



**AD 5560 Aligning Educational Initiatives to Student Outcomes through
Data Analysis
(Focused Monitoring I & II)**

Graduate Credits: (6)

Course Description:

Aligning Educational Initiatives to Student Outcomes through Data Analysis encompasses an in-depth analysis of the factors which affect the achievement gap between students with identified disabilities and their non-disabled peers. The study, using the West Ed model – *Developing an Effective School Plan*, will follow a methodology that begins with the elements of inquiry and culminates with a well established plan for systemic improvement. Incorporated within the course will be insights to the essential elements for constructive change within a school/school district's culture that will advance the achievement of all students while giving focus to the supports for students with disabilities and their academic advancement.

Performance-based Objectives:

(What is it that students will know or be able to do as a result of taking this course?)

1. Assist in ongoing dissemination of information regarding the continuing work of improving instruction.
2. Conduct a data inventory to determine data sources that currently exist in the district related to current topics of interest.
3. Identify what additional data sources may be needed that are not currently available.
4. Determine that a minimum of three essential data sources will be used to conduct research.
5. Develop a timeline of data collection activities for the school year.
6. Disaggregate, analyze and summarize findings.
7. Determine what additional resources are needed (e.g. time, additional staff from district, technology, funds, etc.).

Performance-based Assessment/Activities:

(How can we make sure that the Performance-based Objectives have been accomplished?)

Students will create a portfolio of work to include examples meeting each of the performance objectives stated above. This work may include but is not limited to:

1. Web pages, newsletters, newspaper articles, PowerPoint presentations, podcasts blogs, v-logs
2. Data inventory
3. Data reflection
4. Data source identification and rationale
5. Timeline and communication plan
6. Charts, graphs, spreadsheet, narrative summary with trends, PowerPoint
7. Summary of resources, recommendations and rationale

In addition, student portfolios will include a reading/research journal and a final/vision paper.

Standards met by this course:

Educational Leadership Constituent Council (ELCC) Standards encourage:

- The knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.
- The knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- The knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

National Staff Development Council (NSDC) Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district.
- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.
- Uses multiple sources of information to guide improvement and demonstrate its impact.
- Prepares educators to apply research to decision making.
- Uses learning strategies appropriate to the intended goal.
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.

Council for Exceptional Children (CEC)

- Identify information sources, data collection, and data analysis strategies.
- Use evidence-based practices validated for specific characteristics of learners and settings.
- Evaluate educational research methodologies.
- Evaluate the research basis of practices presented in literature and other sources.
- Identify and use the research literature to resolve issues of professional practice.
- Evaluate and modify instructional practices in response to ongoing assessment data.
- Demonstrate commitment to engage in evidence-based practice.
- Use education research to improve instructional techniques, intervention strategies, and curricular materials.
- Use research-based practices in the classroom and explain the research to others.

New Hampshire State Department of Education Standards

Superintendent/Assistant Superintendent

- Apply a variety of theories, principles, and best practices for needs-based professional development programs that support the goals of the school district's improvement plan.
- Determine the value of assessing, using, and conducting research to improve student learning and professional development.
- Apply the reporting and use of assessment results to: inform the school community; develop school action plans; and modify school programs.

Principal

- Link instructional plans and strategies to the vision of the school, and use student assessment data to inform practice.
- Use principles of effective instruction, research methods, and other resources for making teaching and learning decisions.
- Design well-planned and context-appropriate professional development that focuses on student learning, consistent with the school's vision and goals.
- Apply appropriate models and principles of organizational development and management, including data-based decision-making with indicators of equity, effectiveness, and efficiency to optimize learning for all students.

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Course Requirements:

All participants in AD 5560 will be expected to:

- Attend all Focused Monitoring (FM) sessions and participate in discussions on the impact of FM upon the current and future school culture.
- Present a well-thought portfolio which traces the evolution on attributes of the FM process. Notation of personal observations and characteristics of this element of the change process will be particularly important to the index of items featured in the portfolio.
- As an appendix to the portfolio, develop a chronology of the data collection and analysis process consistent with the notations in the performance-based objectives.
- Completion of a final project summary which presents an analysis of the FM process and its potential impact upon the current and future school or school district culture. The analysis should relate to the constructive attributes of the process as well as those that are incomplete or inconsequential to the improvement process.
- Participate in a concluding symposium on the FM process with other colleagues enrolled in AD 5560.

Grading:

- 30% Participation in the FM process at the school and school district level
- 60% Class project – portfolio
- 10% Participation and contribution to concluding symposium

Grading Scale:

- A Exceptional work as demonstrated through verbal and written expression. A representation of original thinking and insight
- A- Great work as demonstrated in ability to handle course material, express oneself orally and in writing, and thoughtful engagement
- B+ Good effort, however, expression and work not at your potential
- B A satisfactory grade, however, indicates minimal effort, research and engagement
- B- Minimal engagement in class objectives

Special Accommodations:

In accordance with the Americans with Disabilities Act, any student in this class who has a documented learning disability will be provided with reasonable accommodations designed to meet his/her needs. Before any such assistance can occur, it is the responsibility of the student to see that documentation is on file with the Campus Director. In addition, please see me as soon as possible to discuss any need for accommodation.

Academic Honesty Policy:

Plymouth State University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not acceptable and will not be condoned by the university. Students involved in such activities are subject to serious disciplinary action.