

Syllabus | ED 5332 Educational Research I

Summer 2022

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Educational Leadership Program

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Virtual Office Hours Via BB Collaborate:

Tues. & Thurs. 6:00pm – 9:00pm

(Mountain Standard time)

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. 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.

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

Required Texts

- Bernhardt, V.L. (2017). Data Analysis for Continuous School Improvement (4th Ed.). N.Y.: Routledge. ISBN: 1138294624
- 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 (2010). 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

Details for each of these assignments are posted on the Blackboard class website. All assignments are due by 11:59pm (Central Standard Time) on the due date listed, unless otherwise noted.

Assignment Name	Assignment	Due	
1 st Day of Class		6/1	
Personal Contact Information	Personal Contact Information Sheet	6/3	
Educational Leadership Program Handbook	Acknowledgement and Agreement Form	6/3	
Module 1			
Mod/Assn #	Assignment Name	Assignment	Due
Mod1Assn1	ESF Model / Collaborative Inquiry Foundation	Complete readings and watch video. Then, write paper on effectiveness of Collaborative Inquiry.	6/5

Mod1Assn2	Discussion Board	Data Coach's Guide Chapter 1: Collaborative Inquiry and Case Study Discussion Board.	6/8
Mod1Assn3	APA Review/Tutorial	Complete the APA Style Tutorials, Read Ch. 4-8 in the APA Manual. Complete the APA Quiz.	6/10
Module 2			
Mod2Assn1	Data Collection Part 1	Demographic Data; Create the Data Analysis PowerPoint File.	6/14
Mod2Assn2	Data Collection Part 2	Student Achievement Data: Performance, Growth, and Trends; Update the Data Analysis PowerPoint File.	6/18
Mod2Assn3	Data Collection Part 3	Student Achievement Data Analysis and CIP Analysis; Update the Data Analysis PowerPoint File.	6/23
Mod2Assn4a	Write Problem Statement	Write problem statement on priority student learning problem; update the Data Analysis PowerPoint File.	6/25
Mod2Assn4b&c	Discuss Item Analysis and Selection of Problem	Meet with the Instructor 1-on-1 to Select High Priority Problem for Action Research Project.	7/4
Mod2Assn5	Essay Quiz	Sample TExES 268 Construct Question Quiz, Part A Only.	7/7
Mod2Assn6	Data Collection	Gather Perceptual Data and analyze teachers' perceptions for low scores.	7/10
Mod2Assn7	Data Collection	Update Data Analysis PowerPoint File with perceptual data.	7/17
Mod2Assn8	Data Analysis	Conduct an Item Analysis on your Targeted Problem and complete the Item Analysis Worksheet.	7/22
Module 3			
Mod3Assn1	Template	Article Critiques- Complete a Critique & Citation Template that identify the 1) problem, 2) causes, 3) and solutions identified in each scholarly article.	7/25
Mod3Assn2	Meeting	Present your Data Analysis PowerPoint (abbreviated) to your Principal/Mentor and Dr. Haan	7/27
Mod3Assn3	Post-Meeting	Complete a Process Template on the steps taken in Data Collection and Selection of your Problem Statement and SMART Goal including summaries of the notes from the meetings and interviews.	8/3
Module 4			
Mod4Assn1	Data Analysis PPT	Turn in completed Data Analysis PowerPoint Template. Submit a link to the entire folder with all linked assignments from the course.	8/5
Mod4Assn2	Data Presentation	VIRTUAL CLASS MEETING – Students will present their PowerPoint/Research (Mod4Assn1) to the class and gather written feedback from classmates.	8/7
Mod4Assn3	Reflection / Peer Feedback	Synthesize and reflect on the class feedback.	8/8

The grading policy for this course is as follows:

- 90% or higher equate to an A
- 80% – 89% equate to a B
- 70% – 79% equate to a C
- 60% – 69% equate to a D
- 0 – 59% 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.

You are expected to login to the Bb site several times each week. The University policy for attendance in web-delivered courses states that nonparticipation (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.

SRSU Disability Services:

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 each semester for each class.

Alpine students seeking accessibility/accommodations services must contact Mary Schwartz Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu

Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.