**EDUC 6540: Data-Based Decision Making for School Leaders**

**On-line**

Instructor: Courtney Stewart, PhD

Office: EDUC #384

Phone: 435-797-7145

Email: [courtney.stewart@usu.edu](mailto:janet.adams@usu.edu)

Office hours: by appointment

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| **Course Required Texts**: (Both Texts Are Required)  1) Mertler, C. A. (2012). *Action research: Improving schools and empowering educators*. **Third Ed.** Los Angeles CA: Sage Publishers.  ISBN #: 978-1-4129-8889-6    2) Goldring, E., Berends, M. (2009). *Leading with data: Pathways to improve your school.* Thousand Oaks, CA: Corwin Press. ISBN #: 978-7619-8834 |

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| **Instructor Goals and Expectations:** | **Course Tasks, Assignments, and Measures:** |
| **Factual Knowledge: (#1)**  Learning terminology, classifications, methods, and trends related to data-driven assessment, research skills and leadership development. | On-going course reflections  Midterm  Final |
| **Application Knowledge: (#3)**  Learning to apply course materials to improve student achievement in school settings. Learning to apply course materials to lead and design action research projects in school settings. | Class discussions  Development of an action research proposal |
| **Professional Knowledge: (#4)**  Developing skills, competencies and points of view related to data-driven assessment and research design needed in their specific contexts. | Class discussions  Article reviews |
| **Using Resources for Answering Questions or Solving Problems (#9)**  Acquiring skills for using resources for answering questions or solving problems. | Article Reviews (2)  Literature Review  Development of an Action Research Proposal |

**Course Description:**

* This course is designed to help you as a practicing or prospective school leader, to be able to design action research projects, to access, interpret, and apply well-designed research results to your schools teaching and learning for the purpose of improving student learning.
* The course provides knowledge and strategies in the areas of Research, Assessment and Evaluation.
* Research: provides background in basic research methodology: qualitative and quantitative approaches, literature reviews, reliability, validity, proposal development, and analysis of data.
* Assessment: Provides background and training in the analysis and interpretation of school data, formative and summative assessment, standardized and special needs assessment, and assessment-based decision making processes.
* Evaluation: Provides background and training in program evaluation, and in designing, managing and reporting evaluation processes.
* Provides background in proposal development to evaluate programs or develop knowledge in new research areas.

**Purpose:**

* To develop a basic understanding of research methodology and its use in data-based decision-making for school leaders.
* To develop a basic understanding of assessment methods and processes for use in data-based decision-making by school leadership.
* To develop an understanding of evaluative processes and the use of data in decision-making as it applies to program evaluation.
* To provide school leaders an opportunity to develop research or program-evaluation proposals, as a tool for data-driven decision-making.

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| **Course Competencies:**  1. Develop an understanding of how to measure student performance and program outcomes to facilitate educational decision-making that promotes the success of all students.  2. Examine personal beliefs, assumptions about evaluative practices as potential school leaders and special educators.  3. Develop research, assessment and evaluation tools necessary to fulfill their stewardship in meeting high student learning standards. | **UEL Standard 1:** ***Visionary Leadership*** *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.* |
| 3. Develop a background and understanding in the use of research, assessment and evaluation tools to fulfill their stewardship in meeting high student learning standard and to guide staff professional growth. | **UEL Standard 2: *Teaching and Learning*** An educational leader promotes the success of every student by advocating, nurturing and sustaining a school focused on teaching and learning conducive to student, faculty, and staff growth. |
| 4. To promote success of all students by using research, data-analysis, assessment, and evaluation skills to monitor and guide the intellectual, social, and physical development of the learner. | **UEL Standard 3: *Management for Learning*** An educational leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. |
| 5. To provide necessary training in assessment, evaluation, and data-analysis to provide necessary skills that will allow school leaders and special educators to respond to current political and social expectations in developing successful student outcomes. | **UEL Standard 6: *Systems Leadership*** An educational leader promotes the success of every student by understanding, responding to, and influencing the interrelated systems of political, social, economic, legal, policy, and cultural contexts affecting education**.** |

**University Policies:**

**Grading Scale:**

The final course grade will be calculated percentage using the following scale:

A  = 94‐100   B‐  = 79‐82

A‐  = 90‐93    C+ = 75‐78

B+ = 87‐89    C  = 71‐74

B  = 83‐86    Etc. (in 4 point increments)

**Course Policies:**

**Grading Procedures:**

This course will be conducted as an on-line seminar and will include a variety of interactive learning activities. It is critical to your learning and the learning of your colleagues that you read the material and be prepared to discuss, apply, and be able to reflect on the information covered. Everyone counts -- and so do your great ideas! Plan to ask questions and share insights with the group on a regular basis.

It is expected that assignments will be turned in on time. Late assignments will be docked 20% unless prior arrangements have been made with instructor. Please retain a copy of your assignments to protect against loss. If you need individual assistance or clarification on class assignments or projects, please ask for help. I will be happy to make arrangements for individual assistance before or after class, by e-mail, phone or during instructor's office hours.

**Use of Adobe Connect:**

This course will be presented in an on-line format. We will have three synchronous (face to face online) meetings. We will use Adobe Connect within the Canvas course.

**Headphones:** Headphones are recommended. This helps prevent echoing and help you hear the instructor more easily.

**Microphones:** Computer microphones are required. Most new computers have these built in. If your computer doesn't have a microphone, you will want to purchase a small microphone.

The remaining course sessions are on-line (asycnchoronously = on your own).

**Canvas:**

Documents, calendar, and materials pertaining to this course are posted on Canvas and organized in modules for each week of the course. Instructions for completing the course are included in the modules.

**Technology Skills:**

The MEd in Instructional Leadership and Administrative/Supervisory Concentration Program is delivered using a variety of technology tools and delivery systems. The use of technology tools is extensively integrated throughout the coursework to the extent that mastery of their use is required for successful completion of the program. These technology tools are consistent with those utilized in most school districts in Utah.

Technology tools which you will be required to achieve mastery include:

1. Instructure Canvas Course management system
2. Adobe-Connect Video Conferencing System
3. Microsoft Word or a commonly used word processing program
4. Microsoft Excel or a commonly used spreadsheet program
5. Microsoft PowerPoint or a commonly used presentation program
6. E-mail
7. Video Projector
8. Internet and web page navigation (You will not be required to create or manage web-sites.

Note: Substantial information on these programs is available on the university website and by clicking on the HELP icon on university web page. Additional on-line help is available by calling: (435-797-HELP).

**Assignments and Exams:**

1) **Readings and Discussion Sessions:**

Course Participation/On-line Activities:

You will receive points for completing course readings, participating in class discussions, on-line activities, etc.

**100 points**

**2) Reflection/Baby Step Assignments:**

Completion of four short, written reflections that will help you prepare your final research proposal.

**80 points**

**3) Article Abstracts, Citations and Links Postings:**

Articles 1,2,3, (15 points each).

**45 points**

**4) Article Review**

Format, Rubric, and Guidelines for the assignment will be provided in class and on-line.

Format: APA (American Psychological Association). **40 points**

**5) Team On-Line Presentations and Discussions: Leading with Data**

(Dates - varied)

You will work in a team to give an on-line presentation on your assigned chapter from the text by Goldring, E., Berends, M. (2009). *Leading with Data: Pathways to improve your school.* Thousand Oaks, CA: Corwin Press. ISBN #: 978-7619-8834

Guidelines will be explained further in class. Creativity and the use of technology to enhance the presentations are encouraged.

**75 points**

**6) Threaded Discussion On-Line Review of Discussions**

**Chapters 2, 3&4, 5&6, 7&8, 9&10** (20 pts. each)

**100 points**

**7) Literature Review and Methodology**

**for Data-Driven Proposal:**

**40 points**

**8) Data-Driven Proposal:**

You will write a formal data-driven action research proposal or evaluation project following the rubric given in class. You will be given step-by-step instructions and complete various sections of the proposal as the semester progresses.

**165 points**

**9) Final Reflection:**

Reflection Paper: Vision/Mission/Data **50 points**

**10) Pre/Post Research Survey 20 points**

**\*Estimated Total Points: 715 points**

**\*** Assignments / points may be adjusted to fit student needs as course proceeds.

**Academic Freedom and Professional Responsibilities**

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities: http://personnel.usu.edu/policies/403.htm.

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**Academic Integrity – "The Honor System"**

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students. The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge: • Espouses academic integrity as an underlying and essential principle of the Utah State University community; • Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and; • Is a welcomed and valued member of Utah State University.

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**Plagiarism**

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged used of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

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**Grievance Process (Student Code)**

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student\_code.pdf (Article VII. Grievances, pages 25-30).*Utah State University: Selected Policies and Procedures*-2-

**Sexual Harassment**

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature."If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

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**Students with Disabilities**

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

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**Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

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**Students with Disabilities:**

If you have a disability that may impair your ability to successfully complete this course, please contact the Disability Resource Center and notify me at the beginning of the course. Academic accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor through the Resource Center.