EDLD 8031 Principles of Curriculum and Data-Driven Decision Making
Fall 2014

Instructor: Sean McCauley, Ed.D.
Office Hours: Contact Information: Graduate Credit Hours:  3

COURSE DESCRIPTION
Educational leaders are responsible for educational programs and curriculum, and are expected to choose programs that not only foster academic growth in students, but also programs that meet these current accountability structures. They are expected to be knowledgeable in principles and issues surrounding curriculum as well as in various program evaluation measures and curriculum evaluation tools. Educational leaders must be confident in the ability to examine, explore, analyze, and utilize student level data to guide decision making and reform efforts in the school building. This ability is guided by the principles of understanding data management, interpretation, and student assessment.

COURSE RATIONALE
This course is designed to provide an understanding of accountability systems, basic data analysis procedures, data management, data interpretation, and application. It is centered on understanding data as a means for improving social justice in schools to guide instructional and programming decisions, including decision making processes surrounding curriculum and program evaluation.

COURSE OBJECTIVES
Upon completion of this course the student will be able:

- Describe the basic principles of data analysis;
- Communicate trends in data;
- Describe the principles of progress monitoring through data collection and assessment;
- Identify key elements of the Ohio Department of Education Interactive Local Report Card System and other local resources;
- Describe basic terms related to data-driven decision making, accountability mandates and related data measures and their relationship to NCLB.
standards;

- Describe basic elements of Value-Added analysis as a statistical method to measure impact and examine information about students and their learning;
- Locate resources using the world wide web;
- Use data to develop an action research plan;
- Apply key elements of consideration curriculum planning, development, implementation, organization, and evaluation to a new curriculum;
- Describe specific instructional leadership behaviors that foster growth in both teacher development and student achievement;

COURSE ORGANIZATION
The course will meet for a total of 14 weeks. Each week you will be responsible for learning activities such as; completing a series of readings, participate in an online discussion surrounding the reading, and/or complete a paper or activity. All work is to be completed by 10:00 PM on Sunday evenings.

COMMUNICATION
You may contact me via email or by phone when necessary. I will return all emails or phone calls within a 48-hour period. All electronic communication will be made through your UC email address or the blackboard system, so please check each of those frequently (suggested at least three per week). In emergencies, you can call or text me on my personal cell phone at 513-702-4345.

REQUIRED TEXTS


PROFESSIONAL STANDARDS

Alignment with Transformation Initiative:

In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is “to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction.”

Ohio Standards for Principals

ELCC Standard 2.0: A building-level education leader applies knowledge that promotes the success of every student by sustaining a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional school program; developing and supervising the instructional and leadership capacity of school staff; and promoting the most effective and appropriate technologies to support teaching and learning within a school environment.

ELCC 2.1: Candidates understand and can sustain a school culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

ELCC 2.2: Candidates understand and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional school program.

ELCC 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 2.4: Candidates understand and can promote the most effective and appropriate technologies to support teaching and learning in a school environment.

Related ELLC Standards

ELCC 1.2: Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

ELCC 1.3: Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4: Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC 6.2: Candidates understand and can act to influence local, district, state, and national decisions affecting student learning in a school environment.

ELCC 6.3: Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt school-based leadership strategies.
ELCC 7.1: Substantial Field and Clinical Internship Experience: The program provides significant field experiences and clinical internship practice for candidates within a school environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership Building-Level Program Standards through authentic, school-based leadership experiences.

ELCC 7.2: Sustained Internship Experience: Candidates are provided a six-month, concentrated (9–12 hours per week) internship that includes field experiences within a school-based environment.

ELCC 7.3: Qualified On-Site Mentor: An on-site school mentor who has demonstrated experience as an educational leader within a school and is selected collaboratively by the intern and program faculty with training by the supervising institution.

COURSE EXPECTATIONS AND REQUIREMENTS

**Blackboard Discussions (10 points each week = 110 points)**

Discussion board participation is mandatory. Participants should enrich the content by asking questions, making comments, and responding to other classmates. Comments are expected to be thoughtful, respectful, and articulate. Additionally, online discussion should provide an opportunity for participants to synthesize information from the course texts and personal experiences. Students are encouraged to research topics outside information from the text and other assigned readings. A discussion board rubric is available for students in the Course Resources in Blackboard. 70% of the points possible for discussion must be earned to pass this course.

**Reflective Papers (3 Essays = a combined total of 55 points)**

Three reflection papers vary in page length and provide an opportunity for students to make a connection between the texts within the course, current experiences as an educator, and future experiences as a leader. Students are expected to use the American Psychological Association (APA) style of writing for all written assignments in this course. Papers that do not meet APA guidelines will not be accepted. Please refer to the APA manual for guidelines in preparing your papers for submission.

**Final Project (40 points)**

The final project is a larger paper that allows for greater synthesis of multiple chapters, online discussion, and current practices. The project is designed to move the knowledge of the course to an application level. Not only should the content of the paper be relative to an educational setting, content should also be relative to leadership. Again, the paper should be written in APA format.

**NOTE:** Assignments are to be submitted in Blackboard no later than 10:00 pm
EST on the due date listed on the Course Calendar and Blackboard. If you have a situation that warrants submission at a later time than assigned, you must inform the instructor prior to the due date of that assignment. Your request will be considered, provided it is reasonable and is not a regular occurrence. Credit will be deducted for late assignments that were not given prior approval.

TOTAL POINTS: 205 POINTS

EVALUATION

Evaluation of your growth will be based on your performance in all of the assignments for this course. The most successful students in Educational Leadership earn "A's" and "B's" in this course. We are committed to supporting your success in this program. Seventy percent (70%) of the total points is the minimum grade needed to pass this course. It should not be the grade desired of a graduate student in Educational Leadership.

Assignments

All assignments should be submitted via Assignment Manager (Assignments menu link and each appropriate week within) in Blackboard. To access the assignments for this course, go to “Assignments” then to the week you are searching. It is expected that students will follow the American Psychological Association (APA) writing style manual for all written assignments.

Asynchronous Discussions

Each week you will be required to participate in an asynchronous discussion with your cohort group through Blackboard. It is your responsibility to be alert to new discussion threads and to participate fully in these conversations with cohort members. These discussions are designed to assist you to integrate the knowledge you acquire from your experiences as they relate to the challenges of becoming excellent educational leaders. To access these “Discussions,” first click on the “Tools & Communications” button on the front page of Blackboard. Then click on the link “Groups,” and then on the link to your particular cohort group. This will lead you to a number of different links. Click on the “Group Discussion Board” to see the various forums.

Grades of A, B, or C will be awarded based upon your performance in the above activities. The combined points earned on the activities will be divided by the total points possible to determine the percent of points scored.

There is a specific procedure for these discussions that must be followed. It can be found in the course rubrics in the Course Resources menu link. There are also numerous reminders found with each week’s assignment information.

A At least 90% of the total points
B At least 80% of the total points
C At least 70% of the total points

NOTE: Discussion is required. Students must earn 70% of Discussion Points to pass this course.

Assignments By Week

Week 1 August 25-31: Read Glatthorn—Chapters 1 & 2. Also, read the syllabus completely. There are assignments students can begin working on now (particularly the assignment due week #4).

Complete discussion board introduction
Share your name, where you currently teach/work. Briefly share what leadership experiences you have had in education. Share 1 thing that makes you smile and 1 thing you like to do for fun when not at school. Also, share the song that is currently keyed up on your iPOD if you were to turn the iPOD on right now.

Complete discussion board post #1
What is your definition of curriculum? What makes up the curriculum of your school? Who writes the curriculum and who implements it in your building? There are a number of questions listed here, but these are important ones to discuss in the context of curriculum for a school. What questions do you have as an aspiring principal about curriculum? Address each question in your discussion post and respond to at least two other classmates’ posts.

**Begin organizing your plan for completing Essay #1 found in week #3.

Week 2 September 1-7: Read Glatthorn—Chapters 3 & 4

Complete discussion board post #2
One of the types of curriculum mentioned in the text was the hidden curriculum. What is the hidden curriculum? Provide some examples of this type of curriculum. How can a principal influence the hidden curriculum in their school? What actions could a principal take to make a positive impact on their school through the hidden curriculum? Share your thoughts and respond to at least two other classmates’ posts.

Week 3 September 8-14: Read Glatthorn—Chapters 9 & 10

Assignment: Essay #1
Part 1: Interview at least five (5) members of your faculty (preferably from a variety of grade levels or content areas) to determine their levels of understanding of the school’s curriculum. Questions to consider asking include: What are their impressions about the latest state test data? How familiar are they with the other grade level’s curriculum in the building? How much collaboration takes place among horizontal and vertical teams? Are they comfortable with the current amount of collaboration taking place? Try to determine what is and is not working and what the teachers believe needs to change or stay the way it is. Do they feel the curriculum is being monitored well by themselves and the administration?
Part 2: Interview your district’s Curriculum Department Chairperson (if there are specific subject area Chairpersons, choose a department you want to learn more about). What are his/her impressions about the recent state test data? What curriculum changes do they see being needed? What is working well? Are there alignment issues that they feel should be addressed? What are the next steps they see should be happening? Share your interview findings in a 3-5 page essay in APA format.

Complete discussion board post #3
Share your experiences from the interviews you conducted for this week’s written assignment. Who did you interview and how did it go? What surprises did you discover? What stood out for you? As a future principal, what did you learn about a principal’s role when it comes to curriculum?

Week 4 September 15-21: Read Glatthorn—Chapters 11 & 12
Complete discussion board post #4
Read the Case Study on page 353 of the Glatthorn text. What are some innovative approaches the principal could use to improve student achievement scores? Are there strategies that you have used or know of that would be good to suggest? Share your thoughts.

Week 5 September 22-28: There are no readings or discussion board post this week. Use this time to catch up on the readings.

Assignment: Essay #2
Review your school’s most recent State Report Card. Analyze a specific grade band (3-12) and a specific common core subject area (Reading/Math/Science). Also, choose a grade level and subject area. Review the standards, curriculum maps, pacing guides, textbooks, vertical/horizontal alignment documents, and any other curriculum resources available to the school.

Write a 3-5 page essay (in APA format) describing the need and what initial recommendations you would make to improve student academic achievement in this area. Include data to support your recommendations. Consider all possibilities for change including any curriculum recommendations, data analysis, professional development, and so on. The essay should be thoughtful and written from the point of view of a principal. Some questions to respond to within the essay are: What does the data tell you? What are the strengths and weaknesses shown from the data? What gaps exist (SWD, gifted)? What assumptions can be made from the data about teaching and learning? Does the curriculum seem to be aligned with the materials used during instruction?
**Week 6 September 29-October 5:** Read Chapter 5 titled Supervise Instruction by Peter Burke and Henry St. Maurice. The PDF can be found in the course content section.

**Complete discussion board post #5**
Consider the school in which you currently work. Are there aspects of the different eras described in the chapter that stand out in your school today? What are those aspects? Why do you think they are still in place today? How does this impact the curriculum? Post your responses to these questions and respond to at least two other classmates’ posts.

**Week 7 October:** Read Parker-Boudett, et. al.—Chapters 1 & 2.

**Complete discussion post #6**
In Chapter #1 it was discussed that a data inventory is a good idea to have on hand for a school. It shows the variety of data a school has and that the inventory should be updated to keep it current. Take a quick data inventory of your current school. Remember, as a principal, you are responsible for data at each grade level so make sure you look at pre-school through the upper grade levels of your school. What types of data does your school have on hand? List these out. What data do you consider to be useful? Is there any data which is collected that you see as insignificant? Post your thoughts and questions and respond to at least two other classmates’ posts.

**Week 8 October 13-19:** Read Parker-Boudett, et. al.—Chapters 3 & 4

**Assignment: Essay #3**
Choose one type of data that is available to you as a teacher and would be a relevant data source for you as a future school administrator. Identify this data point (formative, summative) and how it provides important information for you as a teacher. How would you use this data differently as a school administrator? What would you change about the data collection or application? Write a 2-3 page essay in APA format responding to these questions.

**Complete discussion post #7**
After reading Chapters 3 and 4, as a future principal, what thoughts did these chapters stir up for you? Do you see your current school digging into the data deep enough or is the data just looked at on the surface? What stood out for you from the chapters that you would implement as the instructional leader of a school?

**Week 9 October 20-26:** Read Parker-Boudett, et. al.—Chapter 5

**Complete discussion post #8**
With the implementation of OTES for teacher evaluations, formal classroom observations are more thoughtful and intentional and focused on instruction. What pieces of evidence along with data, could you collect during a short classroom walkthrough? Be thoughtful when responding. Use the readings and your own
experiences to draw from.

**Week 10 October 27- November 2**: Read Parker-Boudett et. al.—Chapter 7

**Complete discussion post #9**
As principals, we must assess the progress students are making. How could students be involved in assessing their own progress? Is there value in having students monitoring their own progress? How could a principal keep informed about individual student progress?

**Week 11 November 3-9**: Read Parker-Boudett et. al.—Chapter 6 & 8

**Complete discussion post #10**
What are the elements of a solid action plan? The text mentions a few, but you may have others in mind. Share what you think should be included in a good action plan which would focus on improving student academic achievement.

**Week 12 November 10-16**: Watch the two videos on displaying data.

**Complete discussion post #11**
As the instructional leader of the school, you will be looked to share data not only with teachers, but with the school board, parents, and the community. How you share your school’s data is important to think through. After viewing the two videos, what ideas come to mind to creatively share your school’s data while at the same time tell the story of your school through data? Given the different audiences you will stand in front of to present as a principal, how will you share data with parents, the community, and your teaching staff?

**Week 13 November 17-23:**

**Assignment—Final Project** Students have the final two weeks to complete the final project.

As a culminating activity, you are to research innovative research-based programs, curricula, and based assessments in the common core area of your choosing. (ex., “What Works Clearinghouse,” other research reviews from NCTM, the Best Evidence Encyclopedia, etc.)

Write a mock report to the local Board of Education from perspective of Leader of Curricula recommending changes in curriculum maps, pacing guides, alignment documents, textbooks, technology, and resources to support your recommended changes to the district curriculum. Include specific goals/outcomes for improving state test scores (OGT, OAA, PARCC assessment). Write an appendix which summarizes their feedback and your reflections, given research on the area. (Rubric Item #3)
You can utilize and reference (I hope that you would) the materials and books used throughout the course. Include all of your analysis, supported by data, and your recommendations to the Board in a 6-8 page essay. Be thoughtful and reflective, but be sure to include supporting data for your recommendations.

**Week 14 November 24-December**

**Final Project is due. See the due date on Blackboard.**

**MAKE UP POLICY**

All assignments are expected to be completed in their entirety, on the date specified, and reflect only the highest scholarly work. Missing assignments, or zero's ("0 points"), are not acceptable. If a student has a personal or professional situation which might delay an assignment, they must contact the instructor **prior to** the due date of the assignment and request the due date be extended. The assignment must then be submitted on the adjusted date.

**ACADEMIC INTEGRITY**

It is expected that all work completed in this class is the original work of the student. Students are expected to follow the UC Student Code of Conduct guidelines related to cheating and plagiarism. The UC Code of Conduct defines plagiarism as:

- Submitting another’s published or unpublished work, in whole, in part, or in paraphrase, as one’s own without fully and properly crediting the author with footnotes, citations or bibliographical reference.
- Submitting as one’s own, original work, material obtained from an individual or agency without reference to the person or agency as the source of the material.
- Submitting as one’s own, original work, material that has been produced through unacknowledged collaboration with others without release in writing from collaborators.

For a complete discussion on how to avoid plagiarism, consult the following website: http://www.libraries.uc.edu/research/plagiarism.html

For more information on the student code of conduct, consult the following website: http://www.uc.edu/studentlife/conduct/conduct.html

**STUDENTS WITH DISABILITIES**

Students with disabilities needing academic accommodation should:

1. Register with and provide documentation to the Disability Services Office; and
2. Bring a letter to the instructor indicating the need for accommodation and what
type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to UC students with disabilities, contact the:

DISABILITY SERVICES
210 University Pavilion
513 556-6823
513 556-3277 TTY; 513 556-1383 FAX Contact via relay by dialing 711
http://www.uc.edu/sas/disability