

Syllabus | ED 5332 Educational Research I

Spring 2021

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Virtual Office Hours Via Blackboard Collaborate:
Mon, Tues. Weds. 10:00am – noon (MST)
Thurs. 6:00pm – 8:00pm (MST)
Or by appointment

Course Description

This is an online course designed to introduce graduate students to the techniques of educational action research including the selection and interpretation of multiple data sources that promote data-driven decision-making on school campuses. Specific areas of study include:

1. An 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 Principles of Citation using APA Format

Students will complete the data collection and analysis steps after selecting a student learning problem and will develop a Research Action Plan for the selected problem. **There will be two mandatory virtual class meetings.**

Performance Standards, Goals, and Learning Objectives

Student Learning Outcomes (SLOs):

1. 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.

ED 5332 will address the following Marketable Skills:

- Students will be able to manage and lead diverse groups of people.
- Students will be able to communicate professionally through diverse written and in-person formats, including e-mail, memos, facilitating meetings, etc. to an array of audiences, including internal and external stakeholders.
- Student will be able to gather information and analyze data to define campus needs, set goals, to solve a diverse set of problems.
- Students will be able to exercise administrative leadership to ensure resource management, policy implementation, and coordination of organizational operations in an ethical manner.

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.

TEExES 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.

TEExES 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

Required Texts

- 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 (3 rd ed.) Thousand Oaks, CA: Corwin. ISBN-10: 1506336248; ISBN-13: 978-1506336244
- Love, N., Stiles, K.E., Mundry, S., DiRanna, K. (2018). The data coach’s guide to improving learning for all students (2018); Corwin: Thousand Oaks, CA. ISBN 978-1-4129-5001-5
- American Psychological Association (2020). Publication manual of the American psychological association (7th 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 Date
Module 1				
		1 st Day of Class		Jan. 11
	Personal Contact Information	Submit the Personal Contact Information Sheet	10	Jan. 12
	Introductions	Discussion Board: Introductions	20	Jan. 12
Mod1Ass 1-4	Discussion Board	Action Research Readings and Discussion Board	50	Jan. 16
Module 2				
Mod2Assn1	Student's Campus TAPR/CIP Analysis	Complete readings and analyze TAPR Reports. Write 2-3 page summary of the student learning problems identified in the reports. 1-to-1 video conference with the Instructor to discuss possible topics to select for the Portfolio topic. Meetings will be via Video Conference beginning Jan. 21 -24	100	Jan. 20 Jan. 21 – 24
Mod2Assn2	Prepare for Interview	Schedule and hold meeting with your Site Supervisor (Campus Principal) and Field Supervisor. Student will review the data collected from the campus TAPR report and CIP (Mod2-Assn1) 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 Practicum and Portfolio Pillar Assignments.	50	Jan. 25 – 29
Mod2Assn3	Selecting a Topic	Submit the Practicum Agreement Form (signed by the Principal).	25	Feb. 1
Mod2Assn4	Item Analysis and Problem Statements / SMART Goals	Review the materials on how to write problem statements. Write a problem statement for the problem selected by the student as the targeted priority.	50	Feb. 8
Module 3				
Mod3Assn1	Quiz	Read Bernhardt Chapters 1 & 2 and Love, Stiles, Mundry, and DiRanna Ch. 1. Take the quiz.	50	Feb. 15
Mod3Assn2	Data Analysis	Review Bernhardt's Ch. 3-6 and complete data gathering and analysis worksheet. Create a data collection plan.	100	Feb. 22
Mod3Assn3	Revise Data Analysis Report	Revise Data Analysis Report from original TAPR Analysis - to include multiple sources of data and Create a Data Collection Plan.	75	March 1
Module 4				
Mod4Assn1	APA Review/Tutorial	Read Chapters 4-8 in the APA manual . Complete the Atomic Learning Module on APA and take the quiz.	50	March 5

Mod4Assn2	Research Scholarly Articles	Read chapters 1-5 from Machi & McEvoy's The Literature Review and re-read the Needs Assessment handout from TAIS Resources (Mod1Assn6). Research and select 10 scholarly articles that discuss problems similar to your identified topic/student learning problem. Write 5 critiques using APA format.	100	March 19
Mod4Assn3	Literature Review	Write a Literature Review, citing the critiqued articles in Mod4Assn1 using APA citation.	100	March 26
Mod4Assn4	Reference List	Create a Reference List to include the scholarly sources reviewed in their work in this Module.	100	April 1
Mod4Assn5	Data Collection Plan	Create a Data Collection Plan.	100	April 1
Mod4Assn6	Data Analysis/PPT	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.	100	April 9
Mod4Assn7 – Part 1	Data Presentations	VIRTUAL CLASS MEETING – April 17, 2021 9:30am – 11:30am CST (8:30am – 10:30am MST) Students will present their PowerPoint/Research (Mod4Assn4) to the class and gather written feedback from classmates.	100	April 17
Mod4Assn7 – Part 2	Reflection / Peer Feedback	Synthesize and reflect on the class feedback. Write a reflection that includes implications and conclusions based on that feedback for further research needed.	25	April 19
Mod4Assn8 – Part 3	Time Construct Test	Compete a timed construct test on data analysis in which they read data and identify priorities.	25	April 25
Mod4Assn9 – Part 4	Review of Model Answers	Review model answer and write a reflection on how their construct test could be improved.	25	April 26
Total Points			1290	

Details for each of these assignments are posted on the Blackboard class website. All assignments are due by 11:59pm (CST) on the due date listed.

The grading policy for this course is as follows:

1260-1400 points equate to an A

1120-1259 points equate to a B

980-1119 equate to a C

979 or less receive an F.

Note: The Educational Leadership Program does not accept any “Cs” for credit in this program. Students scoring below a “B” in this course will be required to repeat the course to remain in the Educational Leadership Program. Changing the rotation by repeating this course will likely delay completion of the program as the program is sequential and the rotation must be followed.

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. Students will meet for class via Blackboard Collaborate (Virtual Classroom). There are two mandatory class meeting.

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 Blackboard 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. Late assignments will lose 20% of possible points for each day it is 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. Extra credit points are not available.
4. There are no I's (incompletes) for this class.
5. After 11:45 pm on the date for any assignment due is considered late and will result in a lowered grade for that assignment.
6. 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.)
7. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.
8. The Educational Leadership Program does not accept any "Cs" for credit in this program.

SRSU Disability Services:

ADA Statement (Americans with Disabilities Act): Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. Students with qualifying disabilities who seek accommodations must initiate a request for a meeting for accessibility services.

Students seeking accessibility services must contact:

Rebecca Greathouse Wren, M.Ed., LPC-S,
Counseling & Accessibility Services,

Telephone: 432-837-8203, or E-mail: rebecca.wren@sulross.edu.

For more information see: <https://www.sulross.edu/page/1384/accessibility-services>