

**GRADUATE COUNCIL  
NEW COURSE PROPOSAL**

**Please submit the typed original with all required signatures to the Graduate Council**  
Course syllabus must be attached and completed according to Fitchburg State guidelines

Form functionality most compatible using Adobe Acrobat 9 and newer.

Course Title: Using Data to Improve Student Learning

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Banner Abbreviation:

|   |   |   |   |  |   |   |   |  |   |   |   |   |   |   |   |  |   |   |   |   |   |   |   |   |  |  |  |  |  |  |
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Faculty member(s) who  
are creating the course:

Contact Person: Janna Heiligenstein

Graduate Program Proposing Change: EDLM-Education

**Course Description:**

Through case studies, applied practice, and research-based practices, students investigate data sources for possible application in administrative decision-making to improve teacher effectiveness and student learning, as well as for school improvement. Methods for analyzing and interpreting federal, state, district and school-based data are covered with additional consideration of data credibility, relevance, reliability, and usability. Establishing a data culture, investing in an information management system, selecting the right data, and analyzing and acting on data to improve performance is emphasized. This course has embedded experiential (field-based) learning components.

**Rationale for Offering the Course:**

This course already exists in the hybrid on-campus EDLM program in a 16-week format and summer format. We are only proposing a new number and name for the course to identify it as part of the accelerated on-line EDLM program.

**GRADUATE COUNCIL  
NEW COURSE PROPOSAL**Is there a similar undergraduate course? ☐ Yes ☒ No If so, how does this graduate course differ?Discipline Prefix: EDLMIf more than  
one provide  
rationale:Credits: 3Level: ☐ 7000 ☒ 8000 ☐ 9000Brief  
rationale for  
level choice:

Additional Requirements: Laboratory Hours: \_\_\_\_\_

Pre-Practicum Hours: \_\_\_\_\_

Practicum Hours: \_\_\_\_\_

Fieldwork Hours: x

Other (specify): \_\_\_\_\_

Prerequisite course(s) if any: \_\_\_\_\_

This course will be: ☒ a Required Course ☐ an Elective Special/Note: \_\_\_\_\_Course is a replacement for EDLM 8033 (replaces Topics course)  
(Course Number/Name): \_\_\_\_\_Has the course been offered previously as a "Topics" course? ☐ Yes ☒ No

If yes, How often? \_\_\_\_\_

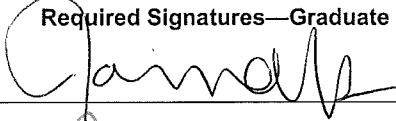
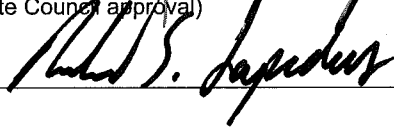
What is the Expected Average Enrollment?: 30

Which semester will this course first be offered?: \_\_\_\_\_

How often thereafter to be offered?: AnnuallyDoes this course affect offerings in any other department or program? ☐ Yes ☒ No If yes, please explain.Is this an Extended Campus course? ☐ Yes ☒ No

**GRADUATE COUNCIL  
NEW COURSE PROPOSAL**

Course syllabus must be attached and completed according to Fitchburg State guidelines.

☒ Course Syllabus is Attached[Print Form](#)☒ Reviewed by Dean: Dean Bruno Hicks**Required Signatures—Graduate and Continuing Education New Course Approval**Course Developer:  Date: 3/20/18Department Chair:  Date: 3/20/18Graduate Council Chair:  Date: 4/3/18  
(Indicates Graduate Council approval)President:  Date: 5/5/18

# FITCHBURG STATE UNIVERSITY

## Educational Leadership and Management Comprehensive Syllabus

EDLM 8033

### Using Data to Improve Student Learning (3 credits)

**Instructor:**

**Contact Information:**

**Office Hours:**

**Catalog Description:**

Through case studies, applied practice, and research-based practices, students investigate data sources for possible application in administrative decision-making to improve teacher effectiveness and student learning, as well as for school improvement. Methods for analyzing and interpreting federal, state, district and school-based data are covered with additional consideration of data credibility, relevance, reliability, and usability. Establishing a data culture, investing in an information management system, selecting the right data, and analyzing and acting on data to improve performance is emphasized. This course has embedded experiential learning components.

**Texts:**

*How Teachers Can Turn Data Into Action*, Venables, Daniel R., ASCD (2014)

**Critical Friend/Professional Learning Community Protocol Resources**

Massachusetts Department of Elementary and Secondary Education. (2018). *PLC Expansion project*. Malden, MA: Author. Retrieved from <http://plcexpansionproject.weebly.com/>

School Reform Initiative. (2018). *Protocols*. Denver, CO: Author. Retrieved from <http://www.schoolreforminitiative.org/protocols/>

**Other Resources:**

Fitchburg State University Educator Preparation Programs. (2017). *Conceptual framework*. Fitchburg, MA: Author. Retrieved from <http://www.fitchburgstate.edu/edunit/ConceptualFramework2.cfm>

Massachusetts Department of Elementary and Secondary Education. (2017). *Conditions for school effectiveness and self-evaluation*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/apa/ucd/CSESelf-Assessment.pdf#search=%22Conditions%22>

Massachusetts Department of Elementary and Secondary Education. (2017). *Curriculum frameworks*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/frameworks/current.html>

Massachusetts Department of Elementary and Secondary Education. (2017). *The Massachusetts model system for educator evaluation: Part III: Appendix B ESE model rubrics for school-level administrator*. Malden, MA: Author. Retrieved from [http://www.doe.mass.edu/edeval/model/PartIII\\_AppxB.pdf](http://www.doe.mass.edu/edeval/model/PartIII_AppxB.pdf)

Massachusetts Department of Elementary and Secondary Education. (2017). *The Massachusetts model system for educator evaluation: Part III: Appendix C ESE model rubrics for teacher*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/edeval/model/>



### Fitchburg State University Education Unit Conceptual Framework

This course will address the dispositions of the Conceptual Framework in the following way(s):

**Knowledge:** As a result of the learning experiences in the course, the student will become more cognizant of:

- how to use data to improve student learning
- how data are used to inform practices, such as those associated with effective schools and/or districts
- where to look for credible data that can inform practice
- the process for data collection by means that is unbiased and reliable

**Skill:** As a result of the learning experiences in the course, the student will become better able to:

- search for data that will inform practice
- differentiate between reliable and unreliable data sources
- identify bias, contamination, and study limitations
- act on data
- build a culture of data-informed decision making
- provide feedback to teachers and the institutions that collect data for improved future practice
- use data to improve school culture, teacher effectiveness, and student learning

**Caring:** As a result of the learning experiences in the course, the student will become more competent to:

- collaborate objectively, effectively, and respectfully with colleagues
- employ data for the common good to consider subgroup demographics, multicultural awareness, gender sensitivity, and racial and ethnic appreciation

**Ethical:** As a result of the learning experiences in the course, the student will become more competent in:

- using data ethically and responsibly

**Educator as Reflective Leader:** As a result of the learning experiences in the course, the student will further develop her/his capacity to

- collect, identify, and analyze meaningful and appropriate data to improve teaching and learning
- collaborate with colleagues to reflect on data to improve school culture, curriculum, instruction, and assessment
- make decisions and develop and implement action plans based on data

**Field Experience:** This course requires **field experience hours**. Field assignments will develop student knowledge, skills, and dispositions as data-drive leaders at the level of interest (supervisor, director, or principal). The following components are attached to these field assignments (See Course Requirements section of the syllabus for details of these assignments):

- a. **Two Data Reviews at the level of licensure of interest**
- b. **Facilitation of Data Analysis with Teacher Teams or Other Group Identified**

### **Course Objectives:**

At the conclusion of the course, the student will be able to:

- collect, analyze, and use data to improve teaching and learning, work towards closing proficiency gaps, goals, assess organizational effectiveness, and develop plans for continuous improvement school goals
- use multiple sources of evidence related to student learning, including state, district, and school assessment results and growth data, to inform school and district goals and improve organizational performance, educator effectiveness and student learning
- use data to systematically monitor, evaluate, and make needed changes to curriculum, instruction, and programs to improve teaching and learning
- promote the most effective and appropriate technologies to support teaching and learning in a school environment
- model reflective practice
- develop and nurture a culture in which all staff members are reflective about their practice and use student data to continuously adapt instruction and achieve improved results
- manage time
- plan and lead well-run and engaging meetings that use PLC/CFG protocols to ensure thoughtful, productive series of conversations and deliberations focused on teaching and learning

### **Course Content:**

#### **Data Belong to Everyone:**

- The collaborative process of collecting, analyzing and using data for improvement
- Formative vs. summative use of data
- The role of leadership
- Where is the threshold? What are the benchmarks?
- Use of case studies to develop the knowledge to make data-informed decisions
- A broad look at your school or district data—what does the preliminary data tell us?
- Diving deeper into data: Methodology—consideration of data credibility, relevance, reliability, and usability

#### **Types of Data:**

- Federal Data
  - Review of Current Data Sources
  - National Center for Education Statistics ([nces.ed.gov/](http://nces.ed.gov/))
    - Review of the website
      - Assessments
      - Early Childhood
      - Elementary/Secondary
      - International
      - Library

- Postsecondary
  - Statistical Standards Program
  - Applying the framework
- State Data
  - State test
  - District Analysis Review Tools (DART)
    - English Language Learners
    - Math and science
    - Professional development spending per teacher
    - Per-pupil expenditures
    - Student growth percentiles
    - School data
    - Administrator turnover rates
    - Salary data
    - Local Data
  - Observations
  - Writing surveys
- School Data
  - Benchmarking
  - Grade data
  - Across grade data

#### **Developing a Culture of Data-informed Decision Making**

- Establishing and sustaining Professional Learning Communities (PLC)/Critical Friends Groups (CFG)
- Training staff for this work
- Facilitating data analysis sessions
- Overcoming obstacles
- Using data to improve instruction
- Using data to improve student learning
- Using data to identify targeted professional development
- Sustaining the data-informed momentum
- Taking stock and reflecting on the process

### Instructional Strategies:

- Blackboard platform
- Collaborative Learning
- Collaborative Learning Groups
- Computer Application
- Creating Visual Illustrations of Concepts
- Data Collection and Analysis
- Discovery
- Discussion/Questioning
- Independent Learning
- Field Experience
- Independent Research
- Interviewing
- Lecture/Presentation
- Problem Finding/Solving
- Reflective Response
- Role Playing/Simulation
- Observing or Listening and Discussion

### Course Requirements:

**Participation:** Students are expected to participate every on-line class session/class activity/discussions, etc, to be prepared, to follow directions regarding assignments, to turn assignments in on a timely basis and to communicate with the instructor regarding any questions or requests for different deadlines. Participation in class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments.

- **Data Review #1: (Formative Assessment)** The student reviews a table or a set of current data presented on their state's education department website, writing a 1-2 page memorandum addressed to a school or district administrator (real or fictitious) as a description of what the data tells us and an interpretation as to what the data mean. Within this memorandum the student reviews, compares and contrasts, if applicable, the school's data against the state data. The student concludes the memorandum with a set of recommendations as to what actions the administration might take in response to these data. Additionally, students should reflect on how the data are relevant to their role as principal, director or supervisor. Students should be prepared to discuss this work with others when due.
- **Data Review #2: (Formative Assessment)** Same instructions as set up for Data Review #1 above, only now for a different set of data. Again, students should reflect on how the data are relevant to their role as principal, director or supervisor. Students should be prepared to discuss this work with others when due.
- **Facilitation of Data Analysis with Teacher Teams or Other Group Identified: (Summative Assessment)** The student will study data that will be analyzed by a team of teachers or other group as identified by the school. The student will lead the group through the analysis of data. The student will keep minutes and conclusions of the data analysis and the next steps decided by the team or group. The student will generate a report that: provides the data, the analysis, the outcomes, next steps, and a reflection of the process of the sessions.
- **Final Paper Written to the School Committee/School Board Recommending How to Use the Data: (Summative Assessment)** The student prepares a paper as if it were to be sent to the superintendent, school committee/school board or other governing body based upon one of, perhaps the strongest work, from the above assignments. Graphic representations of data should be included in the paper. Recommendations of how to use the data for improvement are an essential piece of this paper.
- **Presentation: (Summative Assessment)** The student prepares a presentation as if it were to be presented to the school board/school committee or another governing body based upon one of, perhaps the strongest work from, the above assignments. Graphic representations of data should be included in this presentation. This presentation will be presented on-line to the class. Recommendations of how to use the data for improvement are an essential piece of this paper. The presentation length should be no more than 10 minutes.

### Schedule of Classes, Readings, Activities, and Assignments

| Session | Reading and/or Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Assignments Due:                                                                   |
|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Week 1  | <p><u>Objectives:</u><br/>           Understand what kind of data is being used in your district and who is using it<br/>           Determine what data do members of your school and district have access to and how do they access it<br/>           Determine if teachers in your school and district know what kind of data they are responsible for collecting and when to collect it</p> <p><u>Read:</u></p> <ul style="list-style-type: none"> <li>• How Teachers can turn data Into action, Venables, Daniel R., ASCD (2014)-Introduction</li> <li>• Massachusetts Department of Elementary and Secondary Education. (2010). <i>Supporting school and district improvement with professional learning communities</i>. Malden, MA: Retrieved from <a href="http://www.doe.mass.edu/apa/ucd/PLCguidance.pdf">http://www.doe.mass.edu/apa/ucd/PLCguidance.pdf</a>;; Massachusetts Department of Elementary and Secondary Education. (2014). <i>PLC expansion project</i>. Malden, MA: Retrieved from <a href="http://plcexpansionproject.weebly.com/">http://plcexpansionproject.weebly.com/</a>; School reform initiative. (2013). <i>Protocols</i>. Denver, CO: Author. Retrieved from <a href="http://www.schoolreforminitiative.org/protocols/">http://www.schoolreforminitiative.org/protocols/</a></li> </ul> <p><u>Watch:</u> <a href="#">Introduction to Data.pptx</a></p> <p><u>Discuss:</u> Complete Discussion board posts for Module 1 and comment on the posts of at least 2 peers: Briefly describe your current understanding about both Response to Intervention and Professional Learning Communities</p> | <p><u>Due:</u> Discussion board posts, Begin work on Data Review #1 due week 2</p> |
| Week 2  | <p><u>Objectives:</u><br/>           Articulate your purpose for collecting data in your school or district<br/>           Explain protocols currently being used within your district to digest and discuss data<br/>           Use both positive and negative data to develop action plan<br/>           Identify key roles for members of your data teams and outline responsibilities<br/>           Determine why personnel and data should be selected for your data team</p> <p><u>Read:</u><br/>           How teachers can turn data Into action, Venables, Daniel R., ASCD (2014)-Reviewing existing data and asking questions</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>- 1<sup>st</sup> Data Assignment</p>                                            |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                    |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
|        | <p><a href="http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx">http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx</a></p> <p><u>Watch:</u><br/> <a href="https://vimeo.com/125277509">https://vimeo.com/125277509</a><br/> Professional learning communities.pptx</p> <p><u>Discuss:</u> Complete Discussion Board posts for Module 2 and comment on the posts of at least 2 peers:</p> <ul style="list-style-type: none"> <li>• After reviewing the material for this week, do you feel as if you are currently a part of a PLC in your organization? Please give examples of characteristics of your organization that support your answer.</li> <li>• List a minimum of two pieces of data used in your organization, and describe how these data are used to drive discussion and instruction.</li> </ul> |                                                                    |
| Week 3 | <p><u>Objectives:</u><br/> Develop exploratory questions that will guide the triangulation of your data<br/> Determine protocol for identifying differences in opinion about data and how to address those differences<br/> Establish a system for identifying outliers and how to address them</p> <p><u>Review:</u><br/> Please visit <a href="http://www.rtinetwork.org/learn/what/whatisrti">http://www.rtinetwork.org/learn/what/whatisrti</a> and explore the materials associated with the age group that you work with</p> <p><u>Read:</u><br/> How teachers can turn data into action, Venables, Daniel R., ASCD (2014)-Data meeting 2: Triangulating the data</p> <p><u>Discuss:</u> Answer discussion board posts associated with module 3 and on the posts of at least 2 of your peers</p>                                                                                                                                                                 | - 2 <sup>nd</sup> Data Assignment                                  |
| Week 4 | <p><u>Objectives:</u><br/> Be able to discuss student gaps through meaningful discussion about teacher practice rather than blaming students<br/> Identify potential roadblocks and solutions associated with addressing student learning gaps<br/> Determine obstacles that are both inside and outside of your control<br/> Identify strategies that can help to avoid repetitive learning gaps</p> <p><u>Read:</u><br/> How Teachers Can Turn Data Into Action, Venables, Daniel R.,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | - Facilitation of Data Analysis with Teacher Teams or Other Groups |

|        |                                                                                                                                                                                                                 |                                                  |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
|        | ASCD (2014)-Data meeting 3: Determining gaps and goals<br><br><u>Discuss:</u> Complete Discussion Board posts for Module 4 and comment on the posts of at least 2 peers                                         |                                                  |
| Week 5 | <b><u>Read:</u></b><br>- <i>How Teachers Can Turn Data Into Action</i> , Venables, Daniel R., ASCD (2014)- <b>Data meeting 4: Planning for action and implementation period: In the classroom</b>               | -                                                |
| Week 6 | <b><u>Read:</u></b><br>- <i>How Teachers Can Turn Data Into Action</i> , Venables, Daniel R., ASCD (2014)- <b>and Data meeting 5: Evaluating success and determining next steps and putting it all together</b> | - Final Paper                                    |
| Week 7 | - Final Presentations                                                                                                                                                                                           | - Presentations: Power Point and other Documents |

#### Assignment Distribution for Grading

| Assignments                                                                                                               | Value       |
|---------------------------------------------------------------------------------------------------------------------------|-------------|
| Participation (*includes all discussions, small group work, journals, etc.)                                               | 10%         |
| Data Review #1 ( <b>Formative Assessment</b> )                                                                            | 15%         |
| Data Review #2 ( <b>Formative Assessment</b> )                                                                            | 15%         |
| Facilitation of Data Analysis with Team/Group ( <b>Summative Assessment</b> )                                             | 25%         |
| Final Paper Written to the School Board/School Committee Recommending how to Use the Data ( <b>Summative Assignment</b> ) | 25%         |
| Presentation ( <b>Summative Assessment</b> )                                                                              | 10%         |
| <b>Total</b>                                                                                                              | <b>100%</b> |

#### Graduate Grading System

|            |            |       |
|------------|------------|-------|
| <b>4.0</b> | 95-100     | A     |
| <b>3.7</b> | 92-94      | A-    |
| <b>3.5</b> | 89 – 91    | A-/B+ |
| <b>3.3</b> | 86 – 88    | B+    |
| <b>3.0</b> | 83 – 85    | B     |
| <b>2.7</b> | 80 – 82    | B-    |
| <b>2.5</b> | 77 – 79    | B-/C+ |
| <b>2.3</b> | 74 – 76    | C+    |
| <b>2.0</b> | 71 – 73    | C     |
| <b>0.0</b> | 0 – 70     | F     |
| <b>W</b>   | Withdrawn  |       |
| <b>IN</b>  | Incomplete |       |

### **Extended Campus Students**

Fitchburg State University encourages all students who are not near campus to take advantage of online student services. Created in a "virtual student center" just for them, the pages provide access to Counseling Services, Career Services, The Student Activity Center, Library Services, the university bookstore and many other helpful links. Go to the university homepage at <http://www.fitchburgstate.edu/> and click on Offices and Services. Scroll down and click on Extended Campus Center.

### **Distance Learning & Extended Campus Library Services & OneCard**

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard's Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to Linda LeBlanc, Access Services Librarian, at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu). There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to students and instructions as to how to access them.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Students select the resource they want to access from the alphabetical or subject listing. Once clicked on a database title, the student will be prompted for her or his Falcon Key logon information; the same logon used for their Fitchburg State email account and for online Blackboard courses. If the student does not know the Falcon Key username and password or if they have any problems logging in, they can contact the university's Technology Help Desk at 978-665-4500 or [helpdesk@fitchburgstate.edu](mailto:helpdesk@fitchburgstate.edu). The Library can issue a temporary guest Falcon Key to use while the Technology Department is setting up the account (call 978-665-3062 or email at [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu)).

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID, which also serves as his or her library card. If the student has not received her or his OneCard yet, they can still access all of Fitchburg State online services as long as they have activated their library account. Activate library accounts in person at the Circulation Desk or online at <http://www.fitchburgstate.edu/academics/library/policies/borrowing-renewals/>. After activation by the Gallucci-Cirio Library and receipt of their OneCard, students may also use any Massachusetts State College/University Library as well as participating libraries in the Academic and Research Collaborative (ARC) during the current semester.

OneCards are available on campus all year round. Students wanting a OneCard must either present a course registration confirmation at the OneCard Office in the Anthony Building, main campus or complete the online Extended Campus OneCard request form, which can be found at <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm>. The OneCard Office number is 978-665-3039.

### **Fitchburg State University Library Online Services**

Online Library Services may be accessed through the Fitchburg State University Homepage at [www.fsc.edu/library](http://www.fsc.edu/library). Students may access any of several full-text online databases. Passwords are

available to students by calling 978-665-3762. Degree students are eligible for a Fitchburg State University ID, which allows use of all Massachusetts State University libraries for the current semester. ID card is available on campus. To obtain an ID card, student must present course registration confirmation at Academic Computing and Media Services, room 229, the Conlon Arts Building. Call 978-665-3039 for available times.

## **University Policies**

### **Students with Disabilities**

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978/665-3427 or 978/665-3575 TTY. If you need course adaptations or accommodations because of a disability please talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

### **Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook.

### **Academic Integrity Policy**

The faculty in the Education Unit at Fitchburg State University adhere to the policy that work submitted in fulfillment of course requirements will be solely that of the individual student and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

### **Copyright Policy**

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Student Handbook for more details.

## **Instructor Policies:**

### **Attendance and Participation**

1. As an emerging professional, you are expected to attend/participate in every on-line class session, to be on time, to be prepared and to communicate with the instructor regarding any absences.
2. Participation in class discussions and cooperative groups is expected. All students are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time.  
**Completion of assigned reading is imperative to your individual development as a professional.**
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are factored into the final grade.

### **Assignments**

1. All assignments must be typed, doubled-spaced, and use APA format when appropriate.
2. Assignments must be submitted on the due date via BLACKBOARD unless other arrangements have been made with the instructor **PRIOR TO THE DUE DATE**. No late work will be accepted unless arrangements have been made with the instructor and an extended due date negotiated. Late assignments may incur a reduction of points/day late.

All students are expected to demonstrate a level of writing proficiency that is appropriate for emerging professionals in the field of education and at the **graduate level**. Assignments that are handed in with obvious spelling errors, inadequate sentence structure, and a lack of organization will not be graded and will be returned to the student. Students are responsible for the revision process. If improvement is not made on the second assignment, the lack of writing proficiency will be reflected in the grade given on the assignment.

**Please communicate with me early in the semester if you are concerned about written assignments, so that I can assist you in getting the support you may need.**

## Resources

- Bartlett, R. (2013). *A practitioners guide to business analytics: Using data analysis tools to improve your organization's decision making and strategy*. McGraw-Hill.
- Bowers A. J. & Berland, M. (2013, February). Does recreational computer use affect high school achievement? *Educational Technology, Research and Development*, 61(1), 51-69.
- Datnow, A. & Park, V. (2008). School system strategies for supporting data use. In Kowalski, T. J. & Lasley II, T. J. *Handbook of data-based decision making in education*. New York: Routledge. 191-207.
- Glass, D., Meyer, A., & Rose, D. H. (2013, Spring). Universal design for learning and the arts. *Harvard Educational Review*, 83(1), 98-119.
- Greenwood, G. E. & Parkay, F. W. (1989). *Case studies for teacher decision making*. New York, NY: Random House.
- Kyu Tae, K. (2012, October). Using process indicators to facilitate data-driven decision making in the era of accountability. *Creative Education*, 3(6), 685-691.
- Kowalski, T. J. Lasley II, T. J., & Mahoney, J. W. (2007). *Data driven decisions and school leadership*. Boston: Pearson.
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**Forms, Rubrics, Procedural Documents  
for  
EDLM 8033  
Using Data to Improve Student Learning**

**Data Assignments  
(FORMATIVE ASSESSMENT)**

| <b>Components</b>                | <b>Does not Meet Standard</b><br>Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level                                            | <b>Acceptably Meets the Standard</b><br>Meets expectations for standard; needs occasional minimal support                                                                                        | <b>Comprehensively Meets the Standard</b><br>Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance                                                          |
|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge and Use of Data</b> | <ul style="list-style-type: none"> <li>Identifies few data sources of student learning data but these data do not provide multiple perspectives on performance</li> </ul>                    | <ul style="list-style-type: none"> <li>Identifies a range of appropriate data sources that provide a range of perspectives on student learning and/or school and district performance</li> </ul> | <ul style="list-style-type: none"> <li>Identifies a range of appropriate data sources, including non-traditional information that offers a unique perspective on student learning and/or school and district performance</li> </ul> |
|                                  | <ul style="list-style-type: none"> <li>Needs to compare and contrast data with state, when applicable</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Compares and contrast data with state, when applicable</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>Perceptively compares and contrast data with state, when applicable</li> </ul>                                                                                                               |
|                                  | <ul style="list-style-type: none"> <li>Demonstrates minimal capacity to effectively analyze the data for decision- making purposes</li> </ul>                                                | <ul style="list-style-type: none"> <li>Demonstrates a strong capacity to effectively analyze the data for decision-making purposes</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Demonstrates a strong capacity to accurately, effectively and comprehensively analyze data for decision-making purposes</li> </ul>                                                           |
|                                  | <ul style="list-style-type: none"> <li>Needs to provides visual analysis of data (bar graphs, tables) or visual is unclear and minimally or inaccurately inform the data analysis</li> </ul> | <ul style="list-style-type: none"> <li>Provides visual analysis of data (bar graphs, tables) that competently inform the data analysis</li> </ul>                                                | <ul style="list-style-type: none"> <li>Provides visual analysis of data (bar graphs, tables) that effectively inform the data analysis</li> </ul>                                                                                   |

|                                                                |                                                                                                                                                                                                   |                                                                                                                                                                                           |                                                                                                                                                                                                         |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>School and District Goals</b>                               | <ul style="list-style-type: none"> <li>Assesses the school's strengths and weaknesses using data that are not carefully analyzed</li> </ul>                                                       | <ul style="list-style-type: none"> <li>Uses data to accurately assess the school's and/or district's strengths and areas for improvement</li> </ul>                                       | <ul style="list-style-type: none"> <li>Uses data to conduct a comprehensive diagnosis of the school and/or district strengths and weaknesses using appropriate data</li> </ul>                          |
|                                                                | <ul style="list-style-type: none"> <li>Minimally or inaccurately uses data to inform the development of focused, measurable school and district goals</li> </ul>                                  | <ul style="list-style-type: none"> <li>Uses data to inform the development of focused, measurable school and district goals</li> </ul>                                                    | <ul style="list-style-type: none"> <li>Perceptively uses data to inform the development of focused, measurable school and district goals</li> </ul>                                                     |
| <b>Improvement of Performance, Effectiveness, and Learning</b> | <ul style="list-style-type: none"> <li>Minimally uses data to develop a strategic plan for improvement; plan may be unclear</li> </ul>                                                            | <ul style="list-style-type: none"> <li>Uses data to develop a clear strategic plan for improvement</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Uses data to develop a clear and comprehensive strategic plan for improvement</li> </ul>                                                                         |
|                                                                | <ul style="list-style-type: none"> <li>Uses minimal or no disaggregated data to identify individuals or groups of students who need support</li> </ul>                                            | <ul style="list-style-type: none"> <li>Uses disaggregated data to identify individuals or groups of students who need support</li> </ul>                                                  | <ul style="list-style-type: none"> <li>Uses comprehensive disaggregated data to identify individuals or groups of students who need support</li> </ul>                                                  |
| <b>Citations</b>                                               | <ul style="list-style-type: none"> <li>Describes a limited process for empowering educators to use a range of data sources to pinpoint areas for their own and school-wide improvement</li> </ul> | <ul style="list-style-type: none"> <li>Describes a process for empowering educators to use a range of data sources to pinpoint areas for their own and school-wide improvement</li> </ul> | <ul style="list-style-type: none"> <li>Describes a comprehensive process for empowering educators to use a range of data sources to pinpoint areas for their own and school-wide improvement</li> </ul> |
|                                                                | <ul style="list-style-type: none"> <li>Rarely integrates sources when appropriate</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Integrates sources when appropriate</li> </ul>                                                                                                     | <ul style="list-style-type: none"> <li>Smoothly integrates sources when appropriate</li> </ul>                                                                                                          |
|                                                                | <ul style="list-style-type: none"> <li>Few sources appropriately cited within the text and in the reference list using appropriate APA format</li> </ul>                                          | <ul style="list-style-type: none"> <li>Most sources appropriately cited within the text and in the reference list using appropriate APA format</li> </ul>                                 | <ul style="list-style-type: none"> <li>All sources appropriately cited within the text and in the reference list using appropriate APA format</li> </ul>                                                |

|                            |                                                                                                                                                            |                                                                                                                                                                   |                                                                                                                                                        |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mechanics and Style</b> | <ul style="list-style-type: none"> <li>Disjointed without smooth transitions between ideas within and between paragraphs</li> </ul>                        | <ul style="list-style-type: none"> <li>Competently organized, uses smooth transitions between ideas within and between most paragraphs</li> </ul>                 | <ul style="list-style-type: none"> <li>Well organized, uses smooth transitions between ideas within and between paragraphs</li> </ul>                  |
|                            | <ul style="list-style-type: none"> <li>Sentence structure awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms</li> </ul> | <ul style="list-style-type: none"> <li>Sentence structure adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> </ul> | <ul style="list-style-type: none"> <li>Sentence structure mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> </ul> |
|                            | <ul style="list-style-type: none"> <li>Numerous mechanical errors</li> </ul>                                                                               | <ul style="list-style-type: none"> <li>Few mechanical errors</li> </ul>                                                                                           | <ul style="list-style-type: none"> <li>No mechanical errors</li> </ul>                                                                                 |

**Adapted from:**

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part III: Appendix B ESE model rubrics for school-level administrator*. Malden, MA: Author. Retrieved from [http://www.doe.mass.edu/edeval/model/PartIII\\_AppxB.pdf](http://www.doe.mass.edu/edeval/model/PartIII_AppxB.pdf)

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part III: Appendix C ESE model rubrics for teacher*. Malden, MA: Author. Retrieved from <http://www.doe.mass.edu/edeval/model/>

**Facilitation of Data Analysis with Team or Group  
(SUMMATIVE ASSESSMENT)**

| Components                       | Does not Meet Standard<br><br>Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level                                                                                        | Acceptably Meets the Standard<br><br>Meets expectations for standard; needs occasional minimal support                                                                                               | Comprehensively Meets the Standard<br><br>Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance                                                                                                    |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge and Use of Data</b> | <ul style="list-style-type: none"> <li>• Work with team of teachers or other group results in identification of a limited data of student learning data but these data do not provide multiple perspectives on performance</li> </ul> | <ul style="list-style-type: none"> <li>• Works with a team of teachers or other group to identify an appropriate data source of student learning and/or school and district performance</li> </ul>   | <ul style="list-style-type: none"> <li>• Works with a team of teachers or other group to identify an appropriate data source, including non-traditional information that offers a unique perspective on student learning and/or school and district performance</li> </ul> |
|                                  | <ul style="list-style-type: none"> <li>• Facilitation of a comparison of data with state, when applicable, results in minimal information</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>• Leads the team to compare and contrast data with state, when applicable</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>• Leads the team to perceptively compare and contrast data with state, when applicable</li> </ul>                                                                                                                                   |
|                                  | <ul style="list-style-type: none"> <li>• Demonstrates minimal capacity to effectively lead a team to analyze data for decision-making purposes</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>• Leads the team to effectively analyze the data for decision-making purposes</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>• Leads team to accurately, effectively and comprehensively analyze data for decision-making purposes</li> </ul>                                                                                                                    |
|                                  | <ul style="list-style-type: none"> <li>• Facilitation of team's development of visual analysis of data (bar graphs, tables) results in unclear and minimally or inaccurately inform the data analysis</li> </ul>                      | <ul style="list-style-type: none"> <li>• Facilitates team's development of a visual representation of the analysis of data (bar graphs, tables) that competently inform the data analysis</li> </ul> | <ul style="list-style-type: none"> <li>• Facilitates team's development of a visual representation of their analysis of data (bar graphs, tables) that effectively informs the data analysis</li> </ul>                                                                    |
|                                  | <ul style="list-style-type: none"> <li>• Facilitation of team results in limited data analysis</li> </ul>                                                                                                                             | <ul style="list-style-type: none"> <li>• Leads team in using data to accurately assess the school's and/or district's strengths and areas for improvement</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Leads team in conducting a comprehensive diagnosis of the school and/or district strengths and weaknesses using appropriate data</li> </ul>                                                                                       |
| <b>School and District Goals</b> |                                                                                                                                                                                                                                       |                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                            |

|                                                                |                                                                                                                                                                                                       |                                                                                                                                                                                           |                                                                                                                                                                                                         |
|----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                | <ul style="list-style-type: none"> <li>Facilitation of team results in inaccurate use of data and/or the development of school and district goals that are unfocused and/or non-measurable</li> </ul> | <ul style="list-style-type: none"> <li>Leads team to use data to inform the development of focused, measurable school and district goals</li> </ul>                                       | <ul style="list-style-type: none"> <li>Leads team to perceptively use data to inform the development of focused, measurable school and district goals</li> </ul>                                        |
| <b>Improvement of Performance, Effectiveness, and Learning</b> | <ul style="list-style-type: none"> <li>Minimally uses data to develop a strategic plan for improvement; plan may be unclear</li> </ul>                                                                | <ul style="list-style-type: none"> <li>Uses data to develop a clear strategic plan for improvement</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Uses data to develop a clear and comprehensive strategic plan for improvement</li> </ul>                                                                         |
|                                                                | <ul style="list-style-type: none"> <li>Uses minimal or no disaggregated data to identify individuals or groups of students who need support</li> </ul>                                                | <ul style="list-style-type: none"> <li>Uses disaggregated data to identify individuals or groups of students who need support</li> </ul>                                                  | <ul style="list-style-type: none"> <li>Uses comprehensive disaggregated data to identify individuals or groups of students who need support</li> </ul>                                                  |
|                                                                | <ul style="list-style-type: none"> <li>Describes a limited process for empowering educators to use a range of data sources to pinpoint areas for their own and school-wide improvement</li> </ul>     | <ul style="list-style-type: none"> <li>Describes a process for empowering educators to use a range of data sources to pinpoint areas for their own and school-wide improvement</li> </ul> | <ul style="list-style-type: none"> <li>Describes a comprehensive process for empowering educators to use a range of data sources to pinpoint areas for their own and school-wide improvement</li> </ul> |
| <b>Team Sessions</b>                                           | <ul style="list-style-type: none"> <li>Minimally describes how the student organized the team</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>Clearly describes how the student organized the team</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>Clearly and thoroughly describes how the student organized the team</li> </ul>                                                                                   |
|                                                                | <ul style="list-style-type: none"> <li>Minimally outlines each team session</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>Clearly outlines each team session</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Thoroughly outline each team session</li> </ul>                                                                                                                  |
|                                                                | <ul style="list-style-type: none"> <li>Unclear which protocols used</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>PLC/CFG protocols used listed</li> </ul>                                                                                                           | <ul style="list-style-type: none"> <li>PLC/CFG protocols used clearly listed and briefly described</li> </ul>                                                                                           |
| <b>Reflections on Sessions (PSI 4.g)</b>                       | <ul style="list-style-type: none"> <li>Minimally reflects on the success and challenges of each session</li> </ul>                                                                                    | <ul style="list-style-type: none"> <li>Clearly reflects on the success and challenges of each session</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>Thoroughly and perceptively reflects on the success and challenges of each session</li> </ul>                                                                    |
|                                                                | <ul style="list-style-type: none"> <li>Minimally articulates what was accomplished</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>Clearly articulates what was accomplished</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>Thoroughly and clearly articulates what was accomplished</li> </ul>                                                                                              |
|                                                                | <ul style="list-style-type: none"> <li>Next steps do not seem to follow what was accomplished</li> </ul>                                                                                              | <ul style="list-style-type: none"> <li>Next steps mostly follow what was accomplished</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Next steps perceptively follow what was accomplished</li> </ul>                                                                                                  |
|                                                                | <ul style="list-style-type: none"> <li>Each entry demonstrates minimal understanding of the process</li> </ul>                                                                                        | <ul style="list-style-type: none"> <li>Each entry demonstrates a competent understanding of the process</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>Each entry demonstrates a comprehensive understanding of the process</li> </ul>                                                                                  |

| Citations                  | <ul style="list-style-type: none"> <li>• Rarely integrates sources when appropriate</li> <li>• Few sources appropriately cited within the text and in the reference list using appropriate APA format</li> <li>• Disjointed without smooth transitions between ideas within and between paragraphs</li> <li>• Sentence structure awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms</li> <li>• Numerous mechanical errors</li> </ul> | <ul style="list-style-type: none"> <li>• Integrates sources when appropriate</li> <li>• Most sources appropriately cited within the text and in the reference list using appropriate APA format</li> <li>• Competently organized, uses smooth transitions between ideas within and between most paragraphs</li> <li>• Sentence structure adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> <li>• few mechanical errors</li> </ul> | <ul style="list-style-type: none"> <li>• Smoothly integrates sources when appropriate</li> <li>• All sources appropriately cited within the text and in the reference list using appropriate APA format</li> <li>• Well organized, uses smooth transitions between ideas within and between paragraphs</li> <li>• Sentence structure mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> <li>• No mechanical errors</li> </ul> |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mechanics and Style</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

#### Adapted from

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part III: Appendix B ESE model rubrics for school-level administrator*. Malden, MA. Retrieved from [http://www.doe.mass.edu/edeval/model/PartIII\\_AppxB.pdf](http://www.doe.mass.edu/edeval/model/PartIII_AppxB.pdf)

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part III: Appendix C ESE model rubrics for teacher*. Malden, MA. Retrieved from <http://www.doe.mass.edu/edeval/model/>

Massachusetts Department of Elementary and Secondary Education. (2010). *Supporting school and district improvement with professional learning communities*. Malden, MA. Retrieved from <http://www.doe.mass.edu/apal/ucd/PLCguidance.pdf>

# Final Paper

## (SUMMATIVE ASSESSMENT)

| Components                | Does not Meet Standard                                                                                                                                                                                                                                                                         | Acceptably Meets the Standard                                                                                                                                                                                                                                                      | Comprehensively Meets the Standard                                                                                                                                                                                                                                                                                                                                   |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Overview                  | <p>Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level</p> <ul style="list-style-type: none"> <li>Provides a limited overview of the purpose and overall findings of the data analysis</li> <li>Style lacks engagement</li> </ul> | <p>Meets expectations for standard; needs occasional minimal support</p> <ul style="list-style-type: none"> <li>Provides an overview of the purpose and overall findings of the data analysis</li> <li>Style is somewhat engaging and activates attention by the reader</li> </ul> | <p>Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance</p> <ul style="list-style-type: none"> <li>Provides a comprehensive overview of the purpose and overall findings of the data analysis</li> <li>Style is engaging and activates attention by the reader</li> </ul>                   |
| Knowledge and Use of Data | <p>Provides a limited overview of the range of data sources used for the report</p> <ul style="list-style-type: none"> <li>Presents a limited comparison and contrast with state data, when applicable</li> </ul>                                                                              | <p>Provides a clear overview of the range of data sources used for the report</p> <ul style="list-style-type: none"> <li>Presents a clear comparison and contrast with state data, when applicable</li> </ul>                                                                      | <p>Provides a detailed overview of the range of appropriate data sources used for the report, including non-traditional information that offers a unique perspective on student learning and/or school and district performance</p> <ul style="list-style-type: none"> <li>Presents a perceptive comparison and contrast with state data, when applicable</li> </ul> |
|                           | <p>Summary of data findings demonstrate a limited capacity to accurately, effectively analyze data for decision-making purposes; provides minimal findings in the paper</p>                                                                                                                    | <p>Synthesizes data findings that demonstrate a competent capacity to accurately, effectively analyze data for decision-making purposes; provides these findings in the paper</p>                                                                                                  | <p>Synthesizes data findings that demonstrates a strong capacity to accurately, effectively and comprehensively analyze data for decision-making purposes; provides these findings in the paper</p>                                                                                                                                                                  |

|                                                                 |                                                                                                                                                                                                                                             |                                                                                                                                                                                           |                                                                                                                                                                                                            |
|-----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                 | <ul style="list-style-type: none"> <li>Visual representation of analysis of data (bar graphs, tables) minimally informs the data analysis and minimally provides a context for the reader; OR visual representation not included</li> </ul> | <ul style="list-style-type: none"> <li>Provides visual representation of data (bar graphs, tables) that informs the data analysis and provides a context for the reader</li> </ul>        | <ul style="list-style-type: none"> <li>Provides visual representation of analysis of data (bar graphs, tables) that effectively informs the data analysis and provides a context for the reader</li> </ul> |
| <b>School and District Goals</b>                                | <ul style="list-style-type: none"> <li>Minimally summarizes the use of data to determine a diagnosis of the school and/or district strengths and weaknesses; OR diagnosis not included</li> </ul>                                           | <ul style="list-style-type: none"> <li>Summarizes the use of data to determine a competent diagnosis of the school and/or district strengths and weaknesses</li> </ul>                    | <ul style="list-style-type: none"> <li>Summarizes the use of data to determine a comprehensive diagnosis of the school and/or district strengths and weaknesses</li> </ul>                                 |
|                                                                 | <ul style="list-style-type: none"> <li>Minimally connects the data with the development of focused, measurable school and district goals</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>Connects the data with the development of focused, measurable school and district goals</li> </ul>                                                 | <ul style="list-style-type: none"> <li>Perceptively connects the data with the development of focused, measurable school and district goals</li> </ul>                                                     |
|                                                                 | <ul style="list-style-type: none"> <li>Minimally uses data to develop a strategic plan for improvement; plan may be unclear</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>Presents a clear strategic plan for improvement, based on data analysis</li> </ul>                                                                 | <ul style="list-style-type: none"> <li>Presents a clear and comprehensive strategic plan for improvement, based on data analysis</li> </ul>                                                                |
| <b>Improve ment of Performance, Effectiveness, and Learning</b> | <ul style="list-style-type: none"> <li>Uses minimal or no disaggregated data to identify individuals or groups of students who need support</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Presents an accurate analysis of disaggregated data that identifies individuals or groups of students who need support</li> </ul>                  | <ul style="list-style-type: none"> <li>Presents a comprehensive and accurate analysis of disaggregated data that identifies individuals or groups of students who need support</li> </ul>                  |
|                                                                 | <ul style="list-style-type: none"> <li>Describes a limited process for empowering educators to use a range of data sources to pinpoint areas for their own and school-wide improvement</li> </ul>                                           | <ul style="list-style-type: none"> <li>Describes a process for empowering educators to use a range of data sources to pinpoint areas for their own and school-wide improvement</li> </ul> | <ul style="list-style-type: none"> <li>Describes a comprehensive process for empowering educators to use a range of data sources to pinpoint areas for their own and school-wide improvement</li> </ul>    |
|                                                                 | <ul style="list-style-type: none"> <li>Provides few steps to improve performance, effectiveness, student learning, and school-wide improvement</li> </ul>                                                                                   | <ul style="list-style-type: none"> <li>Provides a series of steps to improve performance, effectiveness, student learning, and school-wide improvement</li> </ul>                         | <ul style="list-style-type: none"> <li>Provides a comprehensive series of steps to improve performance, effectiveness, student learning, and school-wide improvement</li> </ul>                            |
|                                                                 | <ul style="list-style-type: none"> <li>Steps limited in scope</li> </ul>                                                                                                                                                                    |                                                                                                                                                                                           |                                                                                                                                                                                                            |

| Citations                  | <ul style="list-style-type: none"> <li>Rarely integrates sources when appropriate</li> <li>Few sources appropriately cited within the text and in the reference list using appropriate APA format</li> </ul> | <ul style="list-style-type: none"> <li>Integrates sources when appropriate</li> <li>Most sources appropriately cited within the text and in the reference list using appropriate APA format</li> </ul> | <ul style="list-style-type: none"> <li>Smoothly integrates sources when appropriate</li> <li>All sources appropriately cited within the text and in the reference list using appropriate APA format</li> </ul> |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mechanics and Style</b> | <ul style="list-style-type: none"> <li>Disjointed without smooth transitions between ideas within and between paragraphs</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>Competently organized, uses smooth transitions between ideas within and between most paragraphs</li> </ul>                                                      | <ul style="list-style-type: none"> <li>Well organized, uses smooth transitions between ideas within and between paragraphs</li> </ul>                                                                          |
|                            | <ul style="list-style-type: none"> <li>Sentence structure awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms</li> </ul>                                                   | <ul style="list-style-type: none"> <li>Sentence structure adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> </ul>                                      | <ul style="list-style-type: none"> <li>Sentence structure mature with a professional style e.g., avoids contractions, slang, colloquialisms</li> </ul>                                                         |
|                            | <ul style="list-style-type: none"> <li>Numerous mechanical errors</li> </ul>                                                                                                                                 | <ul style="list-style-type: none"> <li>Few mechanical errors</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>No mechanical errors</li> </ul>                                                                                                                                         |

#### Adapted from

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part III: Appendix B ESE model rubrics for school-level administrator*. Malden, MA. Retrieved from [http://www.doe.mass.edu/edeval/model/PartIII\\_AppxB.pdf](http://www.doe.mass.edu/edeval/model/PartIII_AppxB.pdf)

Massachusetts Department of Elementary and Secondary Education. (2012). *The Massachusetts model system for educator evaluation: Part III: Appendix C ESE model rubrics for teacher*. Malden, MA. Retrieved from <http://www.doe.mass.edu/edeval/model/>

Massachusetts Department of Elementary and Secondary Education. (2010). *Supporting school and district improvement with professional learning communities*. Malden, MA. Retrieved from <http://www.doe.mass.edu/apal/ucd/PLCguidance.pdf>

**Presentation**  
**(SUMMATIVE ASSESSMENT)**

| Component     | Does not Meet Standard Needs<br>Further Development                                                                                                                                                                           | Acceptably Meets the Standard                                                                                                                                                                                 | Comprehensively Meets the Standard                                                                                                                                                                                        |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Organization: | Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level                                                                                                              | Meets expectations for standard; needs occasional minimal support                                                                                                                                             | Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance                                                                                             |
|               | <ul style="list-style-type: none"> <li>Needs to provide an introduction that creates interest and makes listeners attend to the presentation</li> <li>Needs to provide a presentation that is somewhat interactive</li> </ul> | <ul style="list-style-type: none"> <li>Provides an introduction that creates interest and makes listeners attend to the presentation</li> <li>Provides a presentation that is somewhat interactive</li> </ul> | <ul style="list-style-type: none"> <li>Provides an introduction that creates strong interest and makes listeners attend to the presentation</li> <li>Provides a presentation that is appropriately interactive</li> </ul> |
|               | <ul style="list-style-type: none"> <li>Tries to present too much or not enough</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>Designs the presentation to present mostly an appropriate amount of (might tell too much or not enough)</li> </ul>                                                     | <ul style="list-style-type: none"> <li>Designs the presentation to present selected information (does not try to tell too much)</li> </ul>                                                                                |
|               | <ul style="list-style-type: none"> <li>Order of presentation needs to be more logical</li> </ul>                                                                                                                              | <ul style="list-style-type: none"> <li>Presents the sequence in a fairly logical order with transitions</li> </ul>                                                                                            | <ul style="list-style-type: none"> <li>Presents the sequence in a logical order with smooth transitions</li> </ul>                                                                                                        |
| Delivery      | <ul style="list-style-type: none"> <li>Needs to bring closure to the presentation</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>Somewhat brings closure to the presentation</li> </ul>                                                                                                                 | <ul style="list-style-type: none"> <li>Brings a clear closure to the presentation</li> </ul>                                                                                                                              |
|               | <ul style="list-style-type: none"> <li>Minimally uses eye contact that includes the entire audience</li> </ul>                                                                                                                | <ul style="list-style-type: none"> <li>Uses eye contact that includes the entire audience most of the time</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>Consistently uses eye contact that includes the entire audience</li> </ul>                                                                                                         |
|               | <ul style="list-style-type: none"> <li>Minimally uses clear diction and appropriate volume</li> </ul>                                                                                                                         | <ul style="list-style-type: none"> <li>Uses clear diction and appropriate volume most of the time</li> </ul>                                                                                                  | <ul style="list-style-type: none"> <li>Consistently use clear diction and appropriate volume</li> </ul>                                                                                                                   |
|               | <ul style="list-style-type: none"> <li>Frequently does not use Standard English and diction appropriate for audience</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>Uses Standard English and diction appropriate for audience most of the time</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>Consistently uses Standard English and diction appropriate for audience</li> </ul>                                                                                                 |

|                                                            |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                            | <ul style="list-style-type: none"> <li>Lacks poise</li> </ul>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Is poised and hides individual nervousness most of the time</li> </ul>                                                                                                                                                        | <ul style="list-style-type: none"> <li>Is consistently poised and hides individual nervousness</li> </ul>                                                                                                                                                           |
| Visuals                                                    | <ul style="list-style-type: none"> <li>Visuals could be more aesthetically pleasing and clearer and easier to read</li> </ul>                                                                                                                                       | <ul style="list-style-type: none"> <li>Provides visuals that are clear and easy to read</li> </ul>                                                                                                                                                                   | <ul style="list-style-type: none"> <li>Provides visuals that are aesthetically pleasing, clear, and easy to read</li> </ul>                                                                                                                                         |
|                                                            | <ul style="list-style-type: none"> <li>Visuals need to be more meaningful and purposeful</li> </ul>                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Visuals meaningful, and purposeful</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Visuals highly meaningful and purposeful</li> </ul>                                                                                                                                                                          |
|                                                            | <ul style="list-style-type: none"> <li>Visuals need to be integrated in a more organized fashion</li> </ul>                                                                                                                                                         | <ul style="list-style-type: none"> <li>Integrates visuals in an organized fashion</li> </ul>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Smoothly integrates visuals in an organized fashion</li> </ul>                                                                                                                                                               |
|                                                            | <ul style="list-style-type: none"> <li>Needs to integrate some form of technology</li> </ul>                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Integrates some form of technology</li> </ul>                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>Smoothly integrates some form of technology</li> </ul>                                                                                                                                                                       |
|                                                            | <ul style="list-style-type: none"> <li>Visuals demonstrate a minimal understanding of data-driven decision making</li> </ul>                                                                                                                                        | <ul style="list-style-type: none"> <li>Visuals demonstrate a strong understanding of data-driven decision making</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>Visuals demonstrate a comprehensive understanding of data-driven decision making</li> </ul>                                                                                                                                  |
|                                                            | <ul style="list-style-type: none"> <li>Demonstrates minimal understanding of data-driven decision making</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>Demonstrates significant understanding of data-driven decision making</li> </ul>                                                                                                                                              | <ul style="list-style-type: none"> <li>Demonstrates comprehensive understanding of data-driven decision making</li> </ul>                                                                                                                                           |
|                                                            | <ul style="list-style-type: none"> <li>Demonstrates little capacity to analyze and use data for continuous improvement</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>Demonstrates capacity to analyze and use data for continuous improvement</li> </ul>                                                                                                                                           | <ul style="list-style-type: none"> <li>Demonstrates capacity to comprehensively analyze and use data for continuous improvement</li> </ul>                                                                                                                          |
|                                                            | <ul style="list-style-type: none"> <li>Demonstrates a little capacity to develop processes for involving teachers and other stakeholders in using data-driven decision to improve learning for all students, including the learning of student subgroups</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrates competent capacity to develop processes for involving teachers and other stakeholders in using data-driven decision to improve learning for all students, including the learning of student subgroups</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrates a strong capacity to develop processes for involving teachers and other stakeholders in using data-driven decision to improve learning for all students, including the learning of student subgroups</li> </ul> |
|                                                            |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                     |
|                                                            |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                     |
| Knowledge and Understanding of Data-driven Decision Making |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                     |

|            |                                                                                                                                                                             |                                                                                                                                                                 |                                                                                                                                                                                      |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Persuasion | <ul style="list-style-type: none"> <li>• Presentation of data and processes is minimally convincing</li> <li>• Presentation lacks power of persuasion persuasive</li> </ul> | <ul style="list-style-type: none"> <li>• Presentation of data and processes is convincing</li> <li>• Overall power of the presentation is persuasive</li> </ul> | <ul style="list-style-type: none"> <li>• Presentation of data and processes is significantly convincing</li> <li>• Overall power of the presentation is highly persuasive</li> </ul> |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|