

Syllabus | ED 5332 Educational Research I

Fall 2025

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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.

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 11:00pm (Central Standard Time) on the due date listed, unless otherwise noted.

Description	Due Date
0.1-Getting to know you	8/28
1.1-APA Resources, Quiz, & Engaging Presentations	9/1
2.1-Exploring the ESF	9/4
2.2-Collaborative Inquiry Case Study	9/8
3.1-How to Analyze Academic Data, a TAPR Primer	9/11
3.2-The TAPR as Explained by TEA	9/14
3.3-Data Collection – Demographics	9/17
3.4-Using TAPR to Describe a Campus	9/20
3.5-Data Collection – Performance	9/24

Description	Due Date
3.6-Data Collection – Growth	9/27
3.7-Data Analysis – Summarizing	9/30
3.8-Using TAPR to Describe Academic Performance	10/3
4.1-Data Analysis – Identifying Areas of Concern	10/6
4.2-Data Analysis – The Problem Statement	10/10
4.3-Using TAPR to Describe Academic Areas of Concern	10/13
4.4-Ready to Certify – TExES 268 Construct Question	10/16
5.1-Data Analysis – The CIP	10/20
5.2-Describing the Role of the CIP on your Research	10/23
5.3-Selecting an Academic Area of Concern	10/27
5.4-Data Collection – Designing a Perceptual Data Survey	10/31
5.5-Data Collection – Finalizing a Perceptual Data Survey	11/5
5.6-Data Analysis – Reporting Perceptual Data	11/9
6.1-Data Collection – Item Analysis	11/12
6.2-Reporting the Item Analysis	11/15
6.3-Data Collection – Possible Solutions	11/18
6.4-Reporting Possible Solutions	11/21
7.1-Definition of a SMART Goal	11/24
7.2-Data Analysis – Writing a SMART Goal	11/27
8.1-Preparing for a Presentation / Practicing Presenting to Adults	12/1, 12/6
8.3- Reflecting on Your Presentation	12/9
9.1-Planning Ahead Using OneDrive	12/12

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

Each assignment is graded on a 0 – 100 scale and is weighed equally. 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. Assignments will lose 20% of possible points when submitted late regardless of the reason.
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. 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.)
6. Students who fail to participate in Discussion Board or complete any assignment may not pass this course.
7. The Educational Leadership Program does not accept any "Cs" for credit in this program.

SRSU Disability Services

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 at 432-837-8203 or email mschwartz@sulross.edu or contact Alejandra Valdez, at 830-758-5006 or email 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.

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 located in the student handbook.

Counseling

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

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/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (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/ or ask a librarian by emailing 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.

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.

Classroom 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 on the basis of 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.

Supportive Statement

I aim 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 come and talk with me. I want to be a resource for you.