

Michigan's Program Standards for the Preparation of School Principals

(<http://www.michigan.gov/mde>.) This EDLD 6300 class will address in whole (or in part) the following standards: 1.3, 1.5, 1.9, 1.10, 1.20, 1.23, 1.24, 1.25, 1.26, 1.29, 2.6, 2.13, 2.25, 2.36, 2.37, 2.38, 3.9, 3.16, 3.27, 3.30, 4.7, 4.13, 4.16, 7.4, 7.12, and 7.24.

**Department of Educational Leadership, Research & Technology
Western Michigan University
Kalamazoo, MI 49008**

EDLD 6300: Data-Informed Decision-Making, Research and Evaluation – Summer II, 2009
Mondays & Wednesdays; 5:30 p.m. to 8:30 p.m.
WMU Main Campus
3213 Sangren Hall
Kalamazoo, MI 49008

Credit Hours: 3

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Office Hours:

Office hours are scheduled on Monday and Wednesday evenings from 3:00 to 5:00 p.m. Additional office hours will be made on an appointment basis. In addition to this, we will be using the WebCT to support conferences between the professor and candidates. To access the WebCt, go to: <http://gowmu.wmich.edu> and type in your Bronco Net ID and password. If you are new to the WebCt, and feel you need support, you can go to the following link: <http://www.wmich.edu/vista/students/index.html>.

Course Prerequisite: None.

Catalog Description:

This research course focuses on using data as a tool to enhance decision-making processes for school improvement purposes. This course emphasizes the simultaneous use and analysis of multiple data streams to guide leaders through curriculum alignment development and enhancement, supervision of instruction, and targeted professional development for teachers, administrators, and support staff.

Course Outcomes:

By the end of the course, students will be able to:

1. Demonstrate knowledge of varied historical, ethical, social and economic influences impacting education reform in our democratic society;
2. Develop a school improvement profile incorporating but not limited to demographic and achievement data;
3. Apply various protocols for school improvement that include improvement of teaching and learning, curriculum review, professional development and evaluation;
4. Demonstrate leadership skills in the various role dimensions of school improvement – conceptual skills, human relations and communication skills, and technical skills;
5. Utilize leadership skills in designing, implementing and monitoring phases of school improvement;
6. Demonstrate an understanding of administrative responsibilities regarding school improvement processes; and
7. Analyze and apply critical thinking, decision-making and problem-solving skills.

Course Standards (Adapted from NCATED/ELCC Standards)

The performance standards developed for this course are listed below:

- 1.1a Develop a vision of learning for a school that promotes the success of all students;
- 1.1b Base the vision on relevant knowledge and theories, including but not limited to an understanding of learning goals in a pluralistic society, the diversity of learners and learners' needs, schools as interactive social and cultural systems, and social and organizational change;
- 1.2a Articulate the components of this vision for a school and the leadership processes necessary to implement and support the vision;
- 1.2b Use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs;
- 1.2c Communicate the vision to staff, parents, students, and community members through the use of symbols, ceremonies, stories, and other activities;
- 1.4a Demonstrate an understanding of the role effective communication skills play in building a shared commitment to the vision;

- 1.4b Design or adopt a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision;
- 1.4c Assume stewardship of the vision through various method;
- 3.1a Optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention t indicators of equity, effectiveness, and efficiency;
- 3.2a Involve staff in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision;
- 6.1h Demonstrate the ability to explain various theories of change and conflict resolution and the appropriate application of those models to specific communities;
- T7.4 Use reliable data in making leadership decisions;
- T7.17 Use technology to advance organization improvement;
- T7.19 Implement and use integrated technology-based management and operations systems;
- T7.21 Integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources;
- T7.23 Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity;
- T7.24 Use technology to collect and analyze data, interpret results, and communicate findings to improve instructional practice and student learning; and
- T7.26 Use technologies to assess, evaluate, and manage administrative and operational systems

COE Diversity Statement:

The College of Education maintains a strong and sustained commitment to the diverse and unique nature of all learners and high expectations for their ability to learn and apply their learning in meaningful ways.

Academic Ethics and Integrity:

You are responsible for making yourself aware of and understanding the policies and procedures in the Graduate Catalog that pertain to Academic Integrity. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer

misuse. [The policies can be found at <http://catalog.wmich.edu> under Academic Policies, Student Rights and Responsibilities.] If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. You should consult with me if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. In addition, students are encouraged to access the Code of Honor and general academic policies on such issues as diversity, religious observance, student disabilities, etc., at the following websites: <http://osc.wmich.edu> and www.wmich.edu/registrar.

Religious Observances Policy (MOA-07/02)

The University is a diverse, multicultural enterprise and, as a community, we jointly embrace both individual responsibility and dignified respect for our differences. It is our general policy to permit students to fulfill obligations set aside by their faith.

It is our intent that students who must be absent from scheduled classes to fulfill religious obligations or observe practices associated with their faith not be disadvantaged. However, it is the student's responsibility to make arrangements with his/her instructors in advance. It is in the student's best interests to approach each instructor expeditiously and with sufficient notice that the rights and responsibilities of the instructor are not disrupted. Instructors should make it known to classes early in the term what they consider reasonable notice for anticipated absences. Without specifying a fixed notification time, we acknowledge in this policy joint responsibility: instructors will inform students of their requirements and students will make every effort to cause no disruption in the instructors' plans and duties.

Instructors should assume that a claim of religious observance has veracity, especially when advance notice is provided by the student. Students likewise must recognize that it is their responsibility to meet all their course obligations. Instructors are not obligated to provide materials to students unless these materials would have normally been distributed to the entire class. For example, if an instructor does not normally post notes, a student cannot expect notes to be provided for lectures missed.

If instructors choose to incorporate adjustments into the syllabus intended to cover student absences, it should be explicit that these apply to absences for religious observances, as well as all other contingencies.

Expectations:

The methods of instructions used in this class are based firmly on the assumption that learning depends on the activity of the student rather than on the instructor; that learning the process is as important as the content, that the overall aim is to develop understandings that will be used in

performing the various sections that comprise the leadership process, rather than to provide mere knowledge.

The content of class discussion is considered to be important as well as the student's own use of resources, his/her interaction with the instructor and with other students, and his/her preparation of individual assignments which force him/her to react thoughtfully to what he/she hears, observes or reads. Preparation for class discussion, participation and the doing of individual assignments are most important. Effective learning depends on extensive use of resources, which must be started early and pursued vigorously. **During class discussions, candidates should refrain from using their laptop computers to play games, check or send e-mails, or complete regular work assignments.**

Attendance in class is considered important, and aside from unusual circumstances, the student is expected to be both present and punctual for each session.

Any student with a documented disability (e.g., physical learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact Ms. Beth Denhartigh at telephone number 269.387.2116 or email beth.denhartigh@wmich.edu at the beginning of the semester. A disability determination must be made by that office before any accommodations are provided by the instructor.

Required Texts:

The following books are required readings:

Bernhardt, V.L., (2004). *Data analysis for continuous school improvement*. Larchmont, NY: Eye on Education.

Boudett, K.P., Clay, E.A., & Murnane, R. J. (2006). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Educational Press.

In addition to the required texts, the professor will provide a number of adobe documents, school improvement documents, research articles, PowerPoint presentations, etc., on WMU WebCt. Students are expected to obtain a copy of a current building School Improvement Plan, Annual Report, and NCLB Report Card.

Electronic Resources:

The following electronic resources will be used in this class:

Instructional program coherence: What it is and why it should guide school improvement policy
http://ccsr.uchicago.edu/content/publications.php?pub_id=39

Leading School Improvement: What Research Says
<http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/EducationLeadership/LeadingSchoolImprovement.htm>

Michigan School Improvement Framework http://michigan.gov/documents/SIF_4-01-05_130701_7.pdf

Michigan Department of Education Office of School Improvement
http://michigan.gov/mde/0,1607,7-140-28753_38959---,00.html

Role of the Textbooks:

The textbooks represent “tools” that provide useful foundational information to the learner. It is the responsibility of the learner to read the assigned chapters and to incorporate the author’s perspective into classroom discussions and written assignments. Presentations and discussions are expected to supplement the reading and thereby deviate from strict adherence to the texts.

Class Schedule, Reading and Activities:

Session	Date	Topic	Content
1.	6/29	Introduction to the Course	<p>Class Introductions Review of Course Syllabus Getting Organized Development of Class Study Teams Establishing Team Norms Video Presentation: Dalton Sherman <i>Why Americans Love to Reform Public Schools</i> – William J. Reese (WebCt Document File)</p> <p>Reading Assignment: 1) Chapter 1, Organizing for Collaborative Work, from <i>Data Wise</i>. 2) Read the article, <i>Making Sense of Data-Driven Decision Making in Education</i> by the Rand Corporation, 2006. 3) Chapter 2, Building Assessment Literacy from <i>Data Analysis</i>.</p>
2.	7/1	Improving Student Achievement: Examining the Conditions for Improving Student Achievement from 10,000 feet.	<p>Classroom discussion from the above-captioned articles. Key questions that will be discussed from the above-reading:</p> <p>1) What does an effective data team look like? What should be the role of the building principals? Teachers? Central Office? The Superintendency and Board of Education? 2) Who should be on this team? Why?</p>

<p>3. 7/6 Assessment Literacy: What does it mean and what are the implications for improving student achievement?</p> <p>4. 7/08 Class Research Assignment: Assessment of Building Data Inventory. (Please note. Class will not meet as participants will be required to conduct a field experinece about the type of data that are being collected, and used, to enhance teaching and learning in schools.)</p>	<p>3) What are some of the challenges that a data team might experience?</p> <p>4) What led to the development of the term “data informed decision-making”?</p> <p>5) What is the meaning and differences between “assessment of learning” and “assessment for learning”?</p> <p>Reading Assignment:</p> <p>Chapter 3, Assessment Literacy, from <i>Data Wise</i>.</p> <p>Review ppt slides 1-14, Data Analysis – An Inquiry Approach to SI Planning.</p> <p>Open classroom discussion on the following questions:</p> <p>“What are data? What are some of the characteristics, or forms, that data take? What are strengths and challenges of these different data types.</p> <p>Class will not meet on this day. Candidates are expected to conduct a building inventory of external and internal assessments. (Refer to pp. 15 and 16 in <i>Data Wise</i>.)</p> <p>SUBMISSION DATE: On or before 15 July 2009. (Candidates should refer to the template developed for Assignment #1 in the WebCt Word Document File Folder.)</p>
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<p>5. 7/13 An Overview of Building Assessment Inventories in Michigan school</p>	<p>In focus groups, participants will discuss issues related to their observations from the assessment of student learning in their buildings. Participants will reflect upon the following questions:</p> <ol style="list-style-type: none"> 1) What External and Internal Assessments are used by districts? 2) Which type of assessment data are used most frequently by districts? 3) What type of data are least used by districts? 4) Are there any data that should be used that's not used? 5) What are the assessment data used for? How often? By Whom? 6) What type of assessments are aligned with district initiatives? 7) How are schools/districts organized to use data effectively? Open discussion. <p>Assessment Literacy: What Does this mean? What are the different types of tests? What do they measure?</p> <p>In teams, discuss the following:</p> <ol style="list-style-type: none"> 1) Why do we test students? 2) To what extent do we use test results? 3) What are differences between standardized and non-standardized tests? What are the benefits of each? 4) What are "unintended consequences" of standardized testing? <p>Reading Assignment</p> <ol style="list-style-type: none"> 1) Review PowerPoint Presentation: "Standardized Testing." 2) A Brief History of Testing and Accountability, by Diane Ravitch (Adobe Document). 3) "Standardized Testing: A Compendium of Thoughts." (Electronic Document Folder) 4) Chapter 6, <i>Data Analysis</i>
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<p>6. 7/15 “Now that I got the Data: How to get Organized to Use it?”</p>	<p>Standardized Testing. Types of tests: 1) Non-standardized v. standardized 2) Norm tests 3) Criterion-referenced (percent mastery) 4) Aptitude (IQ)</p> <p>What are the strengths and weaknesses of each type of test?</p> <p>Norm-Referenced Tests The Normal Distribution 1) Dispersion (Mean, Median, Mode, Standard Deviation) 2) Statistical Scores (z, T, NCE, percentiles, GEUs, etc.) 3) Criterion-Referenced Tests 4) Mastery of Content 5) Test Score Interpretation</p> <p>Continued Discussion on Standardized Testing</p> <p>Measurement Accuracy 1) Validity 2) Reliability 3) Measurement Error 4) Correlation Coefficients/Coefficient of Non-determination 5) Measurement Error 8) Score Inflation</p> <p>Reading Assignment 1) Chapter 4, Digging into Data from <i>Data Wise</i> 2) Review PowerPoint Presentation, Data Analysis – An Inquiry Approach to SI Planning (Slide 16 – 32). 3) MDE School Improvement Framework 4) 40 Key Characteristics (ED YES!) 5) Guide To Using Data in School Improvement Efforts – Learning Point Associates</p> <p>Data Analyzis: A Precusor to School Improvement. 1) Use of Multiple Measures</p>
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<p>7. 7/20 Personal Assessment</p> <p>8. 7/22 Learning More about the School Improvement Process: Field Experience with a Building Principal. SUBMISSION DATE: Monday, 27 July 2009.</p>	<p>2) Data Presentation</p> <ol style="list-style-type: none"> a. Pie Charts b. Bar Charts c. Lines <p>Data Warehouse – An Overview.</p> <p>MID-TERM EXAMINATION</p> <p>Working with your “Team Members,” develop a series of questions you will want to ask a building principal, and/or School Improvement Team, about their Plan, “SWOT issues,” perceptions, observations, concerns, etc., and the kind of data you will want to carry away from this (or these) meetings. Team members will share their design and possible questions that will be asked of respondents.</p> <p>In this field-experience, students should capture the essence of the meeting, who was involved, the issues discussed, the level of preparation and involvement in this meeting, and decisions made, or future steps advanced. Pay particular attention to the organization of the meeting, and be prepared to make a critical assessment of what transpired – e.g., strengths, challenges, and opportunities. In concluding this assignment, provide your “take away” from this meeting. In otherwords, what was your learning from this meeting that will influence your leadership behavior?</p> <p>Reading Assignment:</p> <ol style="list-style-type: none"> 1) <i>Guide to using data in school improvement efforts: A compilation of knowledge from data retreats and data use at learning point associates, December 2004.</i> (Adobe File.) 2) Chapter 5, Examining Instruction from <i>Data Wise</i>. 3) <i>Leading school improvement: What research says – A review of the literature</i> by G. Hoachlander. (Adobe File.) 4) The Michigan School Improvement
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<p>9. 7/27 School Improvement Planning Process: Starting the Conversation.</p>	<p>Framework. (Adobe Document.)</p> <p>There will be an open class discussion about the school improvement planning process that is based upon the previous week suggested reading.</p> <p>Discuss the history of PA 35 in Michigan and subsequent policy issues to further school improvement efforts in the State.</p> <p>Michigan School Improvement Framework (Each team will be given a strand and asked to respond to the extent to which their building/district has the skills and willingness to implement and monitor each strand and corresponding benchmarks.)</p> <p>Reading Assignment:</p> <ol style="list-style-type: none"> 1) Michigan School Improvement Framework: Action Portfolio - Building (SI- Adobe Document.) 2) District Improvement Plan (SI – Adobe Document.) 3) ED YES! 40 Key Characteristics (SI- Adobe Documents.)
<p>10. 9/29 The School Improvement Process: Single Loop v. Double Loop Learning.</p>	<p>Open classroom discussion about the school improvement process in the context of utilizing MDE templates for school improvement planning.</p> <p>Developing the School Improvement Plan (PowerPoint Presentation.)</p> <p>Open discussion about the school improvement planning process at the building and district levels.</p> <p>Reading Assignment:</p> <ol style="list-style-type: none"> 1) Chapter 6, Developing an Action Plan from <i>Data wise</i> 2) Shen, et al. (2007). <i>Data-informed decision-making: A guidebook for data points and analyses in the context of</i>

<p>13. 8/10 Class Presentations.</p>	<p>review the school improvement plan within the building they are investigating. In this regard, students will discuss the strengths, weaknesses, opportunities and threats for the building/school improvement plan that is under review.</p> <p>Each student will have 10 to 12 minutes to make a presentation regarding the development of a revised school improvement plan based upon the plan that was under review. Each student will provide a presentation that will summarize their findings. Be reminded, that in the final report you will submit to me, you will have the opportunity to be more specific about the district/building school improvement plan and your recommendations for improving it.</p> <p>During this presentation, each student will consider, but not be required to, consider the following:</p> <ol style="list-style-type: none"> a. Salient characteristics of the District – i e., location, staff and student populations, points of pride, challenges, etc. b. Descriptive overview of the school, including: size of student population, number of teaching staff, principal characteristic (mean years in position, perceptual information collected from the principal regarding the school improvement planning process (involvement of staff, selection process, how the SI Team operates, decision-making process, the budgeting process to support school improvement planning process, building’s points of pride, challenges, etc.). c. An analysis of the building’s current school improvement plan: <ol style="list-style-type: none"> 1. Current Goal; 2. Targeted population 3. Evidence of data to support the current Plan 4. Instructional strategies
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<p>14. Class Presentations (continued)</p> <p>SUBMISSION OF FINAL SCHOOL IMPROVEMENT PROJECT: On or before 15 August 2009.</p>	<ol style="list-style-type: none"> 5. Implementation plan (for teachers and building administrator(s)) 6. Evidence of monitoring the plan 7. Evidence of an evaluation plan and its use to make mid-year and end-of-year adjustment 8. Budget (Source and amount of funding) <ol style="list-style-type: none"> d. Evidence of goal attainment e. Summary of the building's school improvement plan: Strengths and challenges f. Gap Analysis g. Proposed Area for School Improvement h. Data to support the need i. Proposed goal j. Proposed strategies k. Proposed implementation plan l. Proposed formative and summative evaluation plan m. Proposed budget (including source) n. Willingness of teachers and administrators to do "this work." <p>Class Presentation Assessment:</p> <ol style="list-style-type: none"> 1. Utilizing an assessment rubric, students will participate in rating each student presentation; and 2. Each student must send an electronic copy to me of their PowerPoint presentation. <p>(See above.)</p>
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Course Activities:

Activity 1. Class Participation (Includes Attendance). A great deal of class time will be devoted to discussion. To prepare for class discussion, students should plan to attend regularly, complete the assigned readings, and participate in selected in-class activities. When absent, students are responsible for obtaining class notes and handout materials from another student of their choice. (ELCC 1.1 a.; 1.2 a.)

Activity 2. Mid-Term Examination. Students will complete a Mid-Term Examination that will encompass key concepts regarding data, types of tests, data typology and use, and data use for instructional decision-making. (ELCC 1.1 a; 1.2 b; 1.4 b.)

Activity 3. School Improvement Project. Students will utilize a district/building school improvement plan and use this document as the base for understanding, analyzing, developing, implementing, and evaluating a school improvement plan. At the end of the class, each student will submit a critical analysis of the school improvement plan being used, with a proposed plan for improving the plan.

A. Data Use Assignment (ELCC 1.1 a.; 1.2 b.; 1.4 b.; T17). Working in small groups, students will explore how data is used to inform the school improvement process. Students will complete a series of in and out of class mini-assignments related to the exploration of:

- Using multiple sources of school performance data, apply current technologies to construct a profile that informs school improvement processes (ELCC 1.2 b.; T7.17);
- Analyzing the profile using current technologies and interpret data, issues and trends for key stakeholder groups (ELCC 1.2 b.; T7.19, T7.24, T7.26);
- Incorporating the findings from the analysis into a need assessment with specific improvement goals linked to a clear vision of learning for the school that promotes the success of all students. (ELCC 1.1 a.; 1.2 b.); and
- Using research and best practices to establish plans/processes to meet the established goals (ELCC 1.4 b.; T7.4 T7.21).

B. Fieldwork Assignments (ELCC 1.2 b., c.; 1.4 a., b.; 3.2 a.; 6.1h). Students will conduct an independent field study (approximately 6 hours) of the school improvement process. (A log of this fieldwork should be submitted clearly delineating the activity conducted and the specific amount of time that was distributed within each activity.)

- Using the existing school improvement plan and other artifacts from a school site, assess and critique how the staff currently collect, organize and analyze data to

inform the vision of learning for a school and monitor, evaluate and revise the vision. (ELCC 1.2 b.; 1.4 b.);

- Interview a building administrator, member of the school improvement team, and two randomly selected classroom teachers about how data is used in the improvement process at this school and the role of technology and information systems. Summarize your findings from the experience;
- Determine the degree to which current school improvement activities are aligned with research, best practices, and the goals in the improvement plan. Summarize your conclusions and cite the supporting evidence. (ELCC 1.2 b.);
- Make specific recommendations for how to enhance data-driven continuous improvement in the school based on the findings of your study. Specifically address how you would increase staff participation in setting priorities and describe the process you would use to resolve conflicts in order to align resources with the organizational vision. (ELCC 3.2 a.; 6.1h); and
- Using current technologies, prepare a visual presentation that highlights key findings and recommendations for display during the final class sessions. (ELCC 1.2 c.; 1.4 a.).

C. Class Presentation. A final demonstration of learning is required for the last class session and will include: 1) a personal accounting of the content knowledge and skills you acquired through participation in this class along with evidence of your learning; and, 2) a reflection on how participation in the class affected your thinking, attitudes, and dispositions toward leadership in general and the principalship in particular. Answers to the following questions must be included in the final demonstration of learning narrative.

- **Knowledge and Understanding.** What new knowledge or deeper understandings did you acquire as a result of participating in this class? What can you present as evidence of your learning?
- **Skills.** What skills did you acquire or refine as a result of participating in this class? What can you present as evidence of skill acquisition or refinement?
- **Attitudes and Dispositions.** How were your attitudes and dispositions affected by your participation in this class? Where did you undergo the greatest change in orientation or thought? What attitudes and dispositions were affirmed?
- **Personal Insights.** What was the most valuable insight you learned about yourself as an educational leader through your participation in this class?
- **Application.** What will you do to apply what you learned in this class?

- Effort. How much effort did you put into this class and to what degree are you satisfied with your learning?
- After completing this project, what were your “take-aways”? In other words, what did you learn from this activity that will influence your leadership behavior?

Grading Scale for Evaluation:

1. Class Participation	- 5%
2. District/Building Inventory of Assessment Tools	- 20%
3. Field-Experience (6 hours)	- 25%
4. Mid-Term Examination	- 20%
5. Class Presentation	- 10%
6. Final School Improvement Plan	- 20%

Grading Scale

95 – 100	A
90 - 94	BA
85 - 89	B
80 - 84	BC
Below 79	C

Incompletes are given only in extreme emergencies (e.g., medical reasons).

Writing Style:

All writing assignments are to be submitted in typing/word processing format. As aspiring school leaders we expect you to write clearly, minimize the use of educational jargon, use appropriate references and citations and developed in conformity with the *Style Manual of the American Psychological Association* (Latest Ed.). Electronic references are acceptable and must be cited using appropriate APA style (<http://www.apastyle.org/electref.html>).

Selected Bibliography:

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- Sparks, D. (2000, Winter). Results are the reason – Data should be used to select the most results-oriented initiatives. *Journal of Staff Development*.
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APPENDICES

**Appendix A: Classroom Presentation Assessment
Instrument**

EDLD 6300: DATA-INFORMED DECISION-MAKING

Assessment of Individual Presentation

Name of Individual _____

Category	Total Points	Points Awarded
1. <u>Introduction</u> The presentation provided an overview of the salient characteristics of the building/district's strengths and challenges as evidenced by data.	25	
2. <u>Background</u> The presentation provided an analysis of the current school improvement plan, with relevant data, to document that the needs of certain subgroups of the student population are not addressed (or inadequately addressed) that impacts, or will impact, the building/district's capacity to make AYP.	25	
3. <u>Proposed Plan (Model)</u> The presentation provided a proposed plan to address student learning in the building/district as evidenced by the following: a. a vision for the building/district; b. proposed goal(s); c. proposed research-based strategies (or model) that is aligned to the building/district's current problem of practice; d. implementation plan; e. budget; and f. evaluation plan (both formative and summative)	25	
4. <u>"Take-Aways"</u> Evidence of group learning from this activity.	25	
TOTAL POINTS	100	

Reviewer's comments:

Appendix B: Rubric for Scoring Final School Improvement Project

EDLD 6300: Scoring Rubric

Exceeds Standards	<p>The final recommendations demonstrate an ability to:</p> <ul style="list-style-type: none"> • Use multiple and integrated data-based research strategies and strategic planning processes that are appropriate to the context and that focus on student learning to inform the development of a comprehensive, operationally defined vision, • Design an effective system for using data-based research strategies to regularly monitor, evaluate, and revise the vision. The recommendations are affordable, legally defensible, feasible, credible to all stakeholders, and are supported by a comprehensive assessment of relevant information that utilizes multiple types of valid and reliable data. • Optimize the learning environment for all students by applying appropriate and effective models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency. (3.1 a.) • Utilize broad-based staff involvement, in a regular and on-going basis, in conducting operations and setting priorities using appropriate and effective needs assessment, research-based data, and group process skills. These group process skills are used to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. (3.2 a.)
Meets Standards	<p>The final recommendations demonstrate an ability to:</p> <ul style="list-style-type: none"> • Use data-based research strategies and strategic planning processes that are appropriate to the context and focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs. (1.2 b.) • Design a system for using data-based research strategies to regularly monitor, evaluate, and revise the vision.. (1.4 b.)

	<ul style="list-style-type: none"> • Optimize the learning environment for all students by applying models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency. (3.1 a.) • Involve staff in conducting operations and setting priorities using needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to align resources with the organizational vision. (3.2 a.)
Does Not Meet Standards	<p>The final recommendations demonstrate an ability to:</p> <ul style="list-style-type: none"> • Use research strategies and strategic planning but the research is not data based, linked to the school vision, or based on relevant information sources or focused on student learning. (1.2 b.) • Use research strategies to monitor the vision but the design is not systemic and does not support effective evaluation. • Use models and principles of organizational development and management to create a learning environment but does not address the needs of all students or attend to indicators of equity, effectiveness, and efficiency. (3.1 a.) • Involve staff in conducting and setting priorities