

Data Informed DecisionMaking

Fall 2020

Educator Licensure Programs
97 Hawley Street, Northampton, MA 01060
413.586.4900 Phone
413.586.2878 Fax
Email: licensure@collaborative.org
www.teachinmass.org



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Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus

Fall 2020
EDUC 8042H

Data-Informed Decision Making – 3 Graduate Credits or 67.5 PDPs
Hybrid Online (4 face-to-face sessions plus additional online modules)
39 Contact Hours

Contact your Instructor

Instructor: Christine Shea
Cell Phone: 413.210.9365
E-mail: cshea@collaborative.org

A. COURSE DESCRIPTION

This course will help candidates become data-informed instructional leaders through the use of key tools and strategies to provide an equitable education for all students. Candidates will engage in the cycle of inquiry to investigate areas of concern and promising practices at the school or district level and reflect upon this process as it relates to change in their school or district. Methods for analyzing and interpreting state, district- and school-based data are covered with additional consideration of data credibility, relevance, reliability, and usability. Candidates will learn to identify and use key evidence to monitor student learning and program and/or school effectiveness. The course requires a minimum of 40 practicum hours, which will help prepare candidates for the Performance Assessment for Leaders (PAL) Task 1: Leadership through a Vision of High School Achievement.

A cycle of inquiry is a structured process that supports evidence-based decision-making through continuous use of data. It provides a framework to analyze data, brainstorm effective strategies, create action plans, implement strategies and evaluate results. These actions within the cycle of inquiry are characterized by three stages:

1. Analyze
 - a. Identify patterns of need
 - b. Validate
 - c. Determine root cause
2. Strategize
 - a. Brainstorm strategies
 - b. Select a high-impact strategy
 - c. Create an action plan
3. Act
 - a. Implement the strategy
 - b. Assess

Reflecting and sharing results is a component of every stage of the cycle.

B. TEXTS

Boudett, K.P., City, E. A., & Murnane, R. J. (2013) *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Cambridge, MA: Harvard Education Press.

Other Required Readings and Book Chapters (will be provided or you'll be directed to online):

Curtis, R. E., & City, E. A. (2009) *Strategy in Action: How School Systems Can Support Powerful Learning and Teaching*. Cambridge, MA: Harvard Education Press. Chapter 3 - Identifying Problems and Opportunities.

Datnow, A. & Park, V. (2015) Data use for equity. *Educational Leadership*, 72(5), 48-54.

Edmondson, A.C. (2012) *teaming: How Organizations Learn, Innovate, and Compete in the Knowledge Economy*. San Francisco, CA: Jossey-Bass. Chapter 2 - Teaming to Learn, Innovate, and Compete.

Lindsey, R., Roberts, L., & Campbell Jones, F. (2013). *The Culturally Proficient School*. Thousand Oaks, California: Corwin Press (Chapter 1: Culture Frames Achievement Gaps, p 7-14).

Popham, J (2008) *Transformative Assessment*. Alexandria, VA: ASCD. Chapter 1 - The what, why and whether

Stiggins, R. (2007) Assessment Through the Student's Eyes. *Educational Leadership*, 64(8), 22-26.

MA DESE tools

- o School & District Profiles
- o Edwin Analytics
- o DART School or District Tools
- o MCAS/PARCC Performance and SGP Reports
- o EWIS Reports

And additional MA Resources:

- o MA Turnaround Practices Guidance, Indicators and Continuum
- o MA Model System for Educator Evaluation
- o MA Equity Plan and Tools
- o MA Educator Evaluation Inclusive Practice Guide and Tools
- o MA District Data Team Toolkit
- o MA Standards for Professional Development

- o Planning for Success In Massachusetts: A District and School Improvement Planning Model and DIY Resources

Professional Learning Community Protocol Resources

Massachusetts Department of Elementary and Secondary Education. (2014). *PLC Expansion project*. Malden, MA: Author. Retrieved from <http://plcexpansionproject.weebly.com/>

Massachusetts Department of Education and Secondary Education (2018). *Developing Instructional Leadership Teams*. Malden, MA <http://ilt-maese.weebly.com/>

National School Reform Initiative. (2013). *Protocols*. Denver, CO: Author. Retrieved from <http://www.schoolreforminitiative.org/protocols/>

The following required texts should be accessible by all participants for this course:

Massachusetts Department of Elementary and Secondary Education. (2016-17). *PAL Candidate Assessment Handbook 2019-20*. Malden, MA: Author [Online] Available: <http://www.doe.mass.edu/pal/resources.html>

Fitchburg State University Teacher Preparation Programs. (2012). *Conceptual framework*. Fitchburg, MA: Author. [Online] Available: <http://www.fitchburgstate.edu/offices-services-directory/education-unit/conceptual-framework/>

Massachusetts Department of Elementary and Secondary Education. (1999-2017). *Curriculum frameworks*. Malden, MA: Author. [Online] Available: <http://www.doe.mass.edu/frameworks>

Fitchburg State University Teacher Education Conceptual Framework



C. LEARNING OUTCOMES / OBJECTIVES

Massachusetts Department of Elementary and Secondary Education (DESE) Professional Standards and Indicators for Administrative Leadership addressed by *Instructional Leadership and Supervision*

PS1a. Goals. Articulates clear goals and objectives relative to student achievement and curriculum, instruction, and assessment, which guide the work of the school and district; understands the school committee role in approval of district goals and objectives.

PS1d. Assessment. Ensures that all teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding, and also make necessary adjustments to their practice when students are not learning.

PS1f. Data-Informed Decision-Making. Uses 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.

PS1h. Accountability. Creates a culture in which both staff and students take responsibility for their performance and behavior.

- PS1i. Closing Proficiency Gaps.** Can identify and address the complex, multiple causes of educational under performance and ensures that districts/schools close proficiency gaps.
- PS2h. Improvement Planning.** Develops, implements, and assesses the effectiveness of district and school improvement plans.
- PS2i. School Committee Relations.** Provides clear, accurate, and timely information and guidance to the committee to support data-informed policy-making.
- PS3b. Effective Communication.** Effectively executes a full range of communication strategies that generate public understanding and support for the district/school.
- PS4d. Transformational and Collaborative Leadership.** Cultivates and promotes reflective, adaptive, and collaborative behaviors and skills of self and others in leading change or confronting new challenges.
- PS4f. Ethical Behavior.** Consistently maintains and promotes ethical and professional conduct and appropriately addresses any unethical and/or unprofessional behavior.
- PS4h. Communications.** Demonstrates strong interpersonal, written, and verbal communication skills, facilitates groups effectively, and fosters clear lines of communication between and among constituencies.
- PS4j. Team Building.** Builds high quality and effective teams and fosters collaborative decision-making and responsibility.
- PS4k. Time Management.** Effectively manages time, prioritizes tasks, meets important deadlines to maximize the attainment of personal and professional goals. Plans and leads well-run and engaging meetings that have a clear purpose, focus on matters of consequence, and engage participants in a thoughtful, productive series of conversations and deliberations about important school matters.

PAL Task 1 - Leadership through a Vision for High Student Achievement

PAL Task 1 focuses on two pillars of highly effective schools, the instructional program (curriculum, instruction and assessment) and school culture, a candidate will develop a school vision and improvement plan for one school-based priority area.

In preparation for completing PAL Task 1, the candidate will collect and analyze quantitative and qualitative data on student performance, student and teacher relationships and school culture, select a priority area to focus on student learning and behavior, document existing school programs, services and practices, and develop a set of goals, objectives and action strategies with input from school leaders and key stakeholder groups.

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 candidate 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 candidate will become better able to:

- search for data that will inform practice
- differentiate between reliable and unreliable data sources
- 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 candidate 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 equity

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

- using data ethically and responsibly

D. INSTRUCTIONAL STRATEGIES

X	Discussion/Questioning	X	Practicum/Field-based Experience
X	Problem Finding/Solving	X	Independent Learning
X	Discovery	X	Interviewing
X	Computer Applications	X	Data Collection and Analysis
X	Collaborative Learning Groups	X	Viewing or Listening to Followed by
X	Reflective Responses		Discussing
X	Creating Visual Illustrations of Concepts	X	Modeling Strategies

A balance of discussion, hands-on activities, small group projects and field-based experiences will be utilized throughout the course. A module format will be used to organize the types of decisions made throughout the school year. Each module will include a specific content and also activities to be carried out during the time period being addressed in that module.

Technology Initiatives

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

- Content access, support, reinforcement, and extension
- a research tool
- a tool for communication

E. COURSE REQUIREMENTS

Participant Expectations: The expectation is that, in a three-credit graduate course, participants will undertake between 110 and 120 hours of work, including time spent in class. There will be a minimum of 40 practicum hours. Please refer to Course Content/Topical Outline below for additional descriptions.

1. Online class participation (3.5 hours during each 4 face-to-face sessions)
2. Activities and Assignments completed outside of class
3. Online forum participation (generally one original post and one or two responses to other candidates per forum)
4. Practicum to include interviews with a principal or supervisor mentor, classroom observations, access to a school's data, access to Edwin on the MA DESE website, original data collection, attending meetings including at least one school committee meeting (minimum 40 hours)

F. FIELD-BASED REQUIREMENTS (40 hour practicum)

Field-based Requirements: This course requires 40 field experience hours. Field assignments will develop candidate knowledge, skills, and dispositions as data-driven leaders at their level of licensure (supervisor, director, or principal). The following components will fulfill the 40 hours:

- a) One Data Overview with Teacher Teams or Other Group Identified (approximately 6 hours)
- b) Facilitation of Data Analysis with Teacher Teams or Other Group Identified (approximately 6 hours)
- c) Interviews, observations, and activities by the candidate with the supervising practitioner (approximately 16 hours)
- d) Gathering of documents and qualitative and quantitative data to analyze student performance and student and teacher relationships and school culture. (approximately 8 hours)

- e) Attend School Committee Meetings as a key stakeholder in the use and understanding of data in the decision-making process (approximately 5 hours)

The candidate will receive credit for the field experience by completing all field-site assignments and submitting the following forms:

1. Documentation of Field-Based Activities,
2. Field Experience Report

G. EVALUATION OR GRADING POLICY

<u>Assignments</u>	
<u>Face-to-Face Class Participation</u>	<u>10%</u>
<u>Online Forum Participation</u>	<u>20%</u>
<u>Data Overview</u>	<u>15%</u>
<u>Assessment and Initiative Inventories</u>	<u>15%</u>
<u>Identified focus area and improvement plan</u>	<u>20%</u>
<u>Additional Assignments</u>	<u>15%</u>
<u>Demonstrate Proficiency with Data Tools</u>	<u>5%</u>

FITCHBURG STATE UNIVERSITY

GRADUATE GRADING SYSTEM

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

H. RUBRICS

All assignments submitted on time may be redone on a time schedule determined with the instructor. Late assignments will not be accepted except with express permission from the instructor. All assignments must be professionally prepared and presented (e.g., word-processed with no spelling or mechanical errors, with proper citations for all sources).

All assignments must be typed, doubled-spaced; follow the Department Writing Guide; and use APA format when appropriate. You are expected to use word processing for all assignments (unless otherwise instructed). Work must be proofread and prepared with a sense of professionalism. Papers that do not meet this standard may be returned to the participant for resubmission. Papers submitted late without prior approval will receive a reduced or failing grade.

Criteria for final grades follows:

4.0 - The participant demonstrates all required competencies at an exemplary level and participant work is completed at assigned times. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at

an exemplary level. Products and performances are worthy of dissemination beyond the class. Class attendance and participation are at an exemplary level.

3.7 - The participant demonstrates all required competencies at better than expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts, and strategies are demonstrated at an exemplary level. Products and performances are demonstrated at better than proficient levels. Class attendance and participation meet highly acceptable levels.

3.5 - The participant demonstrates all required competencies at expected graduate level standards, and products and performances are submitted or demonstrated on time. Details of assignments are highly developed. Knowledge, application and synthesis of readings, concepts and strategies are demonstrated at a proficient level. Class attendance and participation are at an acceptable level.

3.3 - The participant demonstrates all required competencies at a more than satisfactory level. Products and performances are submitted or demonstrated on time and demonstrate a more than satisfactory attention to detail and application of ideas and concepts. Class attendance and participation are at an acceptable level.

3.0 - The participant demonstrates required competencies at a satisfactory level. Most products and performances are submitted or documented on time and demonstrate attention to detail, and application of ideas and concepts are at a satisfactory level. Class attendance and participation are at an acceptable level.

2.7 - The participant demonstrates required competencies, but at a not entirely satisfactory level. Most products and performances are submitted or documented on time, but may demonstrate insufficient attention to detail, and application of ideas and concepts. Class attendance and participation are at an acceptable level.

2.5 - The participant demonstrates all required competencies at a marginally adequate level. The participant is sometimes late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at an acceptable level.

2.3 - The participant demonstrates all required competencies at a level that is below that of standard graduate work. The participant is often late in submitting products or demonstrating performances. Some understanding, application and synthesis of readings, concepts and strategies are evidenced. Class attendance and participation are at a minimally acceptable level.

2.0 - The participant demonstrates all required competencies at below standard graduate work. The participant is often late in submitting products or demonstrating performances. Understanding, application and synthesis of readings, concepts and strategies are at a superficial level. Class attendance and participation are at a minimally acceptable level.

0.0 (Failure) - The participant does not demonstrate required competencies.

W (Withdrew)

IN (Incomplete) - An incomplete (IN) may be awarded with the recommendation of the instructor when the participant has completed 80% of the coursework but cannot complete the rest due to illness or some other serious reason. The participant must file a petition for an incomplete with the instructor prior to the last day of class. A participant who has received an Incomplete in lieu of a course grade must make up the missing part of their coursework by no later than four weeks into the following semester. Failure to do so will result in an automatic 0.0 for the course.

Access to FSU Grades (for Participants Who Registered for Graduate Credit)

After the course ends, participants who registered for graduate credit can view and print their FSU grades through FSU's upgraded Web4 Student Self-Service system. Participants will not receive a paper grade mailer, but can access their grades 24/7 as soon as the instructor has posted them. Information on accessing grades can be found at <http://www.fsc.edu/registrar/grades>.

I. COURSE CONTENT/TOPICAL OUTLINE

Module 1	PREPARE	<i>Beginning the data cycle and assessment inventory</i>		
<u>Sessions</u>	<u>Standard</u>	<u>Topic/Activity</u>	<u>Readings/Materials</u>	<u>Possible Forums</u>
<i>Session 1: online (3.5 hours)</i>	PS1a. Goals PS1f. Data-Informed Decision-Making PS4d. Transformational & Collaborative Leadership PS4f. Ethical Behavior PS4j. Team Building	Developing Instructional Collaborative Teams; Introduce Cycle of Inquiry	Turnaround Practice 1. Leadership, Shared Responsibility, and Professional Collaboration Data Wise Introduction and Chapter 1: Organizing for Collaborative Work Schooltalk Chapter 5 Data talk Data Equity article	Are there currently collaborative team structures in place at your school? What is their purpose, if so? As a principal, at your school, what might you put in place? What representation would you want on an Instructional Leadership Team (ILT), content, grade level or data team? What is your data

				wish list? Who and how could communication flow (who shared with, purpose)
	PS1f. Data-Informed Decision-Making PS1i. Closing Proficiency Gaps	Become familiar with MA ESE data tools	Edwin; Accountability Dropbox; DART, EWIS	
<i>Session 2: Data Literacy and Inventory</i>	PS1d. Assessment	Data Pyramid: Assessment Data; Creating a Data Inventory	Turn Around Practices Rubric; Edwin; District and School Profiles; DART; EWIS Data Wise Chapter 2: Assessment Literacy	
<i>Session 3: Initiative Inventory and Data Overview</i>	PS1f. Data-Informed Decision-Making PS1i. Closing Proficiency Gaps	Examining and displaying data; sharing data with audiences	Data Wise Chapter 3: Creating a Data Display Strategy in Action Chapter 3;	

<u>Sessions</u>	<u>Standard</u>	<u>Topic/Activity</u>	<u>Readings/Materials</u>	<u>Possible Forums</u>
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	PS1d. Assessment PS1f. Data-Informed Decision-Making	Initiative Inventory	DDTT Initiative Inventory Protocol;	
	PS1f. Data-Informed Decision-Making	Taking Action with Data	Assessment inventory and initiative inventory alignment	In what ways do the assessment inventory and initiative inventory align? If not in complete alignment, where are the gaps and overlap?

<i>Session 4: Select Priority Focus Area</i>	PS1a. Goals PS1f. Data-Informed Decision-Making PS4d. Transformational and Collaborative Leadership	School's Vision for Use of Data	Data Wise Chapter 4: Digging into Data; Turn Around Practices Rubric; DDTT School Vision Protocol;	Share your priority area and focus group, and reflect on how data informed your decisions. Share school's vision for use of data (can be based on interview with school mentor)
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<u>Sessions</u>	<u>Standard</u>	<u>Topic/Activity</u>	<u>Readings/Materials</u>	<u>Possible Forums</u>
	PS1d. Assessment	Continue to examine MA ESE data tools	Edwin; Accountability Dropbox; DART; Profiles	
<i>Practicum</i>	PS2h. Improvement Planning	Identify and interview Principal Mentor to fulfill field-based requirements	Ask about data use to assist in completing data inventory; Obtain SIP – get a sense of priorities and initiatives; Determine priority focus area based on data analysis and school's improvement plan (if relevant)	

<u>Module 2</u>	DEVELOP	<i>Building teams that incorporate the use of data and protocols; using common assessments and observational data to measure progress and improve practice</i>		
<u>Sessions</u>	<u>Standard</u>	<u>Topic/Activity</u>	<u>Readings/Materials</u>	<u>Possible Forums</u>
<i>Session 5: online (3.5 hours)</i>	PS1h. Accountability PS2h. Communication s	Data Analysis and presentation of data; Root Cause Analysis	Data Protocols from the NSRF - Root Cause Analysis; DESE Website; Data Wise Chapter 3: Creating a Data Overview; Data Wise Chapter 4: Digging into Data; Review School and District Profiles	
	PS1d. Assessment PS1f. Data-Informed Decision-Makin g	Introduction to Classroom Observation	Data Wise Chapter 5: Examining Instruction; Classroom Videos; Characteristics of Standards-based Teaching - MA ESE Classroom Videos; Ed Eval Teacher Rubric – MA ESE	

<u>Sessions</u>	<u>Standard</u>	<u>Topic/Activity</u>	<u>Readings/Materials</u>	<u>Possible Forums</u>
<i>Session 6: Developing an Action Plan</i>	PS1a. Goals PS2h. Improvement planning	Data use in School Improvement Planning	Data Wise Chapter 6: Developing an Action Plan	
<i>Session 7: Planning to Assess Progress</i>	PS1f. Data-Informed Decision-Making. PS2h. Improvement planning	Setting benchmarks to measure change and improvement; Using local data such as common formative and benchmark assessments	Data Wise Chapter 7: Planning to Assess Progress	
<i>Session 8: Review Action Plan and Assessing Progress</i>	PS1f. Data-Informed Decision-Making. PS2h. Improvement planning	Review Action Plan and Assessing Progress	Review Data Wise Chapters 6 and 7	

<i>Practicum</i>	PS2i. School Committee Relations	Attend Fall School Committee for public data release	Review School Committee Materials with Principal	School Committee Meeting Reflection
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<u>Sessions</u>	<u>Standard</u>	<u>Topic/Activity</u>	<u>Readings/Materials</u>	<u>Possible Forums</u>
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	PS3b. Effective Communication	Sending data to public, parents, and community (MCAS, school climate, etc)	Review school data documents for public	What would you add to or remove from your school's document? What might you frame differently for public consumption?
	PS1d. Assessment PS1f. Data-Informed Decision-Making	Conduct Classroom Observations with Principal/Supervisor mentor using identified Characteristics indicators	Characteristics of Standards-based Teaching - MA ESE What to Look For tools - MA ESE	

<u>Module 3</u>	INQUIRE	<i>Informing decisions with local data including perceptual data and examining student work</i>		
<u>Sessions</u>	<u>Standard</u>	<u>Topic/Activity</u>	<u>Readings/Materials</u>	<u>Possible Forums</u>

<i>Session 9: online (3.5 hours)</i>	PS1a. Goals PS2h. Improvement Planning	School Improvement Planning;	Data Wise Chapter 8: Acting and Assessing	
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	PS1d. Assessment PS1f. Data-Informed Decision-Making	Use of formative assessment in the classroom	Transformative Assessment Chapter 1: The what, why and whether (Popham, J.)	What are 2 examples of formative assessments teachers may use in their classrooms? What are the connections between formative assessment and instruction? What are the connections you make among state level, benchmark assessments and formative assessments?
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<u>Sessions</u>	<u>Standard</u>	<u>Topic/Activity</u>	<u>Readings/Materials</u>	<u>Possible Forums</u>
	PS4d. Transformational and Collaborative Leadership PS4k. Time Management PS4h. Communications	Looking at Student Work	NSRF Student Work Protocols	
<i>Session 10: Act and Assess</i>	PS1f. Data-Informed Decision-Making PS1i. Closing Proficiency Gaps	Trend Data - Using Benchmark Assessments	DART; CSE V - Assessment Data	

<u>Sessions</u>	<u>Standard</u>	<u>Topic/Activity</u>	<u>Readings/Materials</u>	<u>Possible Forums</u>
<i>Practicum</i>	PS1f. Data-Informed Decision-Making	Data in the Budget Process	Financial DART; RADAR tool	
	PS2i. School Committee Relations	Attend School Committee meeting with principal or interview principal regarding use of data in the budgeting process		Share what you found out about how the school committee uses data to make budgetary decisions and how your principal uses data to communicate with the school committee regarding your school's progress.
	PS4k. Time Management PS4h. Communications	Root Cause Analysis on identified problem of practice within identified priority area(s)	Root Cause Analysis Protocol Data Wise Chapter 8: Acting and Assessing	

<u>Module 4</u>	ACT & REFLECT	<i>Conducting surveys and reflecting on the data cycle</i>		
<u>Sessions</u>	<u>Standard</u>	<u>Topic/Activity</u>	<u>Readings/Materials</u>	<u>Possible Forums</u>
Session 11	PS1d. Assessment PS1f. Data-Informed Decision-Making	Use of Survey Data; Teacher Perceptions Examine TellMass results	TellMass Survey Results; Strategy in Action - Chapter 3	
<i>Session 12: online (3.5 hours)</i>	PS1d. Assessment PS1f. Data-Informed Decision-Making	Use of Perceptual Data	Strategy in Action - Chapter 3	
	PS1d. Assessment PS1f. Data-Informed Decision-Making		Data Wise: Chapter 11	
<i>Practicum</i>	PS4f. Effective Communication	How to collect, use and communicate perceptual data from families and community members about schools' family engagement efforts	Use CSE Self Assessment to determine what you might want to learn from a family/school survey or other form of data collection.	Reflect on how much of the community you would be able to reach with a survey. How could you reach more of the community?

<u>Sessions</u>	<u>Standard</u>	<u>Topic/Activity</u>	<u>Readings/Materials</u>	<u>Possible Forums</u>
	PS4k. Time Management PS4h. Communications	Run data protocol	Facilitation of Data Analysis with Teacher Teams or Other Group Identified	Describe data protocol, group composition, data set and activity completed with group. What questions arose in use of the protocol and working with the group of teachers/staff? What were the outcomes of the protocol? What was most successful? and What might you do differently next time?

Final Assignments	Standards
School improvement planning document for identified priority area	PS1a, PS1f, PS1h, PS1i, PS2h, PS4h

Complete Visual Data Overview	PS1a, PS1d, PS1f, PS1h, PS1i, PS4h
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Assessments

Module 1: Beginning the data cycle and assessment inventory	<p>Begin Visual Data Overview - Stage 1 (formative)</p> <p>Determine Priority Area based on data review</p> <p>Demonstrate assessment literacy (formative)</p> <p>Assessment Inventory results (summative)</p> <p>Module 1 Forums (formative)</p>
Module 2: Building teams that incorporate the use of data and protocols	<p>Create Data Overview for Priority Areas (summative)</p> <p>Continue Visual Data Overview - Stage 2 (formative)</p> <p>Module 2 Forums (formative)</p>
Module 3: Informing decisions with observation data and examining student work	<p>Continue Visual Data Overview - Stage 3 (formative)</p> <p>Collecting observational data to inform teaching and learning (formative)</p> <p>Module 3 Forums (formative)</p>
Module 4: Conducting surveys and reflecting on the data cycle	<p>Using Perceptual Data in Action Planning (formative)</p> <p>Continue Visual Data Overview - Stage 4 (formative)</p> <p>Module 4 Forums (formative)</p>
Final Assessments	<p>Complete Visual Data Overview (summative)</p> <p>Complete School Improvement planning document (summative)</p>

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY

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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. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university’s Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest Falcon Key to use while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account. Activate your library account online at <http://www.fitchburgstate.edu/librarycf/cardrequest.cfm> or in person at the Circulation Desk. After activation by the Gallucci-Cirio Library and receipt of your 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 complete the online Extended Campus OneCard request form <http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm> or present a course registration confirmation at the OneCard Office in the Anthony Building, main campus. Please call 978-665-3039 for available times or if you have any questions about your OneCard.

UNIVERSITY AND EDUCATION UNIT POLICIES

Policy on Disability

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 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates 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 critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., 'You are expected to use e-mail for dialogues with other class

members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on e-mail, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

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 located at http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate 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 Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

A. **RECOMMENDED ADDITIONAL READINGS AND RESOURCES:**

- Annenberg Institute for School Reform. (2004, April). *Inquiry and action: making school improvement part of daily practice*. Providence, RI: Frank D. Barnes.
- Barber, M., & Moffit, A. (2011). *Deliverology 101: A field guide for educational leaders*. Thousand Oaks, CA: Corwin Press.
- Bambrick-Santoyo, P. (2010) *Driven by data: A practical guide to improve instruction*. San Francisco: Jossey-Bass.
- Bambrick-Santoyo, P., Lemov, D., and Peiser, B. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco: Jossey-Bass.
- Bernhardt, V. L. (2004). *Data analysis for continuous school improvement* (2nd ed.). Larchmont, NY: Eye On Education.
- Daggett, W. R. (2008). *Rigor and relevance: from concept to reality*. New York: International Center for Leadership in Education.
- Elmore, R.F. (2006). Three Thousand Missing Hours. Harvard Education Letter. Volume 22, Number 6, pp.7-8.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Gawande, A. (2004) *The Bell Curve*. Annals of Medicine, December 6, 2004 Issue
<http://www.newyorker.com/magazine/2004/12/06/the-bell-curve>
- Hammond, Z. (2015). *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Thousand Oaks, California: Corwin Press.
- Lezotte, L., & McKee, K. (2002). *Assembly Required: a continuous school improvement system*. Okemos: Effective School Products.
- Lindsey, R., Roberts, L., & Campbell Jones, F. (2013). *The Culturally Proficient School: An Implementation Guide for School Leaders*. Thousand Oaks, California: Corwin Press.
- Marzano, R. J., Waters, T., & McNulty, B. A. (2005). *School leadership that works: from research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Marzano, R. J., & Waters, T. (2009). *District leadership that works: striking the right balance*. Bloomington, IN: Solution Tree Press.
- Mills, L. (2011). *Creating a Data-Driven Culture: Leadership Matters: SAS, 2011*. Retrieved March 2, 2014, from http://www.sas.com/en_us/whitepapers/data-driven-culture-104995.html
- Pareett, W.H. & Budge, K.M. (2012). *Turning high-poverty schools into high-performing schools*. Alexandria, VA: ASCD.
- Preuss, P. G. (2003). *School leader's guide to root cause analysis: using data to dissolve problems*. Larchmont, NY: Eye On Education.
- Reeves, D. B. (2006). *The learning leader how to focus school improvement for better results*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Rock, D. (2006). *Quiet leadership: help people think better -- don't tell them what to do: six steps to transforming performance at work*. New York: Collins.
- Ronka, D., Geier, R., & Marciniak, M. (2010). A Practical Framework for Building a Data-Driven District or School: How a focus on data quality, capacity, and culture supports data-driven action to improve student outcomes. *PCG: Education, June*.
- Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The skillful teacher: Building your teaching skills* (6th ed.). Acton, MA: Research for Better Teaching.
- Schlechty, P. C. (2009). *Leading for learning: how to transform schools into learning organizations*. San Francisco, Calif.: Jossey-Bass.
- Schmoker, Mike. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: ASCD.
- Senge, P. M. (1994). *The fifth discipline field book: strategies and tools for building a learning organization*. New York: Currency, Doubleday.
- Senge, P.M., Cambron-McCabe, N. & Lucas, T. (2000). *Schools that Learn: A Fifth Discipline Fieldbook for Educators, Parents, and Everyone Who Cares about Education*. New York, NY: Random House, Inc.

U.S. Department of Education. (2009, September). *Using student achievement data to support instructional decision making* (NCEE-2009-4067). Washington, DC: Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., and Wayman, J.

White, S. H. (2005). *Beyond the numbers: making data work for teachers & school leaders*. Englewood, CO: Advanced Learning Press.