

**Planning and Continuous Improvement**

**EDLD 7530/7536**

**3 Credit Hours**

**Summer 2019**

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

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**Office Hours: Tuesday/Wednesday/Thursday– 1:00 – 4:00**

**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. (2018) *Data Analysis for Continuous School Improvement 4thEdition.* Larchmont, NY: Routledge.

**Class Meetings**

This class is scheduled in a hybrid format with only four (4) face-to-face class meetings. It is imperative that you attend all face-to-face class meetings. Please refer to the attendance section with the syllabus and the Auburn University Student Handbook for specific information on attendance. This class is scheduled to meet on Saturday, May 18, June 22, July 13, and July 278. All classes will be held from 8 am – noon.

During the weeks we are not meeting face-to-face, please refer to Canvas for your specific assignments for the week.

**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. Many of these standards are embedded in the readings and assignments; therefore, it is imperative that you complete all readings and assignments with fidelity to the program.

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| Knowledge (K) or Ability (A); OBJECTIVE; Alabama Instructional Leadership Standard  |
| a. (K) demonstrate effective research skills, including library research, data collection, interpreting and analyzing data, and reporting data 2a(2-4), 2j(4) |
| b. (K,A) demonstrate how to use data for school improvement 2i(6-7) |
| c. (K, A) demonstrate understanding and use of action research for school improvement 2f(5-6), 2g(1-3), 2j(3) |
| d. (K, A) distinguish among key terms, types of, and concepts about school data 2a(3), 2j(1-3) |
| e. (K, A) link school and district-level data to student achievement, school improvement, state reforms and No Child Left Behind 2h(9), 2i(8) |
| f. (K, A) collect existing data (e.g. student achievement) 2i(1-3), 2j(7) |
| g. (K, A) utilize data collection (protocols) and analytical skills (disaggregate) in multiple project-based experiences 2i(1-3), 2j(7) |
| h. (K, A) facilitate faculty discussion and analysis of school data 2a(2-4), 2j(4-7) |
| i. (K, A) develop data-driven improvement plans for the school improvement process 2i(1-3), 2j(7) |
| j. (K, A) describe trends, issues, and barriers to school improvement and reform and strategically plan to remove those barriers 2c(1-5), 2j(6) |
| k. (K, A) recognize with proper perspective, the need for school improvement and reform 2c(1-4) |
| l. (K, A) value the involvement and engagement of key stakeholders as well as representatives of underserved populations in school improvement efforts 2c(5-8), 2h(1-10) |
| m. (K, A) develop a personal vision of and commitment to school improvement and reform 2a(1-5) |
| n. (K, A) interpret and communicate research results effectively to both professional and lay audiences to advocate for school improvement 2a(6-7), 2h(1-3) |

**Course Content and Schedule**

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| **Week** | **Major Topics/Assignments** |
| IntroMay 18**(face-to-face)**8 am – 12 pm | Getting acquainted; Syllabus overview; Intro to Canvas; Text Coding groupsRead “No Schools Left Behind”, “Multiple Measures”, and “Intersections” articles in Canvas prior to class. Be prepared to discuss during class as these will serve as an overview of the course. |
| Week 1May 19-May 25 | Reading:Bernhardt – p. 1-26 – From Compliance to Commitment: Using Data for Continuous School Improvement; The Continuous School Improvement FrameworkAssignment due May 27 by 11:59 pm Participation Week 1 |
| Week 2May 26 – June 1 | Reading:Bernhardt – p. 27-114 – Who are We: Demographics Data; How We do Business: Perceptions Data; How are Our Students Doing: Student Learning Data; What are Our Processes: School Process DataAssignment due June 3 by 11:59 pmParticipation Week 2 |
| Week 3June 2 – June 8 | Reading:Bernhardt – p. 93-114 – How did We get to Where We are: Looking Across all the Data; What is Working and What is not Working: Delving Deeper into the DataAssignment due June 10 by 11:59 pmParticipation Week 3 |
| Week 4June 9 – June 15 | Reading:Bernhardt – p. 115-144 – Where do We Want to Be: Creating a Shared Vision and Monitoring Implementation; How are We going to get to Where We Want to Be: Implementing the Shared Vision by Creating a Plan for Continuous School ImprovementAssignment due June 18 by 11:59 pmParticipation Week 4 |
| Week 5June 16 – June 22**(face-to-face)**8 am – 12 pm | Analysis of School Picture – Who and What Portfolio (Small Group Analysis to build Strengths, Weaknesses, Implications)Complete Aggregated Commonalities and Aggregated Implications Worksheet (in class assignment)Assignments due June 24 by 11:59 pmParticipation Week 5School Picture – Who and What Portfolio  |
| Week 6June 23 – June 29 | Reading:Bernhardt – p. 145-166 – Strategies for Teachers: Using Data to Implement the Vision through the Continuous School Improvement Plant to Improve Teaching and LearningAssignment due July 1 by 11:59 pmParticipation Week 6 |
| Week 7June 30 – July 6 | Reading:Bernhardt – p. 167-191 – Continuous School Improvement Timeline: Making Time to do the Work; The Transformation from a Complying School to a Learning OrganizationAssignment due July 8 by 11:59 pmParticipation Week 7 |
| Week 8July 7 – July 13**(face-to-face)**8 am – 12 pm | Focus – writing/evaluating a CIPBring a copy of your school’s CIP to class (can be electronic)Assignments due July 15 by 11:59 pmParticipation Week 8Analyzing Your Data – Why Portfolio |
| Week 9July 14 – July 20 | Focus on completing Portfolio ProjectAssignment due July 22 by 11:59 pmParticipation Week 9 |
| Week 10July 21 – July 27**(face-to-face)**8 am – 12 pm | Vision and the importance to the process of school improvementReview of the Continuous School Improvement ProcessAssignments due July 29 by 11:59 pmParticipation Week 10Plan for Improvement – How Portfolio  |

**Evaluation/Description of Course Activities**

1. **Participation**

You are expected to attend each class session with the required reading completed before class and prepared to discuss the topic of the weekend. Class discussions and online weekly assignments are valuable to understanding the process of school improvement, and are important in making connections to the assignments you are completing this semester. It is important that you provide quality feedback to the assignments posted. You will submit your responses in a Word document or worksheet, depending on the assignment. 10 weekly participation activities @ 10 points each = **100 points**

1. **School Picture- Who and What Portfolio [Field Based Project]**

Each student will collect data from a school to compile the first part of a school improvement plan. The data will include, but not limited to, student and teacher demographics; student, teacher, and parent perceptions; student learning and school processes over at least a two (2) year period. 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. Refer to your text with specific examples of the types of data that should be included. Dig deep to truly gather the school’s data so that you are giving a clear picture of the school. The end product can be a PowerPoint or Flyer format. Be sure that you are reporting as much information as possible!

**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 teachers, 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. (Use AdvancED information, but be sure you explain what you have included!)

**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 (programs) are identified and represented in visual format.

**Total Points: 100**

1. **Analyzing Your Data-Why Portfolio [Problem Based Project]**

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 for analysis 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 and your own responses 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**

1. **Plan for Improvement-How Portfolio [Problem Based Project]**

Using your data portfolio and the Alabama CIP guidelines, you will write a well-developed continuous improvement plan for your selected school. This plan will focus on at least two goals (academic, non-academic and/or both) that you can present to the school for the new school year.

*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. Be specific in this evaluation plan, and it should be separate from your CIP. Please note that some of this information will be taken directly from your CIP, but in this section of your portfolio project, you will be explicit in your evaluation of your plans.

**Self-Reflection (\_\_\_\_/25 points)**

Thinking about the continuous school improvement process throughout this course, what have you learned about your school that you will share with teachers and administrators? Discuss how you will use this information to help move your school forward in becoming a learning organization. Also, what specific goals should your school address in the next 3-5 years based on your data collection? This is your opportunity to think outside of the box to make recommendations for the future.

**Total Points: 100**

**Grading Scale**

 **A = 360 – 400**

 **B = 320 – 359**

 **C = 280 – 319**

 **D = 240 – 279**

 **F = 239 and below**

**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](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://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](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://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](http://www.auburn.edu/student_info/student_policies/) ([www.auburn.edu/studentpolicies](http://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 Class A or 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.