

## Syllabus | ED5333 Educational Research II | Fall 2024

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Educational Leadership Program

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**Virtual Office Hours**  
Wednesday from 5:00 p.m. to 6:00 p.m. (Central Standard Time).

If the above time is inconvenient, please contact me to set up an alternative time.

### 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

#### 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 5333 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.**

### **Indicator -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.**

### **Indicator – Systematic evaluation and supervision**

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** *(\*Asterisk notes TEA Priority Statements for beginning Principals)*

### **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.

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

### Required Texts

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* (6th ed.). Washington, DC.

PEARSON full-length TExES, 268 Exam (the cost is \$10.00) available [here](#).

Certify Teacher: <https://www.certifyteacher.com/texas-detail/principal-as-instructional-leader>

### Optional Text

Wilmore, E.L. (2019). *Passing the principal as insructional leader TExES exam* (3rd ed.). Thousand Oaks: Corwin.

### Grading Policies

1. No late assignment will be accepted after its due date without prior instructor consent.
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 11:59 p.m. on the date for any assignment due is considered late.
  6. There are no optional assignments in this course. All assignments must be completed to pass this class. Even if an assignment is so late that it will receive a "0", the student must turn in the assignment 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.

## Grading Scale

100-90% equate to an A  
89-80% equate to a B  
79-70% equate to a C  
69-60% equate to a D  
59-50% or less receive an F

## **"Cs" are not accepted 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 delay completion of the program as the program is sequential and the rotation must be followed.

## Course Withdrawal

The Last day to drop this course with a 'W' (no refund) is **Wednesday, November 27**. Drops must be processed and in the University Registrar's office by 4 p.m. A "W" on your transcript has no negative effect on your overall GPA. Please understand that dropping a course means you must re-register and pay tuition to take the course for credit. Additionally, dropping a course may affect your financial aid eligibility or probationary status. Please consult the [SRSU Academic Calendar](#) for a listing of all important dates.

## Distance Ed (Web-course) Non-Participation Statement

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F". In distance education courses, this policy is interpreted as non-participation; once a student has been documented as non-participating for more than 3 weeks of inactivity during a long semester or 1 week of inactivity during a summer session, the instructor may drop the student from the course with a grade of "F". Non-participation and inactivity may include not logging on to the course, not submitting assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or email, and/or not following the instructor's participation guidelines stated in the syllabus.

## Libraries

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, [library.sulross.edu/](http://library.sulross.edu/). Off-campus access requires logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email ([srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu)), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting [library.sulross.edu/find-and-borrow/texshare/](http://library.sulross.edu/find-and-borrow/texshare/) or ask a librarian by emailing [srsulibrary@sulross.edu](mailto:srsulibrary@sulross.edu).

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as Interlibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

## Format Requirements for Submittals

All formal paper submissions must be written as if it were an actual professional paper ready for publication or for transmission to the addressed recipient using APA guidelines. Specifically, you must ensure that you adhere to the following: 1) 12-point font size; 2) consistent font style throughout paper; 3) double space between each line of text; 4) 1-inch margins on all borders; 5) pages numbered; 6) section and sub-section formatted to APA guidelines; 5) a references page as a separate page at the end of the document; 7) correct formatting of in-text citations.

## Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden. Students should also avoid using open AI sources *unless permission is expressly given* for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

## SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as [library resources](#), online databases, and instructional technology support. For more information about accessing these resources, visit the [SRSU website](#). Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the [student handbook](#). Students in web-based courses must

maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the [SRSU website](#). Directions for filing a student complaint are in the [student handbook](#).

### **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. Click on these links to request assistance with [Blackboard](#) or with [other technology and software](#) needs, such as LoboOnline or Microsoft Office 365.

### **Supportive Statement**

My goal is to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to contact me. I want to be a resource for you.

### **Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another based on race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

### **Americans with Disability Act Statement (ADA)**

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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. Students seeking accessibility/accommodations services must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email [mschwartz@sulross.edu](mailto:mschwartz@sulross.edu) or [ronnie.harris@sulross.edu](mailto:ronnie.harris@sulross.edu). RGC students can also contact Alejandra Valdez, at 830-758-5006 or email [alejandra.valdez@sulross.edu](mailto:alejandra.valdez@sulross.edu). Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

### **Counseling Services**

Sul Ross has partnered with [TimelyCare](#) where all SRSU students will have access to nine free counseling sessions. You can learn more about this 24/7/356 support by visiting

[Timelycare/SRSU](#). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

**Course schedule and due dates are on the next page.**



## Course Schedule

All assignments must be submitted in Blackboard before 10:59 p.m. in your time zone.

Module 0 Assignments	Due Date
0.1-Getting to know you (Quiz)	Wednesday, August 28
Module 1 Assignments	Due Date
1.1-Study using CertifyTeacher	Monday, September 2
1.2-Check your understanding	Monday, September 9
1.3-TEXES 268 multiple choice practice test	Monday, September 16
1.4-TEXES 268 constructed response (60-minute limit)	Monday, September 23
1.5-TEXES 268 Improving the constructed response	Monday, September 30
Module 2 Assignments	Due Date
2.0-Preparing Engaging Presentations	Monday, October 7
2.1-Portfolio PowerPoint presentation	Monday, October 14
Module 3 Assignments	Due Date
3.1-Write about your action research (problem solving in the field)	Monday, October 21
3.2-Improve your submission (problem solving in the field)	Monday, October 28
Module 4 Assignments	Due Date
4.1-Write about your action research (Effective PD)	Monday, November 4
4.2-Improve your submission (Effective PD)	Monday, November 11
Module 5 Assignments	Due Date
Portfolio Defense	Saturday 11/23/2024 or Sunday 11/24/2024
5.1-Write about your action research (Collaborative Culture)	Monday, December 2
5.2-Improve your submission (Collaborative Culture)	Monday, December 9

06/26/2024 (Edited) Course instructors reserve the right to make changes to this syllabus and schedule and will provide timely notification if the need occurs.