# Syllabus | ED5333 Educational Research II

## Spring 2026

**Jennifer M. Haan, Ph.D.**
Assistant Professor
Educational Leadership Program
Sul Ross State University

Phone: 575-636-7237
Email: Jennifer.Haan@sulross.edu

**Virtual Office Hours:**
T/W/Th, 12:00pm – 4:00pm (Alpine-CST)
T/W/Th, 11:00am – 3:00pm (El Paso-MST)
Or by appointment

## 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.**

**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.**
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 schoolvision 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).**

<span style="color:red">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</span>
**DOMAIN II-LEADING LEARNING (Instructional Leadership/Teaching and Learning)**

**Competency 003-The beginning principal knows how to collaboratively develop and implement high-quality instruction.**

<span style="color:red">*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</span>
<span style="color:red">*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</span>
**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.**

<span style="color:red">*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</span>
**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 thataffect 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 inspiredand focused on the campus vision

*E. Uses effective planning, time management, and organization of work to support attainment of school district andcampus 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, ad 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 informeffective 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.

## 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 pm 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 **Friday, April 3**. 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.

## 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.

## 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.

## 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 use open AI sources *following the "University Policy Regarding Use of General Artificial Intelligence (GAI or AI)" and the "Instructor Policy Regarding Use of General Artificial Intelligence (GAI or AI)". Both policies are listed below.* 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.

## University Policy Regarding Use of General Artificial Intelligence (GAI or AI)

The University does not recommend or endorse any specific AI tools or resources. Students should be aware that many generative AI tools (e.g., ChatGPT, Google Gemini, Microsoft Copilot) store user input and may use this data to train future models. For this reason, students should never upload or share personal, confidential, or identifiable information—such as names, ID numbers, health data, or assignment submissions containing such details—into any generative AI platform. When using AI tools, students should verify whether the tool complies with student privacy standards as indicated by the University. Faculty may recommend specific tools that better align with institutional data privacy policies, but ultimate responsibility for data protection rests with users. Students are encouraged to use faculty-recommended platforms when engaging in coursework involving generative AI. The University is not liable for any adverse experience or impact when students interact with these tools.

## Instructor Policy Regarding Use of General Artificial Intelligence (GAI or AI)

Students are invited to use AI platforms to help prepare for assignments and projects (e.g., to help with brainstorming or to see what a completed essay might look like). I also welcome you to use AI tools to help revise and edit your work (e.g., to help identify flaws in reasoning, spot confusing or underdeveloped paragraphs, or to simply fix citations). When submitting work, students must clearly identify any writing, text, or media generated by AI. In this course, parts of essays, discussion posts, or constructed responses in tests/quizzes generated by AI should appear in a different colored font. Additionally, the relationship between AI-generated text and student contributions must be explained in writing in cover letters that accompany the essay submission or disclaimers when submitting constructed responses or discussion posts.

## 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 Schwartze Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartze@sulross.edu or ronnie.harris@sulross.edu. RGC students can also 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.

## 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 10:59pm in your time zone.

| Module 0 Assignments | | Due Date |
|---|---|---|
| Mod0 Assn1-Getting to know you (Quiz) | | Wednesday, January 14 |
| **Module 1A-Principal Certification Students** | **Module 1B-M.Ed. ONLY Students** | **Due Date** |
| Mod1A Assn1-Study using CertifyTeacher | Mod1B Assn1-Preparing for the Self-Assessment Project | Monday, January 19 |
| Mod1A Assn 2-Check your understanding | Mod1B Assn 2-Comparison Matrix for Self-Assessment | Monday, January 26 |
| Mod1A Assn3-TExES 268 selected response practice test | Module 1B Assn3-Action Plan Based on Self-Assessment | Monday, February 2 |
| Mod1A Assn4-TExES 268 constructed response (60-minute limit) practice | Mod1B Assn4-Constructed response (60 minute limit) practice | Monday, February 9 |
| Mod1A Assn5-TExES 268 Improving the constructed response | Mod1B Assn5-Improving constructed response | Monday, February 16 |
| **Module 2 Assignments** | | **Due Date** |
| Mod2 Assn1-Preparing for Portfolio Defense | | Monday, February 23 |
| Mod2 Assn2-Portfolio PowerPoint presentation | | Monday, March 2 |
| **Module 3 Assignments** | | **Due Date** |
| Mod3 Assn1-Write about your action research (problem solving in the field) | | Monday, March 9 |
| Mod3 Assn2-Improve your submission (problem solving in the field) | | Monday, March 16 |
| **Module 4 Assignments** | | **Due Date** |
| Mod4 Assn1-Write about your action research (Effective PD) | | Monday, March 23 |
| Mod4 Assn2-Improve your submission (Effective PD) | | Monday, March 30 |
| **Module 5 Assignments** | | **Due Date** |
| Portfolio Defense | | Saturday, April 11 OR Sunday, April 12 |
| Mod5 Assn1-Write about your action research (Collaborative Culture) | | Monday, April 20 |
| Mod5 Assn2-Improve your submission (Collaborative Culture) | | Monday, April 27 |

Edited: 12/15/25 – Course instructors reserve the right to make changes to this syllabus and schedule and will provide timely notification if the need occurs.