

Niagara University
College of Education
Department of Educational Leadership and Counseling

A. Course Number and Title

EDU 599 – Technology, Data Analysis & School Improvement

B. Number of Credits

Three (3) Credit Hours

C. Course Description

This course is designed to prepare future school building and school district leaders with the knowledge of theory and research in school improvement and the analysis of school and district data for decision making. Techniques for examining data and decision making for student achievement will be reviewed. Current technology resources useful in the school improvement process or the district management process will be demonstrated. Collection and analysis of school data will be integrated into the current themes in the educational process. The action research process as it applies to school indicators of student success will also be addressed.

D. Method of Teaching

This course is framed within a constructivist perspective that embraces the belief that knowledge is socially constructed. Learning is viewed as a developmental process that is enhanced when candidates learn to view problems and issues from multiple perspectives, constructing knowledge from their own interpretations of numerous pieces of evidence. Teaching approaches are directed toward open ended inquiry, critical thinking and reflection as well as social interaction. Instructional methods will include whole class and small group discussion, individual and cooperative activities, presentations by instructors and classmates, internet and library searches, observations of instruction videos, field experiences, review of research and internet activities using the Blackboard system.

E. Philosophical Framework

The philosophical framework of the program includes the following:

ELCC STANDARDS	
Candidates who complete the program are educational leaders who promote the success of all students by:	
*	Standard 1: Facilitating the development, articulation, implementation and stewardship of a school or district vision of learning that is shared and supported by the school community.
*	Standard 2: Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
	Standard 3: Ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment.
	Standard 4: Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
	Standard 5: Acting with integrity, fairness, and in an ethical manner
*	Standard 6: Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
*	Standard 7: The Internship provides significant opportunities for candidates to synthesize and apply the knowledge and skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.
NEW YORK STATE ESSENTIAL CHARACTERISTICS OF EFFECTIVE LEADERS	
*	1. Leaders know and understand what it means and what it takes to be a leader
*	2. Leaders have a vision for schools that they constantly share and promote.
*	3. Leaders communicate clearly and effectively.
*	4. Leaders collaborate and cooperate with others.

*	5. Leaders persevere and take the “long view.”
*	6. Leaders support, develop and nurture staff.
*	7. Leaders hold themselves and others responsible and accountable.
*	8. Leaders never stop learning and honing their skills.
	9. Leaders have the courage to take informed risks.
COLLEGE OF EDUCATION MISSION - ORIENTATIONS	
*	Candidate-Centering Through Constructivist Practice
*	Process-Product Orientation
*	Reflective Practice
EDUCATIONAL LEADERSHIP DEPARTMENT - DISPOSITIONS	
*	1. Professional Commitment and Responsibility
*	2. Professional Relationships
*	3. Critical Thinking and Reflective Practice
*	4. Knowledge Creation

F. Course Objective

Candidates will be able to:

1. Demonstrate understanding of expectations, roles, and responsibilities of the school principal in the collection, analysis of student achievement data.
2. Apply techniques in school student achievement data analysis.
3. Use current technology related to school improvement.
4. Apply selected technology software or systems to aspects of school improvement.
5. Analyze models of school improvement or district and develop a model of their own
6. Apply root cause analysis, gap analysis and problem solving processes
7. Discuss the implications of high stakes accountability and NCLB
8. Demonstrate an understanding of data management and warehousing issues
9. Create and communicate data results in a clear, concise format

G. Outline of Course Content

1. The School Improvement Process
2. The Effective Schools Initiative
3. Data Collection Issues
4. Data Analysis Techniques
5. Decision making process
6. Writing the School Improvement Plan
7. Supportive Technology

H. Course Requirements

Required course textbooks will be selected from the following core readings:

Brooks-Young, S. (2004). <i>The electronic briefcase for administrators: Tools for administrators: tools and templates</i> . Eugene, Oregon: International Society for Technology in Education.
Rettig, M. D., McCullough, L. L., Santos, K. E., Watson, C. R. (2004). <i>From rigorous standards to student achievement: A practical process</i> . Larchmont, NY: Eye on Education.
Zepeda, S. J. (2004). <i>Instructional leadership for school improvement</i> . Larchmont, NY: Eye on Education.
Bernhardt, V. L., von Blanckensee, L., Lauck, M., Rebello, F., Bonilla, G., & Tribbey, M. (2000). <i>The example school portfolio: A companion to the school portfolio: A comprehensive framework for school improvement</i> . Larchmont, NY: Eye on Education.
Preuss, P. G. (2003). <i>School leader's guide to root cause analysis: Using data to dissolve problems</i> . Larchmont, NY: Eye on Education.
Bernhardt, V. L. (2004). <i>Data analysis for continuous school improvement</i> . Larchmont, NY: Eye on Education.
Bernhardt, V. L. (1999). <i>The school portfolio: A comprehensive framework for school improvement</i> . (2 nd ed.). Larchmont, NY: Eye on Education.
Bernhardt, V. L. (2002). <i>The school portfolio toolkit: A Planning, implementation, and evaluation guide for continuous school improvement</i> . Larchmont, NY: Eye on Education.

Bernhardt, V. L. (2003). *Using data to improve student Learning in elementary school*. Larchmont, NY: Eye on Education.

Schmoker, M. (1999). *Results: The key to continuous school improvement*. (2nd Ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Schmoker, M. (2001). *The results fieldbook: Practical strategies from dramatically improved schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

I. Assignments

Readings and Reflections: Candidates will complete assigned readings from texts and articles and write reflection responses. (4 at 10% each)

Candidates will demonstrate the application of selected technology software or systems.(20%)

Project: Cooperative groups of candidates will access, analyze and develop a school plan for improvement based on available data from the internet, school databases and other sources. A presentation of data will be included. (40%)

J. Attendance

Attendance is considered an indication of professional commitment and responsibility. Candidates are expected to attend all classes. The course work involves learning from many sources. You learn from your instructor. You learn from assigned readings, class activities and writing assignments. In addition you learn from your classmates. Interactions with classmates and the instructor provide different experiences and perceptions on course content. To that end, you cannot interact with classmates or the instructor if you are not here. Points will be subtracted for classes missed.

K. Grading

Final grade will be based on the following criteria:

Points are based on a total possible of 100 points. All class assignments that meet the requirements will receive 80% of total points assigned. To receive an “A” you must demonstrate that your work is exemplary (A level work). Any work turned in prior to the end of the course that is less than “B” or 80% may be rewritten once.

POINTS AND GRADE DISTRIBUTION	
Points	Grade
95 - 99	A+
90 – 94	A
85 – 89	B+
80 – 84	B

L. Student Disclosure Academic Honesty

The integrity of an academic community necessitates the full and correct citation of ideas, methodologies, and research findings. In addition, each student can promote academic honesty by protecting his or her work from inappropriate use. Academic honesty is essential to ensure the validity of the grading system and to maintain a high standard of academic excellence. The principal violations of academic honesty are cheating and plagiarism.

Cheating includes the unauthorized use of certain materials, information, or devices in writing examinations, or in preparing papers or other assignments. Any student who aids another student in such dishonesty is also guilty of cheating. Other possible forms of cheating include submitting the same work in more than one class without permission

Plagiarism is the presentation of ideas, words, and opinions of someone else as one's own work. Paraphrased material, even if rendered in the student's own words, must be attributed to the originator of the thought.

Please refer to the undergraduate catalogue for Niagara University's policy on cheating, plagiarism, procedures and penalties.

Students with disabilities

Students with documented disabilities who may need accommodations, who have any emergency medical information the instructor should know of or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as early as possible in the semester, preferably no later than the first week of the semester. Students must also register with Diane Stoelting, Coordinator of Specialized Support Services (286-8076, ds@niagara.edu) in order to facilitate the provision of needed accommodations.

Counseling Services and Academic Support

The strains and workload of student life can sometimes feel overwhelming and it is easy to lose perspective when faced with academic, social, and personal demands. The staff of the office of counseling services in the lower level of Seton Hall and the Academic Support staff in the Learning Center in Seton Hall are here to help students manage the stresses of university life. All private consultations are confidential and free of charge. Appointment can be scheduled by calling 286-8536 (Counseling) or 286-8072 (Office of Academic Support).