

Syllabus | ED5333 Educational Research II

Spring 2020

Raul Medellin

Adjunct Professor
Educational Leadership Program
Sul Ross State University



Virtual Office Hours Via Blackboard Collaborate:

Hours: Tuesday & Thursday, 6:00 – 9:00 pm
El Paso / Mountain time
Or by appointment

Phone: (915) 588-7039

Email: raul.medellin@sulross.edu

Course Description

This course provides students the opportunity to apply the techniques of educational research that promote data-driven decision-making on their campuses by completing a statistically-sound, data-driven educational research project on an identified need of their school campus related to student achievement. Students who successfully complete this course will be prepared to submit their Performance Assessment for School Leaders (PASL) tasks for principal certification in Texas, as well as defend their Portfolio for program completion.

Performance Standards, Goals, and Learning Objectives

ED 5333 will contribute to the following Program Learning Outcomes (PLOs):

- DOMAIN I-SCHOOL CULTURE (School and Community Leadership)
 - Competency 1 – 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).
 - Competency 2 – The beginning principal knows how to work with stakeholders as key partners to support student learning.
- DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning)
 - Competency 3 – The beginning principal knows how to collaboratively develop and implement high-quality instruction.
 - Competency 4 – The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.
- DOMAIN III-HUMAN CAPITAL (Human Resource Management)
 - Competency 5 – 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.
 - Competency 6 – The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.
- DOMAIN IV-EXECUTIVE LEADERSHIP (Communication and Organizational Management)
 - Competency 7 – The beginning principal knows how to develop relationships with internal and external stakeholders including selecting appropriate communication strategies for particular audiences.
 - Competency 8 – The beginning principal knows how to focus on improving student outcomes through organizational collaboration, resiliency, and change management.
- DOMAIN V-STRATEGIC OPERATIONS (Alignment and Resource Allocation)
 - Competency 9 – 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.
- DOMAIN VI-ETHICS, EQUITY, AND DIVERSITY
 - Competency 11 – The beginning principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

ED 5333 will address the following Student Learning Outcomes (SLOs):

- Data Driven Instruction
 - Definition of “highest leverage” (K)
 - Data collection tools and analysis protocols (K)

- Implement consistent systems for the collection of student achievement data at regular intervals (formative and summative) (S)
- Intentionally plan all components of the data meeting, including anticipated teacher responses. (S)
- Establish strong systems and protocols to ensure that all teachers have a clear understanding of their role, in order to ensure participation and timeliness. (S)
- Analyze student work to identify the gaps between student performance and the exemplar, to identify the highest leverage misconception. (S)
- Leverage reflective questioning to support the teacher in uncovering the highest leverage error and conceptual misunderstanding (S)
- Identify the most appropriate approach to teach highest leverage misconception. (S)
- Plan intentional practice to support teachers in their ability to address the misconception during the reteach (S)
- Provide in-the-moment feedback to support teachers in ensuring their reteach effectively addresses the highest leverage misconception (S)
- Leaders should push teachers to develop a better understanding of why students are not performing well on content that has been taught and what action is needed(M)
- Observation and Feedback
 - Standard criteria for teacher performance on a continuum of proficiency (K)
 - Developmental process of acquiring pedagogical skills in terms of both management and rigor (K)
 - Definition of “highest leverage” (K)
 - Characteristics of high quality action steps (K)
 - Qualities of a strong exemplar (K)
 - Qualities of strong reflective questions (K)
 - Develop structures to support the scheduling and implementation of observation and feedback cycles (S)
 - Develop systems to track teacher action steps (S)
 - Observe instruction through the lens of standard criteria for teacher performance (S)
 - Collect low inference data throughout the observation (S)
 - Identify the highest leverage gap in teacher performance in relation to standard criteria for teacher performance. (S)
 - Develop an aligned action step which is bite-sized, high leverage, and observable and clearly “name it” in plain language. (S)
 - Identify or define the exemplar implementation of the highest leverage action step, so that the teacher can “see it”. (S)
 - Leverage reflective questioning and low inference evidence to support the teacher in identifying the key elements of the exemplar. (S)
 - Analyze teacher actions in relation to the exemplar to identify the highest leverage gaps in the teacher’s performance. (S)
 - Leverage reflective questioning to support the teacher in uncovering the highest leverage gaps in their performance. (S)
 - Intentionally plan for the practice, with the teacher, ensuring practice aligns to stated action step and the exemplar. (S)
 - Facilitate teacher practice in alignment with the stated action step. (S)
 - Provide in-the-moment feedback to the teacher to ensure that practice aligns to the stated action step and the exemplar. (S)
 - Intentionally plan for a follow-up observation to ensure implementation of the action step. (S)

Materials

The course will use TEA and ETS documents for reference in place of text books. These documents will be available within the Blackboard module where they will be used. You are encouraged to use the textbooks from your previous courses, as well as the APA manual, as resources throughout the class.

Assignments and Grades

Assn Name	Description	Points	Due Date
Module 1 – Context and Problem Identification			
Mod1-T1-0	Contextual Information	100	1/19
Mod1-T1-1	Identifying a Problem	100	
Mod1-IRB	Submit IRB Form with Signatures	100	1/26
Mod1-App	Submit Portfolio Defense Application	100	
Mod1-T3-1	Identifying the Collaborative Team	100	
Mod1-P1-2	Resume	100	

Assn Name	Description	Points	Due Date
Module 2 – Research and Planning			
Mod2-T1-2	Researching and Developing a Plan	100	2/2
Mod2-P2-1	School Vision and Culture / Communication with Stakeholders	100	
Mod2-T3-2	Developing a Plan to Improve Instruction, Student Learning, and School Culture	100	2/9
Mod2-P2-2	Data Driven Instruction	100	
Mod2-T2-1	Designing Building-Level Professional Development	100	2/16
Mod2-P2-3	Curriculum Alignment	100	
Mod2-P3-1	Targeted Improvement Plan	100	2/23
Mod2-P3-2	Targeted Professional Development Plan	100	
Module 3 – Implementation			
Mod3-T1-3	Implementing the Plan	100	3/1
Mod3-P2-4	Hiring, Selection, and Retention	100	
Mod3-T2-2	Implementing Building-Level Professional Development	100	3/8
Mod3-P2-5	Diversity and Equity	100	
Mod3-T3-3	Implementing the Plan to Improve Instruction, Student Learning, and School Culture	100	3/15
Mod3-P3-3	Targeted Implementation and Monitoring Plan	100	
Module 4 – Evaluation			
Mod4-T1-4	Reflecting on the Plan and the Resolution	100	3/22
Mod4-T2-3	Analyzing Three Participant Responses	100	
Mod4-T2-4	Reflecting on Building-Level Professional Development	100	3/29
Mod4-T3-4	Reflecting on the Collaborative Team and the School Culture	100	
Module 5 – Synthesis			
Mod5-P3-4	Action Research Report	100	4/5
Mod5-P4-1	Action Research Presentation	100	4/12
Mod5-P1-1	Introduction to Portfolio	100	4/19
Mod5-Def	Portfolio Defense	100	TBD
		Total Points:	2,200

Details for each assignment are posted on the Blackboard class website.

The grading policy for this course is as follows:

1,980 – 2,200 points equate to an A

1,760 – 1,979 points equate to a B

1,540 – 1,759 points equate to a C

1,320 – 1,539 points equate to a D

0 – 1,319 points equate to an F

Note: The Educational Leadership Program accepts only grades of B or higher for program credit.

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 meet for class via Blackboard Collaborate (Virtual Classroom). Students must have a microphone and camera.

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 plan for unexpected delays. 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.

Grading Policy:

1. Assignment submitted after 11:59 PM of its due date are considered late.
2. 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.
3. There are no optional assignments in this course. All assignments must be completed in order to pass this class, regardless of number of points accrued in the course.
4. A grade of "I" (Incomplete) is only available under extreme circumstances. Please communicate with me constantly to avoid the loss of credit.

Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the Student's responsibility to initiate a request. Please contact:

Ms. Rebecca Greathouse Wren, M.Ed., LPC-S

Director/Counselor

Accessibility Services Coordinator

Ferguson Hall (Suite 112)

(432) 837-8203

P.O. Box C-122

Sul Ross State University

Alpine, Texas 79832.

Students should then contact the instructor as soon as possible to initiate the recommended accommodations.