COURSE APPROVAL DOCUMENT  
Southeast Missouri State University

Department: Educational Leadership and Counseling  
Course No. EA 607

Title of Course: Leading with Data  
Date: 1/5/16  
Please check: □ New Revision

I. Catalog Description (Credit Hours of Course):  
The process of school improvement is taught through the development of cultures of collaborative inquiry and data-driven change. (3 hours)

II. Co- or Prerequisite(s): Admission to Masters degree program.

III. Purposes or Objectives of the Course:
   A. The Candidate will demonstrate the ability to understand and interpret the traits of high-performing data cultures and ways to develop and sustain learner-centered practices in schools.
   B. The candidate will demonstrate the ability to discuss and use an inquiry-driven model for guiding productive group work with data.
   C. The candidate will demonstrate the ability to frame issues for investigation.
   D. The candidate will demonstrate the ability discuss and use fundamental definitions and descriptions of data types and choose effective data displays.
   E. The candidate will demonstrate the ability to identify and implement group-member knowledge, skills, and dispositions that drive high performance.
   F. The candidate will demonstrate the ability to address and execute three modes of discourse in data-based conversations: 1) dialogue, 2) discussion, and 3) decision making.
   G. The candidate will demonstrate the ability to address and resolve significant problems/challenges by turning decisions into productive plans for action driven by clear and measurable goals.

IV. Student Learning Outcomes (Minimum of 3)
   A. Students will demonstrate the ability to critically analyze and reflect on the results of a scaled group inventory for turning standards of excellence into data for feedback and self-correction to produce ongoing improvements in group performance.
   B. Students will reflect on the experience of working in a data team.
   C. Students will demonstrate the ability to create a visually vibrant data display.

V. Optional departmental/college requirements:

VI. Course Content or Outline (Indicate number of class hours per unit or section):
   A. Developing Cultures of Collaborative Inquiry 5 hours
   B. Introducing the Collaborative Learning Cycle 5 hours
   C. Avoiding Reality Wars 5 hours
   D. Knowing the Data Fundamentals 6 hours
   E. Developing High Performing Groups 6 hours
   F. Moving From Dialogue to Discussions to Decision Making 6 hours
   G. Evolving Decisions Into Actions 6 hours
   H. Data Project 6 hours

Please Attach copy of class syllabus and schedule as an example
Signature: ___________________________________________  Date: ____________

Chair

Signature: ___________________________________________  Date: ____________

Dean
COURSE SYLLABUS
SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Educational Leadership and Counseling

Course No: EA-607
New: Spring 2016

Margaret Dalton, Ph.D.
Office Hours: Wed. 11am to 1pm
Office Scully 425F
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mdalton@semo.edu

EA 607
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F. The candidate will demonstrate the ability to address and execute three modes of discourse in data-based conversations: 1) dialogue, 2) discussion, and 3) decision making.
G. The candidate will demonstrate the ability to address and resolve significant problems/challenges by turning decisions into productive plans for action driven by clear and measurable goals.

IV. Student Learner Outcomes:
A. Students will demonstrate the ability to critically analyze the results of a scaled group inventory for turning standards of excellence into data for feedback and self-correction to produce ongoing improvements in group performance.
B. Students will critically analyze the experience of working in a data team.
C. Students will demonstrate the ability to create a visually vibrant data display.

V. Expectations of Students:
A. Each Candidate is expected to read assignments from the text and other materials carefully and thoughtfully.
B. Each Candidate is expected to be an active participant in discussions and to demonstrate leadership behaviors in discussions.
C. Each Candidate is expected to demonstrate a mastery of course content in each assignment.
D. Each Candidate will demonstrate leadership skills needed to solve challenges/problems.

VI. Course Content or Outline:
A. Developing Cultures of Collaborative Inquiry 5hrs
B. Introducing the Collaborative Learning Cycle 5hrs
C. Avoiding Reality Wars 5hrs
D. Knowing the Data Fundamentals 6hrs
E. Developing High Performing Groups 6hrs
F. Moving From Dialogue to Discussions to Decision Making 6hrs
G. Evolving Decisions Into Actions 6hrs
H. Data Project 6hrs

VI. Textbook(s):

VII. Basis for Student Evaluation
A. Discussion Questions
B. Forum Discussions
C. Application Projects
D. Data Project

The weight of the evaluation criteria will vary according to each instructor and will be clearly communicated on the Moodle website.

The final exam due date and time will be clearly scheduled on the Moodle website.

The course will be entirely online.

IX. STUDENTS WITH DISABILITIES STATEMENT:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: http://www.semo.edu/cs/services/disability.htm

X. ACADEMIC HONESTY

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: http://www6.semo.edu/judaffairs/code.html

Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.
XI. CIVILITY AND HARASSMENT

A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Some of the texts and issues we will discuss may cause disagreements among members of the class. Multiple viewpoints are an essential component of any college course, and disagreeing with someone is fine. However, rude, disrespectful, aggressive, offensive, harassing, or demeaning behavior—either face-to-face or in an online discussion—toward anyone in the class will not be tolerated; students are expected to abide by the Code of Student Conduct (http://www6.semo.edu/stuconduct/code.html). Should a student feel someone has acted inappropriately toward them in class, please speak with the instructor at once so the situation can be addressed. The instructor for the course reserves the right to ask a student to leave the classroom or the online discussion for any inappropriate behavior, and if the situation warrants, may call campus security to remove the offending student from class.

XII. DISPOSITIONS

Professional Dispositions for Educational Leadership

The Dispositions, as assessed within Educational Leadership are guided by the central core of the Conceptual Framework. The beliefs and attitudes related to the areas of competence, reflection and caring, were the guiding force in establishing the dispositions assessed at the beginning and end of coursework. These dispositions continue to be validated by P-12 personnel, faculty and the candidates themselves as the evaluation process evolves. In 2007, an Improvement Disposition Plan (IDP) form was created to inform and remediate the candidates who did not meet or exceed the expectations of the unit. The IDP form is available for faculty to utilize during supervision of field experiences, as well as in the classroom setting.

The following assessed dispositions are listed under the applicable Conceptual Framework Term.

Competent:

- Committed to the development of a quality learning environment
- Willingly shares ideas and materials with others
- Prefers being part of a team
- Maintains high ethical and professional standards
- Is aware of program policies and professional practices
- Responds to program guidelines positively
- Maintains a professional appearance
- Recognizes the variety of ideas, values and cultures in the larger political, social, economic, legal and cultural context.
- Receptive to change for continuous improvement of learning environments
- Displays a results-oriented (professional program assessment) mentality
- Quality of oral expression is good and effective with a variety of audiences
- Exhibits effective written expression with proper mechanics and spelling

Reflective:

- Makes decisions that enhance learning and instruction
- Is willing to take risks to improve student achievement (learning)
- Is creative and resourceful and independently implements plans
- Demonstrates the ability to distinguish between relevant and irrelevant information
- Poses probing questions and identifies problems regarding educational issues
- Demonstrates appropriate analysis, synthesis and evaluation of data and information
- Solicits input and feedback from others
- Properly channels constructive criticism to the improvement of programs and learning

Caring:
- Believes that all students can learn
- Sees education as a key to opportunity and social mobility
- Maintains a high rate of attendance
- A self-starter who identifies needs and attends to them immediately
- Displays good judgment regarding the maintenance of good relationships
- Is diplomatic and sensitive to others’ feelings and opinions
- Appears to be deeply committed to a career in administration
- Displays enthusiasm for the profession

XIII. ADDITIONAL CONTENT

Alignment of Standards to Student Learning Outcomes

<table>
<thead>
<tr>
<th>Objective/SLO</th>
<th>Conceptual Framework Unit Standard Met</th>
<th>Teacher Leader Standard Met</th>
<th>Assessment Assuring that the Objective has been met</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Students will demonstrate the ability to critically analyze and reflect on the results of a scaled group inventory for turning standards of excellence into data for feedback and self-correction to produce ongoing improvements in group performance.</td>
<td>Domain V</td>
<td>Scaled Group Inventory and Self Assessment Inventory</td>
<td></td>
</tr>
<tr>
<td>B. Students will reflect on the experience of working in a data team.</td>
<td>Domain V</td>
<td>Reflecting on Your Experience</td>
<td></td>
</tr>
<tr>
<td>C. Students will demonstrate the ability to create a visually vibrant data display.</td>
<td>Domain V</td>
<td>Data Display Project</td>
<td></td>
</tr>
</tbody>
</table>

XIV. WHOM TO CONTACT WITH CONCERNS:
Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the department chair, Dr. C.P. Gause at cgause@semo.edu.