# Course Information

## Term Information

- **Effective Term**: Summer 2014

## General Information

- **Course Bulletin Listing/Subject Area**: Educ Sts: Educational Admin
- **Fiscal Unit/Academic Org**: School/Educ Policy&Leadership - D1280
- **College/Academic Group**: Education & Human Ecology
- **Level/Career**: Graduate
- **Course Number/Catalog**: 6374
- **Course Title**: Database Decision Making for School Leaders
- **Transcript Abbreviation**: Database Dcsn Mkng
- **Course Description**: This course is designed to assist building leaders in their understanding and ability to systematically use a variety of student and school related data to guide educational decision-making. This course will also emphasize ways in which school leaders can collaboratively work with stakeholders to use data to inform the development of a school vision.
- **Semester Credit Hours/Units**: Fixed: 3

## Offering Information

- **Length Of Course**: 14 Week, 7 Week, 12 Week (May + Summer)
- **Flexibly Scheduled Course**: Never
- **Does any section of this course have a distance education component?**: Yes
- **Is any section of the course offered Greater or equal to 50% at a distance**: Yes
- **Grading Basis**: Letter Grade
- **Repeatable**: No
- **Course Components**: Field Experience, Lecture
- **Grade Roster Component**: Lecture
- **Credit Available by Exam**: No
- **Admission Condition Course**: No
- **Off Campus**: Never
- **Campus of Offering**: Columbus, Newark

## Prerequisites and Exclusions

- **Prerequisites/Corequisites**: ESEADM 6350
- **Exclusions**:

## Cross-Listings

### Cross-Listings

- **Cross-Listings**

## Subject/CIP Code

- **Subject/CIP Code**: 13.0499
- **Subsidy Level**: Masters Course
- **Intended Rank**: Masters
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

• 1. Demonstrate an understanding of characteristics of measurement data (such as validity/reliability, criterion/norm referenced, normal curve, derived scores, measurement error) and descriptive statistics (measure of central tendency, measure of var
• 2. Demonstrate an ability to identify, collect, organize, analyze and use a variety of data needed to address a particular educational problem or decision.
• 3. Demonstrate an understanding of current state and federal accountability systems.
• 4. Develop a data-based school improvement plan to address building priorities.
• 5. Demonstrate an understanding of leadership strategies to engage teachers and other stakeholders in using data to support continuous improvement processes.
• 6. Communicate data effectively by developing a school improvement profile, incorporating perceptual, achievement and other school outcome data

Content Topic List

• History of the Accountability and Standards Movement
• Role of the Leader in Data-Based Decision-Making
• Assessment Literacy:
  What Are Data?
  The Language of Data
• Overview of the State Accountability System:
  Current and Future Report Cards
• Qualitative Data
• Survey Development/Analysis
• Leadership Implications:
  Leading a Data Scavenger Hunt
• Leading a Data Dig
• Leadership Implications:
  Communicating Data to Your Stakeholders
• Leadership Implications: Using Data for School Improvement
• OIP Five Steps and Example
• Leadership Implications:
  School Improvement Processes
• Practitioner Panel

Attachments

• Syllabus_ESEADM_6374.docx: Syllabus
  (Syllabus. Owner: Zircher, Andrew Paul)
## Comments

### Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submitted</td>
<td>Zircher, Andrew Paul</td>
<td>09/10/2013 03:29 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Anderman, Eric Mitchell</td>
<td>09/10/2013 03:35 PM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Revision Requested</td>
<td>Zircher, Andrew Paul</td>
<td>09/10/2013 04:20 PM</td>
<td>College Approval</td>
</tr>
<tr>
<td>Submitted</td>
<td>Zircher, Andrew Paul</td>
<td>09/10/2013 04:21 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Zablouidi, Deborah A</td>
<td>10/08/2013 04:00 PM</td>
<td>Ad-Hoc Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>10/09/2013 08:08 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L.</td>
<td>10/09/2013 08:08 AM</td>
<td>College Approval</td>
</tr>
<tr>
<td></td>
<td>Warnick, Bryan R.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Odum, Sarah A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Zircher, Andrew Paul</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ESEADM 6374: Database Decision Making for School Leaders
3 Semester Credit Hours
Spring Term, 2013
065 Ramseyer Hall
Wednesday, 4:10 p.m. – 6:50 p.m.

Instructor: Dr. Melissa M. Conrath  
Phone: 614.506.1879 (cell)  
Email: Conrath.2@osu.edu  
Office hours: Before and After Class or By appointment

RATIONALE

If schools are to fulfill their fundamental mission of ensuring the success of all students, they must continually engage in a cycle of school improvement planning as it is through this process that schools assesses effectiveness and identify areas of focus. Central to fulfilling this mission and planning is the ongoing analysis of data to inform decisions. The urgency to use data to drive school improvement has been heightened in recent years by the accountability provisions of state and federal legislation.

This course is designed to assist building leaders in their understanding and ability to systematically use a variety of student and school related data to guide educational decision-making. This course will also emphasize ways in which school leaders can collaboratively work with stakeholders to use data to inform the development of a school vision.

PROGRAM STANDARDS ADDRESSED

Individuals working or preparing to work in a K-12 building leadership position need to know and demonstrate the knowledge, skills and dispositions that are described in the 2011 Educational Leadership Constituent Council (ELCC) Standards for Building Leaders. In particular, this course will focus on:

Standard 1.0: A building-level education leader applies knowledge that promotes the success of every student by collaboratively facilitating the development, articulation, implementation, and stewardship of a shared school vision of learning through the collection and use of data to identify school goals, assess organizational effectiveness, and implement school plans to achieve school goals; promotion of continual and sustainable school improvement; and evaluation of school progress and revision of school plans supported by school-based stakeholders.
1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and implement plans to achieve school goals.

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

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

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.

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.

Standard 3.0: A building-level education leader applies knowledge that promotes the success of every student by ensuring the management of the school organization, operation, and resources through monitoring and evaluating the school management and operational systems; efficiently using human, fiscal, and technological resources in a school environment; promoting and protecting the welfare and safety of school students and staff; developing school capacity for distributed leadership; and ensuring that teacher and organizational time is focused to support high-quality instruction and student learning.

3.1 Candidates understand and can monitor and evaluate school management and operational systems.

3.4 Candidates understand and can develop school capacity for distributed leadership.

Standard 4.0: A building-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources on behalf of the school by collecting and analyzing information pertinent to improvement of the school’s educational environment; promoting an understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community; building and sustaining positive school relationships with families and caregivers; and cultivating productive school relationships with community partners.

4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the school’s educational environment.
STUDENT OUTCOMES

Upon completion of the course students will be able to:

1. Demonstrate an understanding of characteristics of measurement data (such as validity/reliability, criterion/norm referenced, normal curve, derived scores, measurement error) and descriptive statistics (measure of central tendency, measure of variability and correlation).

2. Demonstrate an ability to identify, collect, organize, analyze and use a variety of data needed to address a particular educational problem or decision.

3. Demonstrate an understanding of current state and federal accountability systems.

4. Develop a data-based school improvement plan to address building priorities.

5. Demonstrate an understanding of leadership strategies to engage teachers and other stakeholders in using data to support continuous improvement processes.

6. Communicate data effectively by developing a school improvement profile, incorporating perceptual, achievement and other school outcome data.

DIVERSITY

Through course readings, discussions, and activities, student will gain the knowledge, skills, and dispositions necessary for diversity (language, cultural, ethnic, racial, economic, and special needs) to create a school culture that promotes and supports the academic and social success for all students.

OFF CAMPUS FIELD EXPERIENCE

Students will be required to conduct an analysis of a school building in order to assess the use of data in school planning. The analysis will include gathering and analyzing existing state and local data, making observations and conducting interviews of staff as well as review other artifacts that provide insights into the use of data in the improvement planning process and development of the school culture.

TECHNOLOGY

Students will explore technology’s capacity to aid in the ability to analyze and communicate data to promote student achievement and school improvement. In addition, students will use technology and on-line resources to enhance their productivity and professional knowledge.
COURSE ASSIGNMENT

Performance Assessments (15 points total)
1. In-class Debate on the Impact of Standards/Accountability (5 points)
2. Professional Development Day Agenda and Activity (5 points)
3. Data Dashboard Development and Presentation (5 points)

Class Participation and Attendance (15 points)
In order for class to be relevant, students must prepare for class and thoughtfully participate in class discussions, work collaboratively and share work samples.

Midterm Exam (20 points)
The exam will assess student’s conceptual understanding and data analysis/performances.

School Site Analysis (25 points)
Students will analyze a school building’s continuing improvement plan and accompanying planning process to develop an understanding of its development, implementation and evaluation. Each student will use this information to develop a written critique and a recommendation for improvement.

100 Day Plan (25 points)
Students will be expected to develop a 100 day entry as an incoming school leader for a given school profile. The action plan should describe an assessment of data to describe existing characteristics, strengths and challenges as well as specific action steps the incoming leader would take to move the school forward. Supporting artifacts, including a data dashboard, should accompany the plan.

TOTAL (100 possible points)

GRADING SCALE

A   94-100
A-  90-93
B+  87-89
B   84-86
B-  80-83
C+  77-79
C   74-76
C-  70-73
D+  67-69
D   64-66
E   63 and below
RELATED READINGS and RESOURCES
Specific required course readings will be provided to students. The documents listed below are additional suggested resources.


WEBSITE RESOURCES

Battelle for Kids Website www.battelleforkids.org

Ohio Department of Education Website www.ode.state.oh.us

Ohio Leadership Advisory Council Website www.ohioleadership.org
<table>
<thead>
<tr>
<th>Class Session</th>
<th>Assignments/Readings Due</th>
<th>Discussion Topics</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 9</td>
<td></td>
<td>Introduction to the Course Review Syllabus and Assignments Opening Scenario</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Be prepared to argue pros and cons of standards based education reform</td>
<td>History of the Accountability and Standards Movement Role of the Leader in Data-Based Decision-Making</td>
<td></td>
</tr>
<tr>
<td>January 16</td>
<td>Be prepared to argue pros and cons of standards based education reform</td>
<td>History of the Accountability and Standards Movement Role of the Leader in Data-Based Decision-Making</td>
<td></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Bring computer to class (with Excel) and until further notice</td>
<td>Assessment Literacy: What Are Data? The Language of Data</td>
<td></td>
</tr>
<tr>
<td>January 23</td>
<td>Bring computer to class (with Excel) and until further notice</td>
<td>Assessment Literacy: What Are Data? The Language of Data</td>
<td></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Read Multiple Measures and New Beliefs Have identified school for site analysis</td>
<td>Overview of the State Accountability System: Current and Future Report Cards</td>
<td></td>
</tr>
<tr>
<td>January 30</td>
<td>Read Multiple Measures and New Beliefs Have identified school for site analysis</td>
<td>Overview of the State Accountability System: Current and Future Report Cards</td>
<td></td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Read Data, Now What? And McREL Data Driven Decision Making Draft of questions for school leader and data inventory for school site analysis due</td>
<td>Assessment Literacy: Continued</td>
<td></td>
</tr>
<tr>
<td>February 6</td>
<td>Read Data, Now What? And McREL Data Driven Decision Making Draft of questions for school leader and data inventory for school site analysis due</td>
<td>Assessment Literacy: Continued</td>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td></td>
<td>Field Work</td>
<td></td>
</tr>
<tr>
<td>February 13</td>
<td></td>
<td>Field Work</td>
<td></td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>Read RAND Making Sense of Data Driven Decision Making in Education</td>
<td>Qualitative Data Survey Development/Analysis</td>
<td></td>
</tr>
<tr>
<td>February 20</td>
<td>Read RAND Making Sense of Data Driven Decision Making in Education</td>
<td>Qualitative Data Survey Development/Analysis</td>
<td></td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Complete Observation Activity Read SAGE Data-Driven Decision Making</td>
<td>Survey Development/ Analysis, continued</td>
<td></td>
</tr>
<tr>
<td>February 27</td>
<td>Complete Observation Activity Read SAGE Data-Driven Decision Making</td>
<td>Survey Development/ Analysis, continued</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>March 6</td>
<td>Submit survey you developed if not submitted @ 2/27 class</td>
<td>Midterm exam: Conceptual understanding Data analysis/performances</td>
</tr>
<tr>
<td>--------</td>
<td>--------</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 10</td>
<td>March 13</td>
<td>NO CLASS – SPRING BREAK</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>March 20</td>
<td>Read NASSP Data-Based Decision Making</td>
<td>Leadership Implications: Leading a Data Scavenger Hunt Leading a Data Dig</td>
</tr>
<tr>
<td>Week 12</td>
<td>March 27</td>
<td></td>
<td>Leadership Implications: Communicating Data to Your Stakeholders</td>
</tr>
<tr>
<td>Week 13</td>
<td>April 3</td>
<td>Read OIP Overview and OIP Description Submit and Be Prepared to Share PD Day Agenda and Activity</td>
<td>Leadership Implications: Using Data for School Improvement OIP Five Steps and Example</td>
</tr>
<tr>
<td>Week 14</td>
<td>April 10</td>
<td>Submit and Be Prepared to Present School Site Analysis</td>
<td>Leadership Implications: School Improvement Processes Practitioner Panel</td>
</tr>
<tr>
<td>Week 15</td>
<td>April 17</td>
<td>Submit and Be Prepared to Present 100 Day Plan and Data Dashboard</td>
<td>100 Day Plan with Data Dashboard Presentations</td>
</tr>
</tbody>
</table>

**STATEMENT OF STUDENT RIGHTS**

Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.

**ACADEMIC INTEGRITY (ACADEMIC MISCONDUCT)**

The Ohio State University’s *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s *Code of Student Conduct* is never considered an “excuse” for academic misconduct. To review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct, please see oaa.osu.edu/coam/home.html.

If a faculty member suspects that a student has committed academic misconduct in a course, the faculty member is obligated by University Rules to report his/her suspicions to the Committee on Academic Misconduct. If COAM determines that a student has violated the University’s *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in the course and suspension or dismissal from OSU.