



EDAD 607
Using Data and Evaluation to Improve Learning
Spring 2018
Course Syllabus

Meets March 26, 2018 through May 11, 2018

Instructor: Rick Reeder, Ed.D
Office Hours: As Needed – Upon Request
Cell Phone: 972-743-0682
University Email Address: Richard.Reeder@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Bernhardt, V. L. (2013). *Data analysis for continuous school improvement (3rd Ed)*. Larchmont, NY: Eye on Education.

American Psychological Association. (2010). *Publication manual of the american psychological association* (6th ed.). Washington, D.C.: American Psychological Association.

Most recent AEIS/TAPR reports for your district including one campus.

Other suggested readings and available websites will be provided during the course.

Course Description:

This course provides school leaders with the skill and knowledge to analyze state, district, and local data for use in planning systemic improvement of instructional delivery, program effectiveness, and administrative processes. Acquisition, analysis, and interpretation of data are applied in educational settings to facilitate research-based decisions in planning for instructional and organizational improvement. (*TAMU-Commerce 2007-08 Graduate Catalog*, p. 172). This course is a requirement for the principal certificate and master's degree programs. Prerequisites: EDAD 615, 626, 574, 595.

Standards Addressed

<p>Texas Administrative Code Chapter 241 Rule TAC 241.15* (New)</p>	<p>Chapter 149. Commissioner’s Rules Concerning Educator Standards Subchapter BB. Administrator Standards</p>
<p>(f) Strategic Operations. The principal:</p> <p>(1) assesses current campus needs, reviewing a wide set of evidence to determine the campus's priorities, and sets ambitious and measurable school goals, targets, and strategies that form the campus's strategic plan;</p> <p>(2) outlines and tracks meaningful goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes;</p> <p>(3) allocates resources effectively (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and works to access additional resources as needed to support learning;</p> <p>(4) establishes structures to regularly monitor multiple data points with leadership teams to evaluate progress toward goals, adjusting strategies to improve effectiveness;</p> <p>(5) implements appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;</p> <p>(6) implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;</p> <p>(7) applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;</p> <p>(8) collaboratively plans and effectively manages the campus</p>	<p>Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.</p> <p>(A) Knowledge and skills.</p> <p>(i) Effective leaders of strategic operations:</p> <p>(I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;</p> <p>(II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;</p> <p>(III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;</p> <p>(IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and</p> <p>(V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.</p> <p>(ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.</p> <p>(B) Indicators.</p> <p>(i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.</p> <p>(ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff</p>

<p>budget;</p> <p>(9) uses technology to enhance school management;</p> <p>(10) facilitates the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to each other and other school district programs; and</p> <p>(11) collaborates with district staff to implement district policies and advocates for the needs of district students and staff.</p>	<p>professional development.</p> <p>(iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.</p> <p>(iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.</p>
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TExES 068 Principal Domains/Competencies

Domain I — School Community Leadership - Competency 001:

The principal knows how to shape campus culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community*.

The principal knows how to:

- A. Create a campus culture that sets high expectations, promotes learning and provides intellectual stimulation for self, students and staff.
- B. Ensure that parents and other members of the community are an integral part of the campus culture.
- C. Implement strategies to ensure the development of collegial relationships and effective collaboration.
- D. Respond appropriately to diverse needs in shaping the campus culture.
- E. Use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- F. Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- G. Facilitate the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision.
- H. Align financial, human and material resources to support implementation of a campus vision.
- I. Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- J. Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- K. Acknowledge and celebrate the contributions of students, staff, parents and community members toward realization of the campus vision.

* School Community includes students, staff, parents/caregivers and community members.

Domain II – Instructional Leadership -

Competency 004:

The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources and assessment; and promote the use of varied assessments to measure student performance.

The principal knows how to:

- A. Facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).

- B. Facilitate the use of sound, research-based practice in the development, implementation and evaluation of campus curricular, co-curricular and extracurricular programs.
- C. Facilitate campus participation in collaborative district planning, implementation, monitoring and revision of curriculum to ensure appropriate scope, sequence, content and alignment.
- D. Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- E. Facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum.
- F. Facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs.
- G. Promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

Domain II – Instructional Leadership -Competency 005: The principal knows how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how to:

- A. Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- B. Facilitate the implementation of sound, research-based instructional strategies, decisions and programs in which multiple opportunities to learn and be successful are available to all students.
- C. Create conditions that encourage staff, students, families/caregivers and the community to strive to achieve the campus vision.
- D. Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- E. Use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals.
- F. Facilitate the use and integration of technology, telecommunications and information systems to enhance learning.
- G. Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline and school safety to ensure a campus environment conducive to teaching and learning.
- H. Facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.
- I. Analyze instructional needs and allocate resources effectively and equitably.
- J. Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- K. Ensure responsiveness to diverse sociological, linguistic, cultural and other factors that may affect students' development and learning.

Domain III — Administrative Leadership

Competency 008: The principal knows how to apply principles of effective leadership and management in relation to campus budgeting, personnel, resource utilization, financial management and technology use.

The principal knows how to:

- A. Apply procedures for effective budget planning and management.
- B. Work collaboratively with stakeholders to develop campus budgets.
- C. Acquire, allocate and manage human, material and financial resources according to district policies and campus priorities.
- D. Apply laws and policies to ensure sound financial management in relation to accounts, bidding, purchasing and grants.
- E. Use effective planning, time management and organization of personnel to maximize attainment

of district and campus goals.

F. Develop and implement plans for using technology and information systems to enhance school management.

Domain 3 - Administrative Leadership - Competency 009:

The principal knows how to apply principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

The principal knows how to:

A. Implement strategies that enable the school physical plant, equipment and support systems to operate safely, efficiently and effectively.

B. Apply strategies for ensuring the safety of students and personnel and for addressing emergencies and security concerns.

C. Develop and implement procedures for crisis planning and for responding to crises.

D. Apply local, state and federal laws and policies to support sound decision making related to school programs and operations (e.g., student services, food services, health services, transportation).

Student Learning Outcomes:

Through course readings, lectures, and activities, the student will have the opportunity to develop greater understanding and skills in utilizing data to inform decision-making and educational practice. More specifically, students will examine:

1. Why data are important and what data to gather

(Standard 1 Instructional Leadership The principal is responsible for ensuring every student receives high-quality instruction. (iii) Data-Driven Instruction and Interventions – The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gaps). *(Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning).*

(ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.

2. How data—gathered, disaggregated, analyzed, and properly used—can make a difference in meeting the needs of every student in the school

(Standard 1 Instructional Leadership The principal is responsible for ensuring every student receives high-quality instruction. (iii) Data-Driven Instruction and Interventions – The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gaps).

3. How to communicate and report data results

Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning. (ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes. (Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.(i) Effective culture leaders: establish and implement a shared vision of

high achievement for all students and use that vision as the foundation for key decisions and priorities for the school) (**TEXES Principal Competency 005** The principal knows how to promote the success of all students by advocating, nurturing, and sustaining A campus culture and instructional program conducive to student learning and staff professional growth).

- 4. The data analyses required to meet the No Child Left Behind (NCLB) Legislation.** (**Standard 1 Instructional Leadership** The principal is responsible for ensuring every student receives high-quality instruction. (iii) *Data-Driven Instruction and Interventions – The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gaps*). (**TAC 241.15 Principal Curriculum Standards (7) (h) Learner Centered Instructional Leadership Management.** A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth).

The objectives for this course have been aligned with the descriptors of professional knowledge that are required by the State Board for Educator Certification (SBEC) for administrator certification, specifically that the practicing or future leader may understand, value, and have the ability to:

- 5. Use various types of information (e.g., demographic data, campus climate inventory results students achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.** (**Standard 1 Instructional Leadership.** The principal is responsible for ensuring every student receives high-quality instruction. (iii) *Data-Driven Instruction and Interventions – The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gaps*).
- 6. Facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, resources, and assessment; and promote the use of varied assessments to measure students performance.** (**Standard 1 Instructional Leadership.** The principal is responsible for ensuring every student receives high-quality instruction. (iii) *Data-Driven Instruction and Interventions – The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gaps*).
- 7. Advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.** **Standard 4--School Culture.** The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students. (i) *Effective culture leaders: establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school*).
- 8. Apply organizational decision-making and problem-solving skills to ensure effective learning environment.** **Standard 4--School Culture.** The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students. (i) *Effective culture leaders: establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school*). (**TAC 241.15 Principal Curriculum Standards (7) (h) Learner Centered Instructional Leadership Management.** A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth).

COURSE REQUIREMENTS

Instructional Overview:

The instructor will create an environment for learning by providing focus and guidance to the content. Assignments are designed to be learning experiences for students, and it is presumed and expected that students will actively participate in the class. This is a web-enhanced course and some elements of learning will be provided at TAMU eCollege. As a graduate level course, the instructor expects quality work from each student supported by adequate preparation and involvement. Learning will be achieved through textbook and other assigned readings, projects and class interaction. This course is made up of a series of assignments and assessments to assist you in achieving the course learning outcomes. Each week you will work on various combinations of activities, discussions, readings, research, etc. Evaluation will be based upon successful completion of each of the performance expectations. Each expectation has been assigned points toward the total upon which the final course grade will be assigned. Learning Activities will include the following:

Assignments:

Reading assignments will be made to enable the student to be prepared for discussion boards and assignments. The student will respond to readings through comment and written responses (assignments). Responses may be in the form of reading analysis, article reviews or segments of the semester project as directed each week.

Learning Outcomes – Numbers 1, 2, 3, and 6

Assignments – 6 @ 1.5 Points

9 Points

Critical Assignment:

Each student will complete a critical assignment in Module 4, specifically designed to meet Principal Learning Outcome 7. Rubric is available in DocSharing for review.

Learning Outcomes – 7

Assignments – 1 @ 30 Points

30 Points

Discussion Boards /Journaling:

Each class will be made up of several learning activities that may include discussion boards, reflection activities and journal entries. In order for this class to be beneficial, each student is expected to participate in discussions, to ask relevant questions, and to share the results of their study and reflection. This means that each student should be conscious of the class schedule and prepared to share with classmates in conversation and activities. Students may be required to make weekly entries of reflections and “quick writes” in the eCollege journal.

Learning Outcomes- Numbers 1, 2, 3 and 7

Discussions Boards - 6 @ 4 Points

24 Points

Each student is expected to participate through E-College, complete all reading and written assignments on time, and actively engage in class by closely connecting class topics and discussions to textbook and other readings. Participate in each module by responding to prompts and responding to the answers of others. Participate in endeavors with the goal of contributing meaningfully and implementing higher order thinking skills. You cannot receive participations points if you are not contributing to the class discussion. To earn participation points, you must discuss and apply knowledge of the readings.

You should read, analyze, and respond to the issues of the week/questions and comments from me and the other members of the class. In short, you are required to actively participate in our classroom discussions online. You must do more than complete assignments; you must demonstrate your regular reading of others' responses. In other words, I am looking for evidence that you are an active participant in the learning experience. This can be done by relating real world experiences to the discussions or summaries, building on other's comments with alternative solutions, and pointing out problems or adding another dimension to the discussion. Saying, "I agree" does not fall within the above parameters. Responses should be substantial (i.e. not one or two sentences).

The discussion forums are related to the readings, external resources, and activities. Upon completion or near completion of the assigned readings and activities, you are expected to engage in an ongoing discussion/debate with your learning community peers. Your contributions to the discussion forums will be graded for quality and timeliness of your contributions. ***There is no late work accepted for discussion boards. You are required to post your initial response and a response to another student's post for EACH prompt within each module. (Thus, totaling a minimum of 2 responses per prompt.)***

Journaling - 1 Entries @ 2 Point each = 2 Points

Entry may be short in nature but should be thoughtful and scholarly.

Overall Course Participation: 10 Points

This grade will reflect your overall effort and participation exemplified throughout the entire course. Timely and quality submissions will affect this grade.

Project: 25 points

This course will include a project to demonstrate mastery and application of learning. The project is designed to be a real world experience to assist you as a school leader/practitioner by using data to create an improvement plan. Projects vary in nature and are individualized to the student's current professional situation. Each project will have its own set of parameters for completion. Some of your Module assignments will assist you in developing this final course project. Detailed instructions are provided within the course.

Learning Outcomes- Numbers 3, 4, 5 and 8

Assessments-1 Project @ 25 Points

25 Points

Total Points Possible=

100 Points

FINAL GRADE:

- A = 90 or more Points
- B = 80-89 Points
- C = 70-79 Points
- D = 60-69 Points
- F = 59 or less Points

TECHNOLOGY REQUIREMENTS

This is a web-based course and some obvious technological resources will be required, including: 1) access to a computer with Internet access (high-speed preferred) with Word processing software (Microsoft Word preferred).

Our campus is optimized to work in a Microsoft Windows environment. This means that our course works best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0 or 8.0). Your online courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab and then select the “Browser Test” link under Support Services.

As a student enrolled at Texas A&M University-Commerce, you have access to an email account via MyLeo; all class emails from your instructors will be sent from eCollege (and all other university emails) will go to this account, so please be sure to check it **daily**. Conversely, you are to email us via the eCollege email system or your MyLeo email as our spam filters will catch yahoo, hotmail, etc. and we will not check for your email in spam.
(See syllabus tool for content suggestions)

ACCESS AND NAVIGATION

This is a web-enhanced course using eCollege, the Learning Management System used by Texas A&M University-Commerce. You will access the online portion of the class for assignments and communication with the professor. To get started with the online segment, go to <https://secure.ecollege.com/tamuc/index.learn?action=welcome>

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

eCollege Technical Concerns

Chat Support: Click on 'Live Support' on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with an eCollege technical support representative.

Email: helpdesk@online.tamuc.org to initiate a support request with an eCollege technical support representative.

COMMUNICATION AND SUPPORT

E-mail is the best method to contact me during the week. TAMU-commerce eCollege provides an efficient system of email for communication for class work and individual communication. I will check my e-mail each weekday. I am also available via cell phone if needed. If you would like to meet, please email me for an appointment. I will be happy to provide any reasonable support to help you succeed.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Procedures

Examination Policy

Exams are to assess the students' ability to apply learning. Questions are of the analysis and synthesis level of learning and require the student to formulate answers demonstrating their ability to apply knowledge.

Assignment Policy

Assignments will be available in class and under the weekly modules in eCollege. Reading responses should be submitted in the eCollege drop box and saved as a .doc file unless specified otherwise.

Late Work

Late work will not be accepted.

Incompletes

An incomplete will not be available for this course.

Graduate Online Course Attendance Policy

A major component of this course is online interaction with peers and the instructor. Each class member is expected to participate fully in discussions, projects, journaling etc. each week of the course. Learning will be segmented into weeks or modules. It is important to stay on schedule with the course calendar.

University Specific Procedures

Academic Honesty Policy

Please see the *TAMU-C Graduate Catalog* at <http://catalog.tamu-commerce.acalog.com/index.php?catoid=9> and the *Publication Manual of the American Psychological Association* for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or works of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. (*Texas A&M University-Commerce, Graduate Catalog, 2009-2010*)

Drop a Course

“A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.” Drops should be completed according to University procedure to avoid the posting of a failing grade.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

The course is divided into 8 modules. Successful completion will require participation and submission of assignments in each module. A course outline detailing the class schedule and assignment deadlines will be posted as a separate document under the "Course Calendar" tab. Please check it regularly for updates. Any changes in the course outline and due dates will also be posted under the announcements.

Campus Concealed Handgun Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedure/s/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.