COURSE APPROVAL DOCUMENT
Southeast Missouri State University

Department: Educational Leadership and Counseling Course No. EA721
Title of Course: Data Driven Leadership for School Improvement Date: 2/26/16

Please check: □ New

I. Catalog Description (Credit Hours of Course):
Students will learn how to lead district personnel through the data collection process, analysis, interventions, accountability, and sustainment for school improvement. (3)

II. Co- or Prerequisite(s):
Admission to the Specialist in Teacher Leadership Program

III. Purposes or Objectives of the Course (optional):
The intent of this course is for the student to gain relevant experience in the collection, analysis, and use of data in a school district. At the culmination of the course, the student will:
A. have an understanding of the cause and effect of all data points for data analysis in a district.
B. apply various protocols for school/district improvement that include improvement of teaching and learning, curriculum review, professional development, and assessments.
C. demonstrate leadership skills in the various role dimensions of school improvement – conceptual skills, human relations and communication skills, and technical skills.
D. utilize leadership skills in designing, implementing and monitoring phases of school improvement.
E. analyze school and district achievement data, perceptual data, and teacher data to construct school and district improvement plans.
F. compare and contrast test results to state standards and use this data as an integral component of instructional improvement to make improved educational decisions.
G. demonstrate leadership skills to assist in the cultural changes necessary to embrace a data driven decision making environment.

IV. Student Learning Outcomes (Minimum of 3):
The student will be able to:
A. Use technology tools to efficiently and accurately analyze, disaggregate and report data.
B. Use classroom, district, and teacher data to make educational decisions relative to the administration of teaching and learning.
C. Utilize a problem solving cycle to identify root causes of school issues and develop action plans to address areas of problem and concern.
D. Develop a school improvement profile incorporating but not limited to demographic and achievement data.
E. Develop a strategic plan for improvement based on all district/school data that will include interventions, coaching, and sustainment action plans.

V. Optional departmental/college requirements:
A.
B.
VI. Course Content or Outline (Indicate number of class hours per unit or section):

Topics to be addressed during the course:

A. Basics of data and school improvement 3hrs
B. Identification and Analysis of Demographic Data 4hrs
C. Perceptual Data 3hrs
D. Identification and Analysis of Achievement Data 6hrs
E. Classroom Data 4hrs
F. Teacher Data 4hrs
G. Data Processes 4hrs
H. Strategic Plan 5hrs
I. School/District Improvement Plan 10hrs
J. Sustainability 2hrs

Total hours 45

Please Attach copy of class syllabus and schedule as an example

Signature: ___________________________________________ Date: ______________

Chair

Signature: ___________________________________________ Date: ______________

Dean
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IV. **Student Learner Outcomes:**
The student will be able to:

   A. Use technology tools to efficiently and accurately analyze, disaggregate and report data.
   B. Use classroom, district, and teacher data to make educational decisions relative to the administration of teaching and learning.
   C. Utilize a problem solving cycle to identify root causes of school issues and develop action plans to address areas of problem and concern.
   D. Develop a school improvement profile incorporating but not limited to demographic and achievement data.
E. Develop a strategic plan for improvement based on all district/school data that will include interventions, coaching, and sustainment action plans.

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

VI. Course Content or Outline:
   A. Basics of data and school improvement 3hrs
   B. Identification and Analysis of Demographic Data 4hrs
   C. Perceptual Data 3hrs
   D. Identification and Analysis of Achievement Data 6hrs
   E. Classroom Data 4hrs
   F. Teacher Data 4hrs
   G. Data Processes 4hrs
   H. Strategic Plan 5hrs
   I. School/District Improvement Plan 10hrs
   J. Sustainability 2hrs

VII. Textbook(s):

VIII. Basis for Student Evaluation
   A. Discussion Questions
   B. Forum Discussions
   C. Application Projects
   D. Data Analysis Project
   E. School Improvement Plan

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

Grading Scale:
The weight of the evaluation criteria will vary according to each instructor and will be communicated at the beginning of the course.

Final Letter Grade:
90% - 100% -- A
80% - 89% -- B
70% - 79% -- C
0 – 70% -- F
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/ds/

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 will be expected to abide by the University Policy for Academic Honesty regarding plagiarism and academic honesty. Refer to:
http://www.semo.edu/facultysenate/handbook/5d.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://www.semo.edu/pdf/stuconduct-code-conduct.pdf. 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>Student Learning Outcomes</th>
<th>Conceptual Framework Unit Standard Met</th>
<th>ELCC/PSEL Standard Met</th>
<th>MOSTEP Standard Met</th>
<th>Assessment Assuring that the Objective has been met</th>
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| A. | The student will use technology tools to efficiently and accurately analyze, disaggregate and report data. | Standard 1.2, 1.4, 2.4, 3.2 4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4.g, 10.g | 1.3.1, 1.3.2 | *Data Analysis Project  
*Class participation through Google+  
*Vignette |
| B. | The student will use classroom, district, and teacher data to make educational decisions relative to the administration of teaching and learning. | Standards 1.1, 1.2, 1.4, 2.3, 3.5, 4.1, 5.5, 6.3 2.c, 3.c, 4.a, 4.b, 4.c, 4.d, 4.e, 4.f, 4.g, 5.a, 5.c, 5.d, 6.d, 6.e, 10.a-j | 1.3.1, 1.3.2, 1.3.6 | *Class participation through Google+  
*Vignette  
*Data Processes  
*School/District Improvement Plan |
| C. | The student will utilize a problem solving cycle to identify root causes of school issues and develop action plans to address areas of problem and concern. | Standards 1.2, 2.1, 2.2, 3.5 2.c, 3.c, 4.g, 5.d, 5.e, 5.f, | 1.3.1, 1.3.2 | *Class participation through Google+  
*Vignette  
*Data team Process |
| D. | The student will develop a school improvement profile incorporating but not limited to demographic and achievement data | Standards 1.2 4.b, 4.c, 4.d, 4.e, 4.f, 4.g, 10.a-j | 1.3.1, 1.3.2 | *Class participation through Google+  
*Vignette  
*Data Analysis Project |
| E. | The student will develop a strategic plan for improvement based on all district/school data that will include interventions, coaching, and sustainment action plans. | Standards 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.5, 4.1, 5.5, 6.3 2.c, 3.c, 5.a, 5.b, 5.c, 5.d, 5.e, 5.f, 6.d, 6.e, 10.a-j | 1.3.1, 1.3.2, 1.3.6 | *Class participation through Google+  
*Vignettes  
*Strategic Plan |

Professional Standards for Educational Leaders (PSEL) - [PSEL Standards](#)  
Educational Leadership Constituent Council Standards – [ELCC Standards](#)  
Missouri Standards for Teacher Education Programs - [MoSTEP](#)
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.

DEPARTMENTAL APPROVAL DATE: February 10, 2016

COLLEGE COUNCIL APPROVAL DATE