

**University of Nevada, Las Vegas
Urban Leadership Development Program**

**ULD 735
Leading a Learning Organization Through
Evidenced-Based Decision Making
3 Credit Hours**

CONTACTING THE INSTRUCTOR

INSTRUCTOR NAME:

E-MAIL:

PHONE:

OFFICE LOCATION/HOURS:

I. CATALOG DESCRIPTION

This course applies evidence-based decision-making methods aimed at creating a culture of continuous school improvement, including (1) the collection, analysis, and interpretation of multiple measures (2) the inter-relationships between evidence-based interventions and educational outcomes; (3) commonly used analytic strategies and processes; (4) a step-by-step approach to evidence-based decisions; (5) keys to when action is warranted; and (6) opportunities for widespread implementation of evidence-based decision-making through distributed leadership and communities of practice.

II. COURSE STANDARDS

This course addresses the following Nevada Administrator Standards:

Instructional Leadership Domain:

Standard 1: Creating and Sustaining a Focus on Learning

- *Engaging stakeholders in the development of a plan for obtaining high pupil achievement and college and career readiness for pupils and periodically reviewing and revising the plan as necessary (IL1.1)*
- *Holding teachers and pupils accountable for learning by regularly monitoring a range of performance data (IL 1.2)*

Standard 2: Creating and Sustaining a Culture of Continuous Improvement

- *Setting clear expectations for the performance of teachers and pupils and creating a system for the consistent monitoring and follow-up of growth and development (IL2.1)*
- *Gathering and analyzing data from multiple sources to monitor and evaluate the progress of the school toward established goals for pupil performance and learning (IL2.3)*
- *Operating with a belief that all children can achieve regardless of their race, perceived abilities or socioeconomic status (IL2.4)*

Standard 4: Creating and Sustaining Structures to Support an Effective School

- *Developing systems and processes to implement a clearly articulated curriculum across the entire school and periodically reviewing and revising those systems and processes when necessary (IL4.2)*
- *Allocating resources, including the organization of time, effectively to support and further the goals of the school (IL4.3)*

Professional Responsibilities Domain:

Standard 1: *Manages Human Capital*

- *Using available data, including the performance evaluations of teachers, to identify, recognize, support and retain teachers (PR1.2)*
- *Supporting the development of leadership skills in teachers and providing opportunities for teachers to assume leadership roles (PR 1.3)*

Standard 2: *Self-Reflection and Professional Growth*

- *Seeking feedback from colleagues and staff and using a variety of data and information to self-reflect and improve upon his or her practice (PR2.1)*

Standard 4: *Family and Community Engagement*

- *Involving the parents and families of pupils and the school community in the goals of the school and the school improvement efforts (PR4.2)*

III. COURSE OUTCOMES

By the end of the course it is expected that participants will:

1. Analyze and present divergent views on major education issues at the local, state and national levels.
2. Collect, synthesize, interpret, and report evidence from multiple sources to make informed determinations and use strategies and decisions making processes to improve teaching and learning.
3. Translate the results of a step-by-step evidence analysis into an organizational solution aligning goals, actions, intervention, and resources to achieve educational outcomes.
4. Use appropriate evidence, strong educational arguments, and persuasive technology to drive actions.
5. Identify stakeholders, include multiple perspectives, and promote engagement in evidenced-based decision making through distributed leadership and communities of practice.
6. Execute a collection, analysis, and reporting process to advance the development of strategic organizational objectives and school improvement plans.
7. Demonstrate strong leadership skills required in designing, implementing, and monitoring phases of school improvement.

IV. TEXTS AND SUPPLEMENTAL MATERIALS

REQUIRED TEXT(S)

1. Bernhardt, V.L. (2013). *Data analysis for continuous school improvement*. New York, NY: Routledge.
2. Boudett, K.P., Clay, E.A., & Murnane, R. J. (2006). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning*. Cambridge, MA: Harvard Educational Press.

SUPPLEMENTAL TEXTS/MATERIALS

To be determined as needed

V. COURSE REQUIREMENTS

Assessments

- ◆ Class Participation/Activities: (10 percent)
 - ◆ Each student is expected to attend all classes, read assigned material prior to class, complete in-class assignments, and actively participate in discussions. Students will be expected to reflect on their participation, learning, and engagement each class.
- ◆ Assignments (90 percent)
 - Reflections (5)
 - Aspiring principals will be engage in three to five reflections, discussing questions, concerns, and successes in using data to guide a learning organization.
 - Data Inventory (15)
 - Aspiring principals will develop an inventory of the data available to them from sources internal and external to the school.
 - Current School Improvement Plan Analysis (5)
 - Aspiring principals collect a copy of the most recent School Improvement Plan from their field experience school. Student will be expected to analyze the plan for strengths and areas that could be refined, as well as specific suggestions for improvement.
 - Data Analysis and Display Assignment I (10)
 - Aspiring principals will record data analysis and develop data display(s) outlining a potential issue related to a target group of students. Data analysis and display(s) will be based on the analysis conducted of school data obtained from the Data Inventory assignment. Aspiring principals will outline why they believe the datum points to the selected issue and specific data displayed were selected and developed. The analysis and display(s) must be clear and able to Leadership Team Members, as well as other constituents such as parents and students.
 - Data Analysis and Display Assignment II (10)
 - Aspiring principals will continue to record data analysis and develop data display(s) outlining a potential issue related to a target group of students. Data analysis and display(s) will be based on the analysis conducted of school data obtained from the Data Inventory assignment. Aspiring principals will outline why they believe the datum points to the selected issue and specific data displayed were selected and developed. The analysis and display(s) must be clear and able to Leadership Team Members, as well as other constituents such as parents and students. Aspiring principals will outline why they believe the datum points to the selected issue and specific data displayed were selected and developed.
 - 1st Draft TGI Plan (Copy to Field Experience University Supervisor) (5)
 - Aspiring principals will complete the initial portions of the Target Group Improvement Plan which will be specified by the instructor.
 - Strategy Research Project (15)

- Aspiring principals will select, read, and annotate research studies and reports related to two strategies identified by the Target Group Improvement Team to improve the performance of the selected Targeted Student Group. The aspiring principal will provide a summary of the research and a justification for one of the strategies being selected for the TGI plan.
- 2nd Draft TGI Plan (Copy to Field Experience University Supervisor) (15)
 - Aspiring principals will complete portions of the Target Group Improvement Plan Form specified by the instructor.
- Final Draft School TGI Plan (Copy to Field Experience University Supervisor) (20)
 - Aspiring principals will complete all portions of the Target Group Improvement Plan Form as specified by the instructor.

VI. GRADING POLICY

Total Points	Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70 - 73	C-
Below 69	F

VII. TOPICS TO BE COVERED

The following outlines the sequence of major topics to be covered:

- National and Local Perspectives Regarding Use of Evidence
- Foundations of Evidence-based Decision Making
- Collecting a Variety of Evidence To Support Improvement
- Organizing and Analyzing Evidence
- Leading School Improvement Teams
- Driving Resources and Actions For Continuous Improvement
- Reporting Evidence
- Monitoring and Evaluating School Improvement Plans
- Creating a Culture of Evidenced-based Decision Making

Tentative Course Schedule, Topics, Readings, and Assessment

	Topics	Readings	735 Assessment	742 Assessment
8-31 Where do We Want to Be	Introductions Review of Syllabus and Assignments Class Organization Reading Review Into to the School Improvement Process Evidence Based Decision Making frameworks Collecting Evidence Data Literacy Review	Bernhardt (2013) p. 1-23 Lunenburg & Irby (2006) Ch. 2 p. 26-36		
9-7 Where are We	Field Experience Reading Review Collecting Evidence Analyzing and Interpreting the Evidence Selecting, Organizing and Facilitating School Base Leadership Teams in a Learning Organization Data Literacy Review	Bernhart (2013) p. 27-103 Boudett, et al (2010) p. 14-18		Personal Mission Vision
9-14 Where are We	Reading Review Analyzing and Interpreting the Evidence Selecting, Organizing and Facilitating School Base Leadership Teams in a Learning Organization Data Literacy Review	Bernhardt (2013) Ch. 9 Delehat (2007) p. 35-65 Boudett (2010) Ch. 3 Additional readings – supplemental materials as needed		
9-21	Reading Review Analyzing and Interpreting the Evidence Selecting, Organizing and Facilitating School Base Leadership Teams in a Learning Organization Change Process Assessing Current SIPs	Hall & Hord (2015) Ch. 1 Additional readings – supplemental materials as needed	<ul style="list-style-type: none"> • Data Inventory • Current SIP Analysis 	Selection TGIP Leadership Team
9-28 Where do we Want to Be	Field Experience Reading Review Developing the Improvement Plan - Setting the Direction of the Plan Mission/Vision/Guiding Principals Goals Objective/SMART Goals Strategies Researching Strategies	Bernhardt (2013) Ch. 10 Additional readings – supplemental materials as needed		
10-5	Reading review Developing the Improvement Plan - Setting the Direction of the Plan Alignment Objectives/SMART Goals Strategies	Levin & Datnow (2012) Boudett et al (2010) Ch. 6	Data Analysis Part I	

	Researching Strategies Action Steps (activities) Researching Strategies	Additional readings – supplemental materials as needed		
10-12	Independent Research	Additional readings – supplemental materials as needed		1 st TGI Meeting Assignment
10-19	Independent Research	Additional readings – supplemental materials as needed	Data Analysis Part II	
10-26	Field Experience Developing the Improvement Plan Monitoring and Assessing the Plan	Boudett et al (2010) Ch. 7 Hollingshead (2009) p. 168- 170 Hord, et al (2006) Ch. 2 & 3 Additional readings – supplemental materials as needed	<ul style="list-style-type: none"> • Strategy Research • 1st Draft TGI Plan 	Copy 1 st Draft TGI Plan
11-2	Monitoring and Assessing the Plan Implementing the SIP Building a Culture of Evidence-based Decision Making	Guskey (2005) Additional readings – supplemental materials as needed		2 nd TGI Team Meeting Assignment
11-9	Assessing the SIP The Big Picture of School Improvement Review	Bernhardt (2013) Ch 14 Additional readings – supplemental materials as needed	2 nd Draft TGI Plan	Copy 2 nd Draft TGI Plan
11-16	Independent TGIP Work			
11-23 Thanks giving				3 rd TGI Team Meeting Assignment
11-30	Field Experience Review School Improvement Process		Final draft TGIP	<ul style="list-style-type: none"> • Shadowing Experience Assignment • Copy Final Draft TGIP
12-7	Individual conferences as needed			

University Expectations

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and

state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The

student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

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Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.