that cites the articles critiqued in Assn 1.	100	April 29
Mod5Assn3	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	May 6
Mod5Assn4	Data Analysis/PPT	Students will create a PowerPoint that highlights their data analysis of the TAPR	100	May 10

Mod/Assn#	Assn Name	Type of Assignment	Points	Due Dates	
		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.			
Mod5Assn5	Reference List	Students will finalize their Reference List to include the scholarly sources reviewed in their work in this Module.	50	May 10	
Mod5Assn6	CLASS MEETING	Presentation-Students will share their PowerPoint/Research with the class and will gather written feedback from classmates.	50	May 11; Saturday; 9:00 AM Mountain Time (10:00 AM CST)	
Mod5Assn6- Part 2	Reflection/Peer Feedback	Students will synthesize and reflect on the class feedback and write a reflection that includes implications and conclusions based on that feedback for further research needed.	25		
Mod5Assn6- Part3	Timed Construct Test	Part -3 Students will complete a timed construct test on data analysis in which they read data and identify priorities. BEFORE CLASS.	25		May 13
Mod5Ass6 Part4	Review of Model Answers	Students will review model answer and write a reflection on how their construct test could be improved.	25		May 11
		TOTAL POINTS:	2000	May 13	

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.