AUBURN UNIVERSITY
COLLEGE OF EDUCATION

Planning and Continuous Improvement
EDLD 7530/7536
3 Credit Hours
Summer 2016

Instructor:	**Dr. Jason C. Bryant**
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Course Description

This is a master's level course focused on the development of frameworks for collection, analysis, and use of school data for the improvement of instruction, the learning environment and student achievement. This course will prepare school leaders in low performing schools to identify the areas of weakness using school demographics, community culture and values, academic success, teacher strengths, and curriculum needs to create school-wide improvement plans that address the identified areas.

Required Text

Bernhardt, V. L. (2013) *Data Analysis for Continuous School Improvement 3rd Edition.* Larchmont, NY: Routledge.

Course Objectives

Course Objectives are based upon the standards of knowledge (K) and ability (A) (290-3-3-.48)(2)(a) through (2)(h) of the Alabama State Department of Education Instructional Leadership Standards.

Knowledge (K) or Ability (A); OBJECTIVE; Alabama Instructional Leadership Standard	How the objectives will be measured.
a. (K) **demonstrate effective research skills, including library research, data collection, interpreting and analyzing data, and reporting data** (2)(a - f)2;(2)(h)2	School Picture; Analyzing Your Data; Plan for Improvement
b. (K,A) **demonstrate how to use data for school improvement** (2)(a - f)2;(2)(h)2	Analyzing Your Data; Plan for Improvement
c. (K, A) **demonstrate understanding and use of action research for school improvement** (2)(a - f)2;(2)(h)2	Analyzing Your Data; Plan for Improvement
d. (K, A) **distinguish among key terms, types of, and concepts about school data** (2)(a)1	School Picture; Analyzing Your Data
e. (K, A) **link school and district-level data to student achievement, school improvement, state reforms and No Child Left Behind** (2)(a - f)2; (2)(h)2	School Picture; Analyzing Your Data; Plan for Improvement
f. (K, A) **collect existing data (e.g. student achievement)** (2)(a - f)2; (2)(h)2	School Picture; Plan for Improvement
g. (K, A) **utilize data collection (protocols) and analytical skills (disaggregate) in multiple project-based experiences** (2)(a - f)2; (2)(h)2	School Picture; Analyzing Your Data; Plan for Improvement
h. (K, A) **facilitate faculty discussion and analysis of school data** (2)(a - f)2 (2)(h)2	Analyzing Your Data; Plan for Improvement
i. (K, A) **develop data-driven improvement plans for the school improvement process** (2)(a - f)2; (2)(h)2	Plan for Improvement
j. (K, A) **describe trends, issues, and barriers to school improvement and reform and strategically plan to remove those barriers** (2)(a - f)2; (2)(h)2	Analyzing Your Data; Plan for Improvement
k. (K, A) **recognize with proper perspective, the need for school improvement and reform** (2)(a - f)2; (2)(h)2	Analyzing Your Data; Plan for Improvement
l. (K, A) **value the involvement and engagement of key stakeholders as well as representatives of underserved**	School Picture; Shared Vision Professional Development; Plan for Improvement

populations in school improvement efforts (2)(a - f)2; (2)(h)2	
m. (K, A) **develop a personal vision of and commitment to school improvement and reform** (2)(a - f)2 (2)(h)2	Shared Vision Professional Development; Plan for Improvement
n. (K, A) **interpret and communicate research results effectively to both professional and lay audiences to advocate for school improvement** (2)(a - f)2(2)(h)2	Plan for Improvement

Evaluation

Measurement of student growth will be assessed using five activities for a total of 500 points.

1. Participation in weekly class discussions and activities (100 points)
2. School Picture- Who, What (100 points)
3. Analyzing Your Data-Why (100 points)
4. Shared Vision Professional Development- Where (100 points)
5. Plan for Improvement- How (100 points)

Description of Course Activities to be Evaluated

1. **Participation in class**. You are expected to attend each class session with the required reading completed before class and prepared to discuss the topic of the weekend. During class you are expected to be an active contributor to the discussions and activities in a constructive professional manner. Class discussions are valuable to understanding the process of school improvement.

   Our scheduled face-to-face sessions will be May 21, June 11, July 9, and July 23.

2. **School Picture- Who and What**
   Each student will collect data from a school to compile the first part of a school improvement plan. The data will include student and teacher demographics, student, teacher, and parent perceptions, student learning, and school processes. This data will paint a clear picture of where the school is now. The end project will be a digital snapshot of the school you have collected data from.

Rationale: The first step in turning around a poor achieving school is to examine all aspects of the school. Having sound evidence of who participates with your school and what their perceptions and successes are is essential to developing a plan to improve. Furthermore, collecting this data each year will provide the data needed to identify trends, make projections, and plan for the future.

Portfolio Rubric:

Demographics (___/25points) The student and teacher population is adequately disaggregated into their respective groups. Charts and graphs are used to clearly represent the data in an easy format for understanding.

Perceptions (___/25points) There are questionnaires developed for students, families, and the community members that will provide data on their perception of the school. Existing questionnaire data is collected and represented in an easy to understand format.

Student Learning (___/25points) Data collected from state testing and curricular assessments are presented with indicators of expected benchmarks in easy to understand formats.

School Processes (__/25 points) The instructional processes, organizational processes, administrative processes, and CIP processes are identified and represented in visual format.

Total Points: 100

3. **Analyzing Your Data-Why**

You will need to examine all the data that was collected in the portfolio so far to help identify the areas of weakness and possible implications of those weaknesses. When examining data it is best to do so in a group to gain the perspectives of others and to build a stronger case for the weakness, as more people identify it. You will form groups of 3 to distribute your portfolio to and each member will identify the strengths, challenges, implications, and other data of your school. Once you have the input of your group, you will take the data aggregate the commonality and aggregate the implications. Then you will select one of the "problems" identified and go through the problem solving cycle using data intersections to dig deeper into the data. This process will be essential in developing your plan for improvement.

Rationale: Unfortunately, schools typically skip this step in their CIP. Schools are very good at collecting tons of data, but they are not effectively using that data to make decisions to improve learning. Examining the data for strengths and weaknesses and the implications of those identified is a key element in building an effective plan.

Analysis Rubric:

Participation in Group Analysis (___/25 points)
The average of your peers' evaluation of how much effort you put into the analysis of their data and the brainstorming of reasons your "problem" exists.

Aggregation of Commonalities and Implications (___/25 points)
The responses of your peers, your own responses, and mine are represented in an easy to understand format. You have clearly identified all possible implications. They are organized and presented in an easy to understand format. The implications you have identified are logical and realistic.

Looking Deeper (___/25 points)
Using the brainstorming ideas, identify the questions that need to be asked and what data intersections are needed to answer the questions. The data intersections are presented and suggestions for what processes need changing based on the data.

Reflection (___/25 points)
Write a reflection on the process so far and what your initial thoughts on what you've found so far. Are you surprised? What impacted you the most? What do you think will be the most difficult to improve?

Total Points: 100

4. **Shared Vision Professional Development-Where**

   You will conduct a dynamic professional development session during a class session. The PD will be to create a shared vision. You will facilitate a visioning session with the class that will move us through the process of creating a shared vision. You will work in groups of 3/4 and have a maximum of 45 minutes.

   Rationale: Conducting engaging and effective PD will be essential to increasing the knowledge and motivation of your teachers. In addition to being able to effectively conduct a PD, this particular one will help build the culture of school improvement, give teachers the voice they deserve, and establish a sense of ownership to the plan that is being created.

   Presentation Rubric:

   Professionalism (___/20 points)
   The PD was professionally conducted, organized, stayed within the time frame.

   Best Practices (___/20points)
   Best practices as cited in research were presented in a dynamic fashion, yet easy to understand.

   Creating the Vision (___/20 points)
   A plan is clearly established outlining the process. You successfully progress through the plan that results in a shared vision.

Evaluating the plan (___/20 points)
A clear plan is presented for how the shared vision will be monitored and implemented.
Peer Evaluations (___/20 points)
An average of your peers' evaluations (both your group members and the PD participants)
Total Points: /100

5. **Plan for Improvement-How**

Using your data portfolio, the shared vision you created, and the Alabama CIP guidelines, you will write a continuous improvement plan. Your plan will be presented to the class on the last night we meet. You should use a dynamic presentation media to showcase your plan.

Rationale: As a school leader in Alabama, you will be required to submit a Continuous Improvement Plan (CIP). You will also be evaluated as a school on how well you meet the goals of your plan. So, it's imperative for you to learn how to use the data you've collected along with the vision and mission of your school to write an effective CIP. Aside from a CIP being required by the state, it is how you will turn your school around.   This is your plan for correcting the identified shortfalls or deficits in your school.

Rubric:

Clearly addressed all areas of the CIP (___/50 points)
The plan has all the required components baseline data, objectives, strategies to implement the vision, activities to implement the strategies, person(s) responsible for the activities and strategies, measurement to know if the activities are being accomplished, resources needed, due dates, and timelines.
Evaluation (___/25 points)
A plan is presented for how the CIP will be evaluated to determine progress toward goals.
Presentation (___/25 points)
Using a dynamic professional presentation of your CIP to the class, you articulated the vision, strategies, activities, measurement and evaluation of your plan.

Total Points: /100

Grading Scale
    A =   90 – 100
    B =   80 – 89
    C =   70 – 79
    D =   60 – 69
    F =   59 and below

This calendar outlines important due dates and readings. Note: all weeks will have activities and discussions that are considered participation grades.

	DATE	READINGS
Week 1	May 19-25	**Face to Face Meeting (May 21 at 1:00 in Haley Center)** **READ:** Bernhardt Ch. 1 and 2
Week 2	May 26-June 1	**READ:** Bernhardt Ch. 3 and 4
Week 3	June 2-8	**READ:** Bernhardt Ch. 5 and 6 **DUE: School Picture Portfolio (June 4 by 11:59 pm)**
Week 4	June 9-15	**Face to Face Meeting (June 11 at 8:00 in Haley Center)** **READ:** Bernhardt Ch. 7 and 8
Week 5	June 16-22	**READ:** Bernhardt Ch. 9 and 10
Week 6	June 23-29	**READ:** Bernhardt Ch. 11 and 12 **DUE: Analyzing Your Data (June 25 by 11:59 pm)**
Week 7	June 30-July 6	**READ: Bernhardt Ch. 13**
Week 8	July 7-13	**Face to Face Meeting (July 9 at 8:00 in Haley Center)** **DUE: Shared Vision PD**
Week 9	July 14-20	**READ: Bernhardt Ch. 14**
Week 10	July 21-July 28	**Face to Face Meeting (July 23 at 8:00 in Haley Center)** **DUE: CIP Presentations**

Class Policy Statements

Attendance: For EDLD 7530/7536, class attendance and punctuality are expected and required. Students must meet the assignment deadlines described in the syllabus.

Excused absences: Students are granted excused absences (In an asynchronous distance course, absences may translate into submitting late assignment/s to Canvas). Late assignment submission may be excused for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays – as detailed in the Student Policy eHandbook (www.auburn.edu/studentpolicies). Students who wish to have an excused absence (or submit late work) for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Student Policy eHandbook (www.auburn.edu/studentpolicies) for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination/assignment (e.g., hour exams, mid-term exams, major papers) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absences(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](www.auburn.edu/studentpolicies) (www.auburn.edu/studentpolicies) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Please note:

- *Copying and/or pasting other individuals' work and then presenting it as your own (intentional or unintentional) is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero for the assignment, a failing grade for the course, suspension and/or expulsion from the university.*

- *I expect you to produce original work for this class. You may not submit work for this class that you have previously completed for a different class. If you have any questions, please see me prior to submitting your assignment. You will receive a zero for work that too strongly resembles another course's work.*

ALL PAPER WRITING Guidelines:
1. You should follow the APA style of writing (6th edition).
   - Your paper should be double-spaced with 1" margins.
   - Please use an APA-approved, 12 pt. font (e.g., Times New Roman).
   - Include a title page and list your references separately. Your reference page is not included in the expected page limits. No abstract is needed.
   - Direct quotations should be followed by a page number.
   - It's better to over-cite than under-cite.
   - Ask if you have questions.
2. Your writing style and tone should be scholarly.
   - You should not use a conversational tone. Avoid rhetorical questions and trite phrases/colloquialisms.
   - Exhibit grammar and spelling appropriate to graduate-level study.
   - Do *not* overuse quotations.
   - Turn your paper in on time.
   - Do not use Wikipedia as a reference.
   - Plagiarism Tutorials:
     http://library.camden.rutgers.edu/EducationalModule/Plagiarism/
     http://library.acadiau.ca/tutorials/plagiarism/

Professionalism: As faculty, staff and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality
- Model and nurture intellectual vitality

Additionally, the following skills, applications, and dispositions are considered important for Accomplished Educational Leaders (National Board Core Propositions from the National Board for Professional Teaching Standards). We expect students fulfilling the expectations for the Ed.S. and/or AA Certification in Instructional Leadership to utilize the course learning opportunities to practice the following:

SKILLS
- Accomplished educational leaders continuously cultivate their understanding of leadership and the change process to meet high levels of performance.
- Accomplished educational leaders have a clear vision and inspire and engage stakeholders in developing and realizing the mission.
- Accomplished educational leaders manage and leverage systems and processes to achieve desired results.

APPLICATIONS
- Accomplished educational leaders act with a sense of urgency to foster a cohesive culture of learning.
- Accomplished educational leaders are committed to student and adult learners and to their development.
- Accomplished educational leaders drive, facilitate and monitor the teaching and learning process.

DISPOSITIONS
- Accomplished educational leaders model professional, ethical behavior and expect it from others.
- Accomplished educational leaders ensure equitable learning opportunities and high expectations for all.
- Accomplished educational leaders advocate on behalf of their schools, communities and profession.