Course Description:

Emphasis on the use and understanding of data and data analysis to improve teaching and learning in the classroom. Data analysis relating to educational leadership and decision-making applications.

Purpose:

Using information sources and data collection for data analysis strategies, effective communication, effective communication and group processes, effective consensus building and negotiation skills. Using data to make decisions and establish goals in a pluralistic society.

Relationship to COE Conceptual Framework:

This course is based upon the mission of the Department of Educational Leadership -- developing leadership for quality education for all students. Our conceptual framework is devoted to helping students develop a strong fund of knowledge. Among the attributes we aim to develop in future leaders are those of being reflective, possessing a love of learning, and valuing democracy and diversity. We believe educational leadership is, at its heart, a moral craft, and we are committed to helping prepare effective practitioners of that craft.

As a department we see our students and ourselves as a cohesive community of reflective scholar practitioners. Research on schools where students achieve consistently has found that these schools have strong instructional leaders, and our vision and collaborative efforts focus on creating such leaders.
ISLLC Standards:

The Department of Educational Leadership, as an NCATE-accredited program, prepares students with reference to standards established by the Interstate School Leaders Licensure Consortium. A full list of these standards will be available on the E.L. Department's web page. The particular ISLLC standards this course focuses on are: 1.1 D; 1.2 F-G; 1.3 G-I, K; 2.2 C, J; 2.3 J, P, T; 3.2 I; 4.3 A.

Course Objectives:

Students will acquire knowledge of:
- Information sources, data collection, data analysis strategies, effective communication and group processes, effective consensus building and negotiation skills.
- Using data based decisions.

Students will develop skills in:
- Analyzing and interpreting educational data, issues, and trends.
- Procedures used in measurement, evaluation, and assessment of the learning environment.
- Use qualitative and quantitative data to plan and assess school programs.
- Use of current technologies.

Students will develop the following dispositions:
- Understand principles and issues relating to management decisions, learning, teaching, and achievement.

Course Schedule:

Note: We will need to schedule one meeting of not more than three hours for the following presentation. We’ll do that on Sept. 10th.

Measures of Academic Progress (MAP) Guest Presenters

Sept. 9 & 10:
- Course Orientation, Vocabulary, Quiz, Assignments for the weekend
- Objectives: organize class, introduce new terminology, and make assignments for the semester
- Chapters 1 & 2 Please Bail Me Out
- Key ideas: Data-based decision making is not new. Requires a new vocabulary. Averages can be misleading. Who really benefits from the data?
- Activities: Group discussion, pop quiz.
Assignment: send an e-mail to me with your professional information (position, career goals, work phone number) within 48 hours. Calculating measures of Central Tendency and group discussion assignment: Find data or other artifacts that support the positions of chapters 3-5.

Working with Excel, PowerPoint & WEBct.
Work on Excel and PowerPoint skills
Objectives: Using technology to inform decision-making. Understanding averages and the testing/data world
Key ideas: Data can be very powerful when it is displayed graphically.
Activities: Making charts and graphs.

Chapters 3, 4 & 5 Please Bail Me Out Technology issues, Semester Project
Objectives: Becoming a critical reader/reporter of data.
Key ideas: Most data are reported/used very selectively.
Activities: Sharing of artifacts and group discussions. Working with “real” data.

A first glance at data exercise

Chapters 6, 7, & 8 Please Bail Me Out
Assignment: Required reading from links page
Objectives: Putting data into perspective. Understanding what correlation really means. Understanding the different ways data are reported.
Key ideas: Nostalgia is dangerous when comparing data from one era to another. Correlation DOES NOT mean cause. Numbers versus rates make a difference.
Activities: Small group discussions, ranking activities, and reflection.

Sept. 30 or Oct 1:
Wimba Classroom

Chapters 9, 10, 11, & 12 Please Bail Me Out
Objectives: Determining which variable is being studied. Determining when to rank and when to measure/report more precisely. Determining an/the appropriate statistic.
Key ideas: Let’s determine which variable we are really examining. Ranking is often useful but can be misleading. Lies, dammed lies, and statistics (let’s lie well).
Activities: Small group simulations using data.
Assignment: Access WEBct and participate in the discussions.

Chapters 13, 14, and 15 Please Bail Me Out
Objectives: Understanding the practical use of statistics. Using trend studies/reports appropriately.
Key ideas: Let’s lie usefully and understand what we’re lying about. Looking at and making sense of trends
Activities: Small group activities using real trend data.

Chapters 16-20 *Please Bail Me Out* Semester Project plan to be presented on 11-19-05

Objectives: Understanding and practice in putting numbers/data into perspective as an instructional leader.
Key ideas: Numbers and graphs can be easily manipulated. Even if the data are accurate, what does it mean? Change is constant when we talk about demographics.
Activities: Student prepared charts and graphs.
Guest presentation: Using data to make instructional decisions

Oct 21 or 22:

**Wimba**

Assignment: Access Wimba and participate in the discussions.

Chapters 21, 22, & 23 *Please Bail Me Out*

Objectives: Understanding the history of testing. Understanding the economics of test and understanding world of testing. Familiarization with different types of tests.
Key ideas: Tests can be valuable but are only a snapshot. Caveat emptor.
Activities: Group discussion via WEBct

Assignment: School/Higher Ed. data
Objectives: Understanding how principals make data-based decisions.
Key ideas: Using data to make change that is good for students.
Activities: Group discussion via WEBct

Chapters 25 & 30 *Please Bail Me Out*

Objectives: Putting test scores into perspective. Understanding the role of test scores
Key ideas: Test scores are a function of those taking the test. The universe of test-takers
has changed  
Activities: Group discussion via WEBCt.

Group Skills/Negotiation Skills Handouts posted on Web Campus

Provide an overview of your semester project via WEBCt.

Dec 2: *(Time to be negotiated during the first weekend)*

At your Fingertips pp. 1-70

Objectives: Using a model for data collection and decision-making.  
Key ideas: There are systems that we can use to begin the process of data-based decision making.  
Activities: Students use the model from the book for their semester project.  
Assignment: Access WEBCt and participate in the discussions.

Student project reports/wrap-up.

Objectives: Provide students with the opportunity to share their semester project.  
Key ideas: Sharing of ideas and methods.  
Activities: Student presentations.

Student project reports/wrap-up. Projects due on Dec. 19, 2011 @ 5:00 p.m.

Bold **WEBct** – these are in lieu of Friday evening meetings. You are expected to participate in all required activities through WEBCt.

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**Course Performance Assessment Requirements:**

**Class Activities & Assignments:** The assignments, activities, and evaluation are all designed to help the student make practical application of the theories and concepts learned in class and other venues. Some of the assigned activities are for practice only, not for evaluation. In addition, some of the assignments may not be collected, checked and recorded.

**Class Attendance/Participation:** Class attendance and punctuality are expected and required to successfully complete this course. Absences may necessitate a reduction in the student’s participation points, which could have a negative impact on a student’s final grade. Students shall complete all readings and assignments in a timely manner. Students are expected to arrive ready to discuss the topics for the day.
**Semester Project (K-12 Emphasis):** The final project will be an assessment of achievement data from at least one grade level in his/her school (preferable). The student will complete a PowerPoint presentation including at least all of the following:

A. An overview of the school including demographics of students and faculty and any significant trends,
B. Achievement test history for the grade level being examined in graphic format,
C. Analysis of objectives within each most recent test,
D. A discussion of NCLB status,
E. If any subgroup or category is failing to meet AYP then what is being done to address this deficiency, and
F. Recommendation for action based on your findings.

**Semester Project (Higher Ed. Emphasis):** The final project will be an assessment of data from an area of interest (preferable) where the student is likely to be employed presently or in the future. The student will find at least 10 data posts which are germane to the area and complete and assessment similar to the requirements for K-12 students. The student will complete a PowerPoint presentation including at least all of the following:

**Expectations/grading rubric for the final project**

“**A**” quality project

- The project represents original effort
- The project meets at least 90% of directions
- The project is ready for presentation to a professional group
- The project contained appropriate recommendations based on the data
- The recommendations are sound

“**B**” quality project

- The project represents mostly original effort
- The project meets at least 80% of directions
- The project is almost ready for presentation to a professional group
- The project contains recommendations based on the data
- The recommendations are generally sound

“**C**” quality project

- The project represents some original effort
- The survey meets at least 70% of directions
- The project is not ready for professional presentation
- The project contains recommendations
- The not all recommendations are appropriate

“**D**” or “**F**” quality project (you don’t want to go there)
The project reflects little of no original work
A long way from being ready for prime time
Recommendations are a joke

**Student Activities and Evaluation:**
Evaluation of the student progress may be measured using one or more of the following:
- Written and verbal exercises provided by the student during class meeting times,
- Student participation in class activities,
- Research done by the student outside of class time,
- Other evidence as the student may supply.

**Note:**
*You must has access to the internet, internet e-mail and access to a relatively new computer which has recent so versions of Excel, PowerPoint, and Adobe Acrobat reader software*
*You may/should send all assignments via e-mail. You will find is necessary to communicate with other students and e-mail is probably the cheapest and easiest method.*

*Bringing a calculator to each class will be helpful as well.*
*I will be mailing at least three sets of data, in Excel format, to you during the semester. This is to ensure that everyone is using the same data set.*

**All required work must be satisfactorily completed before a student receives credit in the course.**

**Quality of Work**
All class papers must be typed or completed on a word processor. Each written paper must address the assigned goal and substantiate a clear point. Inadequately edited work inhibits your ability to communicate ideas to a reader and so will result in a lower grade. Work is expected to be complete and on time. Late work will be evaluated, but you will receive the minimum number of passing points. If work is not turned in at all, a zero will be entered for that assignment. All papers for this course shall comply with the *Publication Manual of the American Psychological Association, (6th ed.)* style of writing.

**Grading of written assignments:**
All written assignment will follow APA style manual. Scores shall be based on 50% style and grammar, and 50% on content of the paper. Each error in style and/or grammar will result in a deduction of 5 pts. For example on a 50 point paper, the student shall lose a maximum of 25 points for style and grammar (5 errors x 5 points = 25 points). Study and use the APA style manual.

**Grading System:**
Grades will following numerical scores translate into the letter grades shown below:

<table>
<thead>
<tr>
<th>Numerical Score</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>95 - 100</td>
<td>A</td>
</tr>
<tr>
<td>90 - 94</td>
<td>A-</td>
</tr>
<tr>
<td>87 – 89</td>
<td>B+</td>
</tr>
</tbody>
</table>
Grades will be based on total points possible. The daily work and class participation shall be included in the grade. In addition, the following may be assigned for points: Class activities/assignments, Group presentations, and Reports.

The number of assignments will vary (usually five), each assignment will be valued at 10 points.

- Classroom participation: 100 points
- Assignments for credit: 50 points
- Final exam or project: 150 points
- Field experience (20 hours): 50 points

Total points: 350 points

**Primary Methodologies/Instructional Strategies Used in Class:**

Lectures and PowerPoint presentations, discussion, group dynamics, role-playing, demonstration, other in-class activities, Wimba Classroom* and outside reading. In addition, guest speakers will make presentations to students during the course. These guest lecturers appear at no expense to share their vision of education leadership in today’s workplace. Your attention to their remarks and thoughtful questions at the conclusion is expected as part of this course.

*Wimba Classroom is a live, virtual classroom environment accessed through WebCampus with features that include audio, video, application sharing and content display, and MP4 capabilities.*

**Special equipment necessary to participate:** You will need a integrated headset and webcam. Many newer laptops have a built-in webcam and many headsets for smart phones work well.

Please be sure to test your computer with the Wimba Setup Wizard well in advance of our initial online class session. Wimba Classroom operates without issue on most computers, but the program requires Java updates and other settings for it to function as intended. Running the Wimba Setup Wizard in advance will iron out any potential hangups and provide your support resources (such as the UNR IT Support Desk or Grad Assistants) with ample opportunity to correct potential issues before our online class sessions begin.

**Accommodation of Students with Disabilities:**

Each student who qualifies with a disability is to provide the instructor with a letter from the Disability Resource Center stating the appropriate accommodations for this course. If you have
a documented disability and wish to discuss how these academic accommodations will be implemented for this course, please contact the Center at 784-6000.

**Required Texts:**


**Supporting References:**


**Academic Dishonesty:**

The University Catalog defines the standards for plagiarism and cheating which apply to all programs at UNR; all students are responsible for knowing and abiding by these standards. Plagiarism is defined as "submitting the language, ideas, thoughts or work of another as one's own; or assisting in the act of plagiarism by allowing one's work to be used in this fashion." Students should note the second part of this definition prohibits giving unethical assistance to others and that such behavior is subject to the same penalties as receiving such assistance.

Students should also be aware that the Department of Educational Leadership expects that work submitted for any course will not be recycled from previous coursework, either within the department or outside. Faculty does recognize that, especially at the doctoral level, students may be developing a research topic which is cumulative (usually leading to a dissertation) and that different aspects of the topic may be explored in more than one course. In such a situation, it is the responsibility of the student to notify a faculty member of previous work done in the area and to provide copies of this previous work to ensure that the new work is a valid extension and elaboration of those efforts. Failure to secure prior faculty approval for the use of related work shall be regarded as plagiarism and subject to the penalties for other forms of academic dishonesty.