

**University of Maryland, College Park  
Department of Education Policy and Leadership**

**EDPL 788G: INSTRUCTIONAL LEADERSHIP THROUGH DATABASED  
DECISIONMAKING**

WEB-CT- delivered

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***Notes:***

*All students are expected to abide by the code of academic integrity throughout this course.*

*Academic dishonesty, including cheating, fabrication, and plagiarism will not be tolerated and will be reported to the Student Honor Council. The full text of the code is available on the web at [www.inform.umd.edu/Campus/Info/Departments/jpo/code\\_acinteg.html](http://www.inform.umd.edu/Campus/Info/Departments/jpo/code_acinteg.html).*

*A student with a documented disability or any other special needs who wishes to discuss academic accommodations should contact the instructor as soon as possible.*

*Students will not be penalized because of observances of their religious beliefs. Whenever possible, students will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is the student's responsibility to inform the instructor as soon as possible of any intended absences for religious observances.*

**COURSE DESCRIPTION**

This course is designed to develop student's awareness, understanding and capabilities in technology enhanced databased decision-making and instructional leadership.

Participants will gain awareness of key aspects of instructional leadership through data based decision-making. They will gain an understanding of instructional decision-making that positively impacts student achievement using data drawn from multiple levels: student, classroom, grade, school, school system, and state levels. They will develop their capabilities to engage in specific aspects of databased instructional leadership, and to the use of technology in these processes.

This web-based course is designed to foster both synchronous and asynchronous opportunities for critical reflection and for online discussions of issues identified in course readings, and through explorations of specific competencies targeted in the web-based workbook *Using Data to Improve Student Achievement* used in the course.

## ONLINE WORKBOOK

*Using Data to Improve Student Achievement.* (<http://www.mdk12.org/data/course/>)

## TEXTS

Bernhardt, V.L. (1998). *Data analysis for comprehensive school wide improvement.* Larchmont, NY: Eye on Education. (order from Eye on Education, FAX: 914-833-0761)

Holcomb, E.L. (1999) *Getting excited about data: How to combine people, passion, and proof.* Thousand Oaks, CA: Corwin Press. Order email: [order@corwinpress.com](mailto:order@corwinpress.com)

Lissitz, R. W. & Schaefer, W.D. (2002) *Assessment in educational reform: Both means and ends.* Boston: Allyn & Bacon. (ISBN: 0-205-33269-2) Order from [www.ablongman.com](http://www.ablongman.com) or from Amazon.com

NAESP (2001) *Leading learning communities: Standards for what elementary principals should know and be able to do.* Alexandria, VA: NAESP (ISBN 0-939327-15-5) order from Web Site: [www.naesp.org](http://www.naesp.org) or from Amazon.com

NAESP (2001) *Essentials for principals: Databased decision-making.* Alexandria, VA: NAESP. Order from Web Site: [www.naesp.org](http://www.naesp.org) or from Amazon.com

## COURSE ACTIVITIES

This course is delivered using WebCT to facilitate discussions of readings and workshop activities in the web-based workbook and other texts. A major part of the course will revolve around the focused explorations that students undertake of the web-based workbook: *Using Data to Improve Student Achievement*, and online and onsite discussions of these explorations and other readings. The purpose of these activities is to foster each student's awareness, understanding and capabilities in databased decision-making. Five onsite classes will be held to discuss concepts and research from sets of readings associated with each of the four Modules of the Web-Based Workbook examined in the course. Instructor-facilitated discussions during these sessions will challenge participants to critique their assumptions about emerging concepts and issues.

## COURSE OUTCOMES

Students will have opportunities to gain awareness and understanding of educational leadership practices of databased instructional leadership evident in the Educational Leadership Constituent Council's (ELCC's) *Standards for School Building and School District Leadership*. These standards emphasize leadership:

- As collaborative, distributive practices focusing on a vision of learning shared by all;
- As consensus building;
- For accountability for learning processes and results;
- For collaboration with families and communities;
- For policy development.
- As moral and ethical agency

Students completing this course will have demonstrated awareness, understanding and capabilities in indicators associated with these aspects of educational leadership (to view the standards online: ([http://www.npbea.org/ELCC/ELCC%20Standards%20\\_1-02\\_.pdf](http://www.npbea.org/ELCC/ELCC%20Standards%20_1-02_.pdf)).

These Standards are associated with the *Interstate School Leaders' Licensure Consortium's* Standards for performance-based assessments for principal and superintendent certification (to view the standards and each of their accompanying knowledge, dispositions, and performance indicators online: [www.ccsso.org](http://www.ccsso.org)).

The course focuses on what instructional leaders should know and be able to do in using data as a means for decision-making to enhance student achievement. Students will develop awareness, understanding and capabilities in instructional leadership practices of databased decision-making. They will gain understanding of how instructional leaders:

1. Consider a variety of data sources to measure performance
2. Analyze data using a variety of strategies;
3. Use data as means to identify barriers to success, design strategies for improvement and plan daily instruction;
4. Benchmark successful schools with similar demographics to identify strategies for improving student achievement;
5. Create a school environment that is comfortable using data

Students will also have opportunities to demonstrate awareness, understanding and capabilities in indicators of the *Technology Standards for School Administrators* relevant to instructional leadership through data based decision-making.

- I. Leadership and Vision
- II. Learning and Teaching
- III. Productivity and Professional Practice
- IV. Support, Management and Operations
- V. Assessment and Evaluation
- VI. Social, Legal, and Ethical Issues

(Standards may be viewed at: (<http://www.iste.org>).

Students will explore four Modules from the web-based workbook: *Using Data to Improve Student Achievement*. These modules will increase their awareness of:

- Understanding of Maryland's Standards for Schools and the Process of Achieving Them
- Capability in Using State Data to Inform School Improvement Planning
- Capability in Using School Data to Clarify and Address Problems of Student Achievement
- Capability in Using Classroom Data to Monitor Individual Student Progress

Students will demonstrate their understanding of these aspects of instructional leadership by completing five workshops in each of these four Modules. Each of the five workshops provides background information from research and practices and opportunities for students to engage in activities to apply concepts and demonstrate their capabilities in a particular aspect of databased instructional leadership.

**STUDENT EXPECTATIONS**

Students are expected to:

1. obtain and actively use a computer account with access to the Internet and WebCT discussion site (UMCP provides accounts free to enrolled students). Students are expected to use anti-virus software and backup all work.
2. review and comply with the UMCP policies on appropriate academic conduct and disabilities outlined at the beginning of this syllabus.
3. complete assigned readings or web-based workbook explorations specified for specific time-period of discussion.
4. initiate, participate in, and facilitate on-line discussions on course topics, modules, and readings.
5. complete and submit for assessment the activities associated with five workshops.

**COURSE READINGS**

**WEB-BASED WORKBOOK MODULES AND OTHER READINGS**

There are four Modules in the web-based workbook *Using Data to Improve Student Achievement*. Listed beside the Modules are associated readings that elaborate on the content discussed in each Module.

<p><b>Module 1: Understanding Maryland’s Standards for Schools and the Process for Achieving Them</b></p> <p>Choose ONE workshop from the following:</p> <p>1.1 Understanding Standards Based Reform</p> <p>1.2 Understanding Your Target</p>	<p><b>Additional Resources for Understanding Maryland’s Standards for Schools and the Process for Achieving Them</b></p> <p>Also refer to the following chapters in Lissitz, R.W. &amp; Schafer, W.D. (Eds.) (2002). <i>Assessment in educational reform</i>. Boston. Allyn &amp; Bacon</p> <ul style="list-style-type: none"> <li>• Chapter 5: Shafer, W.D. How can assessment contribute to an educational utopia?</li> <li>• Chapter 8: Wise, L.L. &amp; Hoffman, R.G. How will assessment data be used to</li> </ul>
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<p>1.3 Leading the School Improvement Process</p> <p>1.4 Evaluating School Improvement Plans</p> <p>1.5 Aligning and Keeping Staff Focused on the Target</p>	<p>document the impact of educational reform?</p> <p>For a discussion of reporting scales see:</p> <ul style="list-style-type: none"> <li>• Chapter 10: Hambleton, R.K. How can we make NAEP and State Test Score Reporting Scales and Reports More Understandable?</li> </ul> <p>For 1.3 For Leading the School Improvement Process see: NAESP (2002). <i>Leading Learning Communities</i>.</p> <p>For 1.5: Aligning Efforts and Keeping Staff Focused see: McDonald, D.H. (1999) <i>Getting excited about data</i>. Thousand Oaks: Corwin:</p> <ul style="list-style-type: none"> <li>• Chapter 1 Using Data to Align School Improvement</li> </ul>
<p><b>Module 2: Using State Data to Inform School Improvement Planning</b></p> <p>Choose ONE workshop from the following</p> <p>2.1 Analyzing Your MSPAP Data</p> <p>2.2 Leading the Data Analysis Process</p> <p>2.3 Presenting Data to Staff and Stakeholders</p>	<p><b>Additional Resources for Using State Data to Inform School Improvement Planning</b></p> <p>For 2.2 Leading Data Analysis Process See: McDonald, D.H. (1999) <i>Getting excited about data</i>. Thousand Oaks: Corwin:</p> <ul style="list-style-type: none"> <li>• Chapter 2 Why Bother to Get Engaged with Data?</li> <li>• Chapter 3: The status of Data use</li> <li>• Chapter 4: Arousing the Passion</li> </ul> <p>For 2.3 Presenting Data to Staff and Stakeholders (2.3) See McDonald, D.H. (1999) <i>Getting excited about data</i>. Thousand Oaks: Corwin:</p> <ul style="list-style-type: none"> <li>• Chapter 5. So What's significant?</li> <li>• Chapter 6: It matters how it looks.</li> </ul> <p>Also See: Berhnhardt, V.L. (1998). <i>Data analysis for comprehensive schoolwide improvement</i></p> <ul style="list-style-type: none"> <li>• Chapter 10: Communicating the Results</li> </ul>

<p><b>Module 3: Using School Data to Clarify and Address Your Problem</b></p> <p>Choose ONE workshop from the following</p> <p>3.1 Leading a Problem Clarification Process</p> <p>3.2 Conducting Classroom Walk-throughs</p> <p>3.3 Benchmarking Successful Schools</p> <p>3.4 Addressing the Problem</p>	<p><b>Additional Resources for Using School Data to Clarify and Address Your Problem</b></p> <p>For 3.1 Leading a Problem Clarification Process, and 3.2 Conducting Classroom Walk-throughs: See: Berhnhardt, V.L. (1998). <i>Data analysis for comprehensive schoolwide improvement</i>.  <ul style="list-style-type: none"> <li>• Chapter 7 School Processes</li> <li>• Chapter 8: Interactions and Analyses</li> <li>• Chapter 9: Putting it all together</li> </ul> and  McDonald, D.H. (1999) <i>Getting excited about data</i>. Thousand Oaks: Corwin:  <ul style="list-style-type: none"> <li>• Chapter 7: Figuring out what it means</li> </ul> </p>
<p><b>Module 4: Using Classroom Data to Monitor Individual Student Progress</b></p> <p>Choose TWO workshops from the following:</p> <p>4.1 Communicating Purpose and Expectations</p> <p>4.2 Developing a Monitoring Plan</p> <p>4.3 Examining Your Monitoring Data</p> <p>4.4 Examining Student Work</p> <p>4.5 Using Data to Inform Instruction and Staff Development</p> <p>4.6 Examining Classroom Assignments and Assessments</p> <p>4.7 Creating Assessments and Scoring Tools</p> <p>4.8 Graphing and Analyzing Classroom Data</p>	<p><b>Additional Resources on: Using Classroom Data to Monitor Individual Student Progress see:</b></p> <p>For 4.2: Developing a Monitoring Plan, and 4.3 Examining Your Monitoring Data, and 4.5 Using Data to Inform Instruction and Staff Development See  McDonald, D.H. (1999) <i>Getting excited about data</i>. Thousand Oaks: Corwin:  <ul style="list-style-type: none"> <li>• Chapter 8: People, passion and proof in goal setting</li> </ul> Berhnhardt, V.L. (1998). <i>Data analysis for comprehensive schoolwide improvement</i>.  <ul style="list-style-type: none"> <li>• Chapter 11: School and District Data Bases</li> </ul> For 7.2 Supporting Teacher Use of Data see:  Lissitz, R.W. &amp; Schafer, W.D. (Eds.) (2002). <i>Assessment in educational reform</i>. Boston. Allyn &amp; Bacon  <ul style="list-style-type: none"> <li>• Chapter 1. Brookhart, S.M. What will</li> </ul> </p>

<p>4.9 Creating Intervention Plans</p>	<p>teachers know about assessment and how will that improve instruction?</p> <ul style="list-style-type: none"> <li>• Chapter 3: What role will assessment play in schools in the future?</li> </ul> <p>For 4.3 Examining Your Monitoring Data and 4.4 Examining Student Work See: Berhnhardt, V.L. (1998). <i>Data analysis for comprehensive schoolwide improvement</i>.</p> <ul style="list-style-type: none"> <li>• Chapter 6 Student Learning</li> </ul>
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## CLASS ACTIVITIES AND ASSIGNMENTS

### Focus School Analysis:

Students will use the mdk12 website to identify a school that will be the focus of the commentaries and performance activities they complete in four workshops. They will write a short 2-page analysis of the school's data, identifying initial patterns that they will explore and submit this analysis to a WebCT discussion thread

**FIVE WORKSHOPS:** Students will complete all practice activities and the associated performance and portfolio items in FIVE of the 21 workshops in the four Modules outlined in the Web-Based Workbook: selected from those listed above  
Students will submit to the Module discussion thread during the specified weeks for online discussion (as outlined in the schedule listed below) the following:

1. A short commentary on the implications of the workshop practice activities for using data to improve student achievement in the school that they have chosen as a target for their activities by the date listed in the schedule of course activities that follows.

The commentary should include:

- a short (half page) overview of the major concepts and practices described in the practice activities;
  - an analysis of these concepts using their focus school's data (to the extent that it is applicable). The analysis should integrate the different aspects of the focus of the workshop that are raised in the workshop's practice activities. Student's will be able to extrapolate from the school data and other profile information available on mdk12 website to establish probable issues, challenges, and implications for data based instructional leadership.
  - Commentaries should be written as a memo of recommendations for the schools instructional leadership team.
2. During the week following the date of commentary postings, each student must read all commentaries and post a short reaction to each which includes a question

for the commentator. Each commentator must respond to questions. Interactions must be completed prior to the onsite class focused on the Module.

3. Students must also complete a performance activity(ies), and portfolio activity(ies). They will present a 15-minute overview of these during the onsite classes scheduled to review concepts related to the Modules. Students can develop their performance/portfolio activity(ies) keeping the needs of their target school staff in mind. Students should develop these activities and prepare supporting documents as if they were the instructional leader of their focus school.
4. Students must also prepare an assessment rubric for classmates to use in providing formative feedback following the student's presentation with commentary supporting the level of performance and proficiency students believe they have achieved (as outlined below).
5. Students will make revisions to their performance/portfolio activity (ies) arising from feedback to their presentation to the class, and to questions raised by their commentaries. Following these revisions, students will submit the following to the Module Performance Portfolio file for each module:
  - A cover submission form (as outlined below) indicating the ELCC standard and indicator addressed in the activities, and providing an assessment rubric with self assessment
  - A memo to the principal of your focus school based on your commentary and reactions to it, and
  - Artifacts as noted in the performance/ portfolio activities
6. Students will have reviewed the commentaries and the readings relevant to their workshop and reviewed each of the overviews of the workshops in the Module prior to the onsite class discussion.

## **EVALUATION**

### **ASSESSMENTS OF WORKSHOP ACTIVITIES**

Students will create two types of assessment rubrics in order to receive formative and summative evaluation feedback on the work that they present as evidence of their awareness, understanding or capabilities of the aspect of data-based instructional leadership that is the focus of each of the five workshops they complete. Each workshop has been identified as developing one of the following:

**AWARENESS:** Defined as: *Students demonstrate awareness of concepts, definitions and procedures:*

**UNDERSTANDING:** Defined as: *Students demonstrate understanding by interpreting their knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context.*

**CAPABILITIES:** Defined as: Students demonstrate capabilities by applying the knowledge and skills

1. Formative Feedback:

Students will prepare eight copies of the designated assessment rubric for classmates to use in providing formative feedback on each of their five presentations of portfolio activities in the four workshops they complete during the course using the following procedures:

2. Summative Feedback:

Students will review the ELCC Standards for Leadership that have been placed in the EDPL 788G WebCT Content file and select indicators from the elements listed in the workshop outlines provided in Content file that they believe their Module Portfolio performance activities address. This indicator (s) is noted in the Module portfolio submission form with other specified information. This form includes an assessment rubric with space for self-assessment of the level of proficiency that has been demonstrated relative to the Standard and indicator addressed. There is also space for a short (one paragraph) justification of the self-assessment

Each of the five workshops is worth 20 points based on the following criteria of demonstration:

- Rudimentary: 1-5 points
- Developing: 6-10 points
- Proficient: 11-15 points
- Accomplished: 16- 20 points

**Point Distribution for Grades:**

**A+ = 95-100; A = 89-94; A- 83-88; B+ 77-82; B = 71-76; B- = 65 – 70; C + = 59- 64**

**Examples of Evaluation Rubrics:**

**AWARENESS FOCUSED ACTIVITY ASSESSED USING RUBRIC BELOW:**

<p><b>AWARENESS:</b> Defined as: <i>Students demonstrate awareness of concepts, definitions and procedures:</i></p>	<p><i>Rudimentary</i> There is little or no evidence of awareness of concepts, definitions and procedures...</p>	<p><i>Developing:</i> There is limited evidence of awareness of concepts, definitions and procedures...</p>	<p><i>Proficient</i> There is clear evidence of awareness of concepts, definitions and procedures...</p>	<p><i>Accomplished</i> There is clear and consistent evidence of awareness of concepts, definitions and procedures</p>
<p><b>TOTAL POINTS</b></p>	<p><b>1-5</b></p>	<p><b>5-10</b></p>	<p><b>10-15</b></p>	<p><b>15-20</b></p>

**UNDERSTANDING FOCUSED ACTIVITY ASSESSED USING RUBRIC BELOW:**

Understanding: demonstrated by students interpreting their knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context .....	<i>Rudimentary</i> There is little or no evidence of interpretation of knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context	<i>Developing:</i> There is limited evidence of interpretation of knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context	<i>Proficient</i> There is clear evidence of interpretation of knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context	<i>Accomplished</i> There is clear and consistent evidence of interpretation of knowledge to school environments, integrating concepts with practice, and using knowledge and skills in context
<b><i>TOTAL POINTS</i></b>	<b><i>1-5</i></b>	<b><i>5-10</i></b>	<b><i>10-15</i></b>	<b><i>15-20</i></b>

**CAPABILITY FOCUSED ACTIVITY ASSESSED USING RUBRIC BELOW:**

Capabilities: Demonstrate capabilities by applying the knowledge and skills	<i>Rudimentary</i> There is little or no evidence of application of knowledge and skills to....	<i>Developing:</i> There is limited evidence of application of knowledge and skills to ...	<i>Proficient</i> There is clear evidence of application of knowledge and skills to ...	<i>Accomplished</i> There is clear and consistent evidence of application of knowledge and skills to ....
<b><i>TOTAL POINTS</i></b>	<b><i>1-5</i></b>	<b><i>5-10</i></b>	<b><i>10-15</i></b>	<b><i>15-20</i></b>