WAYNE STATE UNIVERSITY

EDA 8650
Section 003
8/11/17

Staff Development and School Improvement

DIVISION: College of Education
PROGRAM AREA: Administrative and Organizational Studies
COURSE: EDA 8650-001, Staff Development and School Improvement
CREDIT: 3 Credit Hours
TERM: Fall 2017
LOCATION: Online
DAY/TIME: Online – Face to Face Meeting – August 31st
INSTRUCTOR: Dr. Jon Dean
PHONE: C – 313.694.7260
E-MAIL: jon.dean@gpschools.org

COURSE DESCRIPTION:

This course is a clinical experience in planning, designing, and implementing high quality professional development programs, using data to identify school improvement needs and establish instructional leadership goals. (F, W)

COURSE OUTCOMES:

Using the lens of a practitioner, students in this course will:

1. Improve your fluency with the use of data in the school setting.
2. Identify data that will identify student needs.
3. Recognize and understand the importance of school improvement.
4. Understand that high quality professional development reflects a deep understanding of high quality instruction. Consequently, high quality professional development must model high quality instruction.
5. Demonstrate and ability to appropriately critically challenge the beliefs and practices of your classmates with the intention of improving all of our skills, understandings and actions.
REQUIRED TEXTBOOKS:


**Course Delivery Method:**

This course will primarily be delivered online using an *asynchronous* (not ‘real time’) format via the Blackboard learning management system (LMS) housed on the Wayne State University website. Even though this course is asynchronous it does contain numerous specific dates. This is not a self-paced course. For the purposes of this course each week will begin at 12:00 AM Friday and conclude at 11:59 PM the following Thursday evening. Assignments will be due at 11:59 PM of the date listed. For example, to complete the discussion contribution requirements for the week of February 2\textsuperscript{nd} you must complete your contribution by 11:59 PM February 2\textsuperscript{nd}.

On August 31\textsuperscript{st} we meet face-to-face we will meet at a TBD classroom at the College of Education Building on campus at WSU from 5:00 pm – 7:30 pm.

**Collaboration Expectations:**

This course is designed to cause you to reflect on your current beliefs and practices regarding both school improvement and professional learning. As such, this course is dependent on your ability to interact and to work collaboratively with others. Each week you will be interacting with your classmates via various Blackboard posts as you respond to the readings and online dialogues. These interactions will be assessed as part of the ‘class participation’ portion of class assignments noted below. Additionally, it is recommended that each of the three primary assignments in this course be completed in a partnership. If you find that your partnership is struggling to be ‘high functioning’ it is the responsibility of the student to contact the instructor and establish a time to collaboratively problem solve any outstanding issues.
## Course Schedule: - Day noted in yellow is a face-to-face meeting day

<table>
<thead>
<tr>
<th>#</th>
<th>Date</th>
<th>Weekly Learning Topic</th>
<th>Required Reading</th>
<th>Tasks (* Notes Discussion Board Due)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>August 31st</td>
<td>Course Overview and Assignment Review</td>
<td></td>
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<tr>
<td>2</td>
<td>September 7th</td>
<td>Using Evidence to Find School Improvement Needs</td>
<td>Bauer and Brazer p. 69 - 134</td>
<td>*</td>
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<tr>
<td>3</td>
<td>September 14th</td>
<td>Root Cause Analysis</td>
<td>Bauer and Brazer p. 135 - 167</td>
<td>*</td>
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<tr>
<td>4</td>
<td>September 21st</td>
<td>Basic Research Analysis Overview</td>
<td>Bauer and Brazer Chapter 8</td>
<td>Primary Assignment #1 Due &amp; *</td>
</tr>
<tr>
<td>5</td>
<td>September 28th</td>
<td>School Improvement Action Plans</td>
<td>Bauer and Brazer Chapter 9</td>
<td>*</td>
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<tr>
<td>6</td>
<td>October 5th</td>
<td>Group Work Session</td>
<td>See Blackboard for Readings</td>
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<tr>
<td>7</td>
<td>October 12th</td>
<td>The Value of Professional Learning</td>
<td>Katz and Dack Chapters #1-2 &amp; Material on Blackboard</td>
<td>*</td>
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<tr>
<td>8</td>
<td>October 19th</td>
<td>The Problem with Typical Professional Learning</td>
<td>Katz and Dack Chapter #3</td>
<td>Primary Assignment #2 Due &amp; *</td>
</tr>
<tr>
<td>9</td>
<td>October 26th</td>
<td>Cognitive Barriers to Adult Learning</td>
<td>Katz and Dack Chapters #4</td>
<td>*</td>
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<tr>
<td>10</td>
<td>November 2nd</td>
<td>Cognitive Barriers to Adult Learning</td>
<td>Katz and Dack Chapter #5</td>
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<tr>
<td>11</td>
<td>November 9th</td>
<td>Intentional Interruption</td>
<td>Katz and Dack Chapter #6</td>
<td>*</td>
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<tr>
<td>12</td>
<td>November 16th</td>
<td>Group Work Sessions</td>
<td>No Readings</td>
<td>Primary Assignment #3 Phase #1 Due</td>
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<tr>
<td></td>
<td>No Class - Thanksgiving</td>
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<tr>
<td>13</td>
<td>November 30th</td>
<td>Phase Two Feedback Session</td>
<td>Readings TBD</td>
<td>Primary Assignment #3 Phase #2 Due</td>
</tr>
<tr>
<td>14</td>
<td>December 7th</td>
<td>Group Work Sessions</td>
<td>No Readings</td>
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**Course Assignments:**

All course assignments should be type written, double spaced, use 1 inch margins and be completed in Times New Roman or Calibri 12 point font. Assignments should be submitted using Grade Center via the Blackboard site.

**Student evaluation will be based on the following:**

**Readings/Class Participation (20 points):** You are expected to read all of the required readings listed in the syllabus. Additionally, each week you must provide at least two meaningful responses within the discussion thread regarding the course content for the week. A meaningful response is identified as a response that clearly demonstrates that the student understands the material and has thought critically about the implications of the material for his/her professional practice.

**Primary Assignment #1 - School Improvement Review Activity (10 points):** Identify a specific school (this could be your current school). Upon identification of this school review the most recent two school improvement plans (SIPs). Please provide a summary of your review not to exceed four pages that includes a thoughtful response to the following questions:

- What role does data appear to play within the SIP?
- Is the data identified meaningful and valid?
- How does the identified data align with the specific goal/action areas?
- Do the identified goals and action steps appear to be achievable?
- How has the SIP been adjusted from year to year?

The above questions are not exhaustive. They are intended as a starting point for a thoughtful analysis of the SIP.

**Primary Assignment #2 – Improvement Target Proposal (30 points):** Data are tools – they represent a primary source of knowledge-building for school improvement. As leaders in your school, one of your primary tasks is to understand available data relating to your school’s performance in meeting its goals and objectives. Additionally, you need to learn how to communicate about these data to various stakeholder groups. In this task, you are asked to assemble some of these data, and prepare a short summary suitable for presentation to a school leadership team. When selecting the school that you use I would
recommend that you use a school you are familiar with. This school may be the same school that you used for Primary Assignment #1.

Tasks:

1. Identify the variety of published data relating to your school’s demographic characteristics (e.g., enrollment, attendance, composition of the student body, staffing); measures of student learning; and any perceptual data that might exist relating to such things as school climate. These data may be available on your school or school system’s website, on related websites (e.g., state education department at https://www.mischooldata.org/), or in published material.

2. Determine your school’s primary performance objectives: What is the school expected to achieve? Dig deeper than routine accountability requirements; examine the school’s current improvement plan, for instance, to identify one or more current improvement priorities.

3. Examine relevant assessment data for at least a two-year period. To do this, you will need to triangulate the data available to you – look across various sources to answer the question: How well are we doing? As a leader in your school, you will add value to your analysis by using your craft knowledge to interpret what these data means. You may limit your focus to one or more areas identified as priorities for your school (in other words, you do not need to present data on each and every curricular objective, but you should provide a reasonable synopsis of “how well we’re doing.”) Do not review more than four areas of focus.

4. Identify any areas that reflect priorities – for instance, areas in which students are achieving at a level below your school’s goals and objectives. Be careful to identify performance indicators that clearly relate to the objective(s) you’ve identified. The goal here is NOT to “solve” an identified problem, but to highlight areas that are in continued need of attention in your school’s improvement plan.

5. Prepare a short paper intended to inform and persuade your team regarding an area that requires attention. Includes a brief overview of important school demographic characteristics (particularly characteristics of the student body); information related to the school’s improvement goals; data relevant to current levels of performance; and a clear statement of the challenge area(s) you believe require attention in your improvement planning. Use the attached rubric as a guide to structure your paper. This is an exercise in leadership communication. Be selective – you cannot provide an overview of all of the data that might be available. Craft your examination to focus on important areas of concern.

Note: The tone of the paper is persuasive: you are providing your expert judgment based on your analysis of school performance data, and in the end you are lobbying the team to adopt the focus you identified as important.

Direct the paper to your school’s leadership team as the audience – the team may include new members, including one or more parents or community members. Avoid jargon, and be aware of the clarity of your presentation – if you confuse your audience or present a lot of disparate data that don’t connect to your school’s objectives, you’ve failed to add value to the discussion. Use tables or graphs sensibly -- to briefly summarize the discussion and direct the reader’s attention. This paper should be no more than eight (8) pages (including tables and graphs, but not including the cover page) and should be written in a fashion that is suitable for the audience described above.
Primary Assignment #3 – Professional Learning Plan (PLP) (40 points): The PLP you develop should reflect the following:

- An alignment with an identified need for your school that is rooted in data.
- An understanding that the most effective PD is ongoing and job-embedded.
- A recognition that in order for adults to truly learn they must be provided instruction that demonstrates a deep understanding of good instruction.

Phase #1 (10 of 40 possible points):

The PLP you create should include the following:

- Identification of the specific audience.
- Specific learning targets for the adult learners.
- Specific steps that would include the professional development activities that the adults would undergo.
- An overview document that could be presented to the adults so that they would understand the learning and process that was expected of them.
- A measurement tool to determine if the learners altered their professional practice.

It is difficult to quantify exactly how long and detailed this assignment should be in terms of initial final product. Each PLP should be viewed as a complete plan that could be implemented with minimal remaining items to be created.

Upon completing of the initial PLP the PLP should be posted to Blackboard in the appropriate blog.

Phase #2 (10 of 40 possible points):

Katz and Dack in the text highlight the value of valid feedback and the importance of honest commentary on peer work. In phase #2 each student should provide feedback regarding each other PLP (not their own) posted on Blackboard. A specific feedback protocol will be provided.

Phase #3 (20 of 40 possible points):

Submit a final PLP that recognizes feedback that has been provided. In addition to the final PLP include a 1-2 page cover sheet that identifies the changes made to the PLP from Phase #1 to Phase #3 and the rationale for those changes.

Confidentiality:

Your experiences are an important part of your professional learning and you will likely be discussing them in this course. Just as administrators and teachers are expected to respect the privacy and dignity of the children and families with whom they work, so we expect you to use discretion in discussing your experiences. In class, casual conversations, or social situations, do not relate stories from classrooms or schools that may be embarrassing to teachers or students or that include sensitive information about a child, family, or coworkers.

Academic Dishonesty:

No form of academic dishonesty will be tolerated. You are in this class to learn, and you must commit the effort to obtaining your own knowledge and skills. You should already be
aware, but for specific examples of academic dishonesty, including what constitutes plagiarism, you should read the Undergraduate and Undergraduate Bulletins found at http://www.bulletins.wayne.edu/, The Student Due Process Policy at http://students.slis.wayne.edu/policies/index.php and any other formal documents that are created for students at WSU found through www.wayne.edu. You will be asked to sign a "denial of academic dishonesty/pledge of authenticity" statement and attach it to each product turned in for credit in this class. Any academic dishonesty will clearly be considered premeditated and not accidental. Expulsion is probably not worth the few hours of work you will avoid by cheating, so please think carefully and thoroughly, ask for help when needed, and make smart decisions.

WSU Plagiarism Policy: Plagiarism includes copying material (more than 5 consecutive words) from outside texts or presenting outside information as if it were your own or by not crediting authors through citations. (APA cites require author, year, and page number for direct quotes in quotation marks and for paraphrases with no quotation marks.) It can be deliberate or unintentioned. If in doubt about the use of a source, cite it. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. Students caught plagiarizing information from other sources will receive a failing grade in the course. To enforce this policy, all outside references must be submitted with assignments. [Check out web resources related to plagiarism to learn more. For instance a good plagiarism definition can be found at: http://www.suite101.com/content/a-definition-for-plagiarism-a10232; and paraphrasing examples good and bad at http://library.csusm.edu/plagiarism/howtoavoid/how_avoid_paraphrase.htm.

Grading:

Your grade will be determined as follows:

- Readings/Class participation 20 points
- Primary Assignment #1 10 points
- Primary Assignment #2 30 points
- Primary Assignment #3 40 points

Total 100 points

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>F</td>
<td>0 - 72</td>
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</tbody>
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Withdrawal Policy

- Students who withdraw from a course after the end of the 4th week of class will
receive a grade of WP, WF, or WN.
  o WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
  o WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
  o WN will be awarded if no materials have been submitted, and so there is no basis for a grade

- Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that withdrawal has been approved. Withdrawals can be requested at any point from the firth week of class through the end of the 10th week of classes.

- Students are sent two communications each semester regarding course withdrawals and deadlines for withdrawing. The medical withdrawal process can be initiated for up to three months following the end of a term, and is not impacted by this change in withdrawal deadline. Exceptions for other reasons would be considered only when circumstances beyond a student’s control affect ability to complete course requirements, and occur after the end of the withdrawal period and prior to the beginning of the final examination period. In no case will a late withdrawal be approved after a student has taken the final exam, or received a final grade in the class. *The appropriate remedy for a poor grade is normally to repeat the course. If questions exist about exceptions for course withdrawal after the deadline, please consult with the Office of the Registrar prior to advising a student to seek an exception.*

**Attention Students with Disabilities:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious Observance Policy:**

Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for
religious holidays. It is University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements as suitable as possible may be worked out.

**Anti-Discrimination and Harassment Policies:**

Wayne State University respects and protects the personal and academic freedom of its students, faculty and academic staff. The programs and activities of the University are open to all qualified persons without regard to race, religion, marital status, sex, sexual orientation, age, national or ethnic origin, political belief, or physical handicap, except as may be required by law. The University seeks to demonstrate, through all its programs and activities, its appreciation of human diversity and to maintain an atmosphere of tolerance and mutual respect that will nourish human liberty and democratic citizenship. *Source: WSU’s Mission Statement* ([http://www.wayne.edu/MissionStatement.htm](http://www.wayne.edu/MissionStatement.htm)).

**The Writing Center:**

The Writing Center (2nd floor, UGL) provides individual tutoring consultations free of charge for graduate and undergraduate students at Wayne State University. The Writing Center serves as a resource for writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The Writing Center is not an editing or proofreading service; rather, students are guided as they engage collaboratively in the process of academic writing, from developing an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/). To submit material for online tutoring, consult the Writing Center HOOT website (Hypertext One-on-One Tutoring) [http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330](http://www.clas.wayne.edu/unit-inner.asp?WebPageID=1330).