**WAYLAND BAPTIST UNIVERSITY**

**VIRTUAL CAMPUS**

**SCHOOL OF EDUCATION**

**University Mission:**

Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**Course Number and Title:**

EDUC 5383 – Data Based Decision Making

**Term and Dates:**

Fall Term 2018 August 20-November 2 2018

**Instructor’s Name:**

Dr. Rich Hendershot

**Contact Information:**

Office: (575) 763-0535

Cell Phone: (575)-760-8532

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**Office Hours:**

You may email at any time using the email address listed above.

You may call my cell phone any time .If I do not answer, please leave a brief message and a return phone number if different than the one on which you are calling.

**Class Meeting Time:**

This is a virtual class. The expectation is that you are to check the Blackboard daily for information regarding assignments. Also, it is important that you check your email daily for announcements and/or requests from the professor.

**Catalog Course Description:**

# Use of data to formulate decisions and courses of action. How data improves programs and decisions. Statistical methods to monitor progress, change, and allow trend analysis.

**Prerequisite Knowledge and Skills:**

Graduate standing.

**Required Textbook:**

**Data Driven Decisions and School Leadership**
**Author(s):** Kowalski, Theodore; Lasley II, Thomas J.; Mahoney, James W.
**ISBN-13:** 978-0205496686
**Edition:** 1st
**Publisher:** Pearson
**Book Type:** Paperback

**Optional Materials:**

Additional course material may be available on the Blackboard site for this course. Students should have access to and the ability to use this material for each class session. Course announcements, if needed, will be posted on the Blackboard site for this course.

**Course Competencies Course Outcome Competencies**

* **Course Outcome Competencies:**
* Although this course will traverse many areas and domains of the principal competencies, main focus for this course will be DOMAIN II—INSTRUCTIONAL LEADERSHIP. Specifically, these Principal Competencies will be addressed in part, through the study of this course.
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* **Competency 002**
* The principal knows how to communicate and collaborate with all members of the school community, responds to diverse interests and needs, and mobilizes resources to promote student success.
* The principal knows how to:
* • communicate effectively with families and other community members in varied educational contexts.
* • apply skills for building consensus and managing conflict.
* • implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
* • develop and implement strategies for effective internal and external communications.
* • develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
* • provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
* • establish partnerships with parents/caregivers, businesses, and others in the community to strengthen programs and support campus goals.
* • communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
* • respond to pertinent political, social, and economic issues in the internal and external environment.
* **Competency 004**
* The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources, and assessment; and promote the use of varied assessments to measure student performance.
* *The principal knows how to*:
* • facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
* • facilitate the use of sound, research-based practice in the development, implementation, and evaluation of campus curricular, co-curricular, and extracurricular programs.
* • facilitate campus participation in collaborative district planning, implementation, monitoring, and revision of curriculum to ensure appropriate scope, sequence, content, and alignment.
* • facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
* • facilitate the use of technology, telecommunications, and information systems to enrich the campus curriculum.
* • facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other district programs.
* • promote the use of creative thinking, critical thinking, and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.
* **Competency 005**
* The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.
* *The principal knows how to*:
* • facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
* • facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students.
* • create conditions that encourage staff, students, families/caregivers, and the community to strive to achieve the campus vision.
* • ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
* • use formative and summative student assessment data to develop, support, and improve campus instructional strategies and goals.
* • facilitate the use and integration of technology, telecommunications, and information systems to enhance learning.
* • facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline, and school safety to ensure a campus environment conducive to teaching and learning.
* • facilitate the development, implementation, evaluation, and refinement of student services and activity programs to fulfill academic, developmental, social, and cultural needs.
* • analyze instructional needs and allocate resources effectively and equitably.
* • analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
* • ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students' development and learning.
* **Competency 006**
* The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development, and apply the legal requirements for personnel management.
* *The principal knows how to*:
* • work collaboratively with other campus personnel to develop, implement, evaluate, and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
* • facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes, and contexts.
* • allocate appropriate time, funding, and other needed resources to ensure the effective implementation of professional development plans.
* • implement effective, appropriate, and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline, and dismissal of campus staff.
* • use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
* • diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
* • engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.
* **Competency 007**
* The principal knows how to apply organizational, decision-making, and problem solving skills to ensure an effective learning environment.
* *The principal knows how to*:
* • implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment.
* • implement procedures for gathering, analyzing, and using data from a variety of sources for informed campus decision making.
* • frame, analyze, and resolve problems using appropriate problem-solving techniques and decision-making skills.
* • use strategies for promoting collaborative decision making and problem solving, facilitating team building, and developing consensus.

**: Attendance Policy:**

The university expects students to make class attendance a priority in the graduate program. Faculty members must provide a copy of attendance requirements within one week of the beginning of the academic term. Any student in a program for which an outside agency (such as the Veteran’s Administration) has stricter requirements, will be subject to those requirements. The registrar’s office or the external campus executive director/dean will provide each student affected a list of these regulations. Instructors will determine if an absence can be excused. For the purpose of this online course, the discussion board responses will be used as the indicator of class attendance. Students, who fail to submit the three minimum acceptable responses, will be considered absent.

When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the registrar or the executive director/dean. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of “F” in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy. Student appeals should be addressed, in writing to the external campus executive director/dean or to the executive vice president/provost.

**Plagiarism and Academic Dishonesty**

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work).

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

**Disability Statement:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at 806-291-3765. Documentation of a disability must accompany any request for accommodations. Students should inform the instructor of existing disabilities the first class meeting.

**Course Requirements and Grading Criteria**

**Student Participation in Class on Discussion Board**: Discussion Board questions will be posted on BB. All assignments and the final are posted on BB now.

Students are expected to participate in all class discussion board questions posted by the professor. **Weekly Assignments**: Weekly assignments are posted under submissions. These assignments will be based directly from the course textbook. Most of the weekly assignments will pose divergent questions with the expectation of the student to use the author’s research to reinforce your personal perspective on the questions posed. They have strict due dates.

Discussion Board Questions are to be answered weekly. **Final Exam**: Students will complete a final examination of the course material.

When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the registrar or the executive director/dean. Any student who misses 25% or more of the regularly scheduled class meetings may receive a grade of “F” in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy. Student appeals should be addressed, in writing to the external campus executive director/dean or to the executive vice president/provost.

**COURSE OUTLINE:**

This course uses data to formulate decisions and courses of action. The course will show how data improves programs and decisions. The course will also show how statistical methods are used to monitor progress, change and trend analysis.

Specifically, this course will include the following information to be discussed and reviewed;

* Part I – Foundations of Decision Making in Schools

Chapter1 -Problem Solving and Decision Making in the context of School Reform

* + Chapter 2-Decision Making Behavior
	+ Chapter 3-Decision complexity, Models, and Action Theories
	+ Chapter 4-Group Decision Making
* Part II – Data Based Decisions
	+ Chapter 5-Understanding Data Driven Decision Making
	+ Chapter 6-Research to Drive Education Decision making
	+ Chapter 7-Collecting and Accessing Data
	+ Chapter 8-Technology and Information Management
* Part III – Applying Data Based Decisions
	+ Chapter 9-Curriculum and Instruction
	+ Chapter 10-Effective School Improvement
	+ Chapter 11-Implementing and Monitoring Decisions

The student will participate in class discussions well prepared, having read all assigned materials, participate in class discussions and activities and will act (respond online) in a professional manner.

**Grading Criteria:**

Grades for courses shall be recorded by the symbols below:

A 90-100 Cr for Credit

B 80-89 NCR No Credit

C 70-79 I Incomplete\*

D 60-69 W for withdrawal

F 59 & below WP Withdrawal Passing

WF Withdrawal Failing X No grade given

 IP In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded.

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the “I” is converted to the grade of “F.” An incomplete notation cannot remain on the student’s permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**Tentative Schedule:**

*The course professor reserves the right to amend this tentative calendar at any time.*

The reading assignment listed in the syllabus should be done BEFORE the date it is listed. This will allow you to use what you have read to complete the week’s assignment when it is posted on Saturday.

See Blackboard for Due Dates

MEETING NUMBER DUE DUE DATE

|  |  |  |
| --- | --- | --- |
| 1 | WA1 AND DB1 | AUG 25 |
| 2 | WA2 AND DB2 | SEPT1 |
| 3 | WA3 AND DB3 | SEPT8 |
| 4 | WA4 AND DB4 | SEPT15 |
| 5 | WA5 AND DB5 | SEPT22 |
| 6 | WA6 AND DB6 | SEPT29 |
| 7 | WA7 AND DB7 | OCT6 |
| 8 | WA8 AND DB8 | OCT13 |
| 9 | WA9 AND DB9 | OCT20 |
| 10 | FINAL AND DB10 | OCT27 |
| 11 |  |  |

**All work is submitted through Blackboard**

Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty see catalog for more information about academic dishonesty.

The delivery system for this course will consist of online discussion board questions and responses as well as the distribution of weekly assignments that will be expected to be submitted by the students at the appropriate time.

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| **Student Task** | **Points** |
| Discussion Board Participation | 10 each |
| Weekly Assignments | 25 each |
| Final Exam | 300 |
| TOTAL PERCENTAGE**/**POINTS |  |

Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the vice president of academic affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

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