EDA 8650, Staff Development and School Improvement
Winter 2015

Instructor: Kimberly Soranno Ed. D       Office Hours: 4-6 pm Thursdays
Phone: (734) 358-7558              Email: ap7946@wayne.edu
Website: Go to the EDA 8650 link on your Blackboard website (http://blackboard.wayne.edu)

Course Description: This course is a clinical experience in planning, design, and implementation of in-service and staff development programs, using data to identify school improvement needs and establish instructional leadership goals.

Course Objectives: The point of this course is to help you to develop the knowledge, skills, and dispositions that are required to plan, design, and implement in-service and staff development programs in order to facilitate the development of professional and student learning at your work site. By the end of this course, you should be able to understand and use principles of staff development to create useful training experiences at your work site that will result in professional learning and school improvement.

Required Texts:


Recommended Resources:

“APA Stylistics: Basics”: http://owl.english.purdue.edu/owl/resource/560/01/
Additional Reading (found in Course Documents on Blackboard)
elwhatworks.pdf – “What Works in the Elementary School.” Describes well-designed staff development with appropriate content and powerful processes for adult learning at the elementary school level.
mswhatworks.pdf – “What Works in the Middle.” Describes well-designed staff development with appropriate content and powerful processes for adult learning at the middle school level.
hswhatworks.pdf – “What Works in the High School.” Describes well-designed staff development with appropriate content and powerful processes for adult learning at the high school level.
DuFour-PLCs.pdf – “Schools as Learning Communities.” The article asks and answers the following questions: “What are the ‘big ideas’ that represent the core principles of professional learning communities? How do these principles guide schools' efforts to sustain the professional learning community model until it becomes deeply embedded in the culture of the school?”
McTighe-makingthemostofplcs.pdf – “Making the Most of Professional Learning Communities.” This article describes three recommended roles for members of a professional learning community: critical friend, analyst of student work, and continuous learner.
Giles-Hargreaves-PCLs-StandardizedReform.pdf – “The Sustainability of Innovative Schools as Learning Organizations and Professional Learning Communities During Standardized Reform.” This article explores the impact of these influences on three innovative schools and their sustainability over time.

Supplemental Material
Michigan Department of Education: http://www.michigan.gov/mde
   · Several links stem from this main page, including:
      · School Improvement (see Curriculum & Instruction tab),
      · Staffing and Personnel (see School Administration tab), and
      · MI Plan (see School Administration tab)
National Staff Development Council website: http://www.nsdc.org/

MDE Standards met by EDA 8650 (In bold, standards met at comprehensive proficiency): Knowledge – The administrator has knowledge and understanding of: 1.1 Learning goals in a pluralistic society; 1.2 Learning contexts with special attention to the enduring legacies of prejudice and discrimination; 1.3 The principles of developing and implementing strategic plans; 1.5 Information sources, data collection, and data analysis strategies; 1.6 Effective communication; 2.1 Student growth and development; 2.2 Applied learning theories; 2.3 Applied motivational theories; 2.4 Curriculum design, implementation, evaluation, and refinement; 2.5 Principles of effective instruction; 2.6 Measurement, evaluation, and assessment strategies; 2.7 Diversity and its meaning for educational programs; 2.8 Adult learning and professional development models; 2.9 The change process for systems, organizations, and individuals; 2.10 The role of technology in promoting student learning and professional growth; and 2.11 School cultures; 3.1 Theories and models of organizations and the principles of organizational
Dispositions – The administrator believes in, values, and is committed to: 1.8 The educability of all students, regardless of race, ethnicity, socioeconomic status, gender, sexual orientation, ability, language, religion, or nationality; 1.9 A school vision of high standards of learning, paying special attention to gaps in achievement by social identity groups; 1.10 Continuous school improvement; 1.11 The inclusion of all members of the school community; 1.12 Ensuring that students have the knowledge, skills, and values needed to become successful adults; 1.13 A willingness to continuously examine one’s own assumptions, beliefs, and practices; 1.14 Doing the work required for high levels of personal and organizational performance; 2.12 Student learning as the fundamental purpose of schooling; 2.13 The proposition that all students can learn; 2.14 The variety of ways in which students can learn; 2.15 Life long learning for self and others; 2.16 Professional development as an integral part of school improvement; 2.17 The benefits that diversity brings to the school community; 2.18 A safe and supportive learning environment; 3.10 Taking risks to improve schools; 3.13 High-quality standards, expectations, and performances; and 5.10 Subordinating one’s personal interests to the good of the school, students, and community.

Performances – The administrator facilitates processes and engages in activities ensuring that: 1.15 The vision and mission of the school are effectively communicated to staff, parents, students, and community members; 1.18 The vision is developed with and among stakeholders; 1.20 Progress toward the vision and mission is communicated to all stakeholders; 1.21 The school community is involved in school improvement efforts; 1.22 The vision shapes the educational programs, plans, and actions; 1.23 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated; 1.24 Assessment data related to student learning are used to develop the school vision and goals; 1.25 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals; 1.26 Barriers to achieving the vision are identified, clarified, and addressed; 1.27 Needed resources are sought and obtained to support the implementation of the school mission and goals; 1.28 Existing resources are used ethically in support of the school vision and goals; 1.29 The vision, mission, and implementation plans are regularly monitored, evaluated, and revised; 2.22 Professional development promotes a focus on student learning consistent with the school vision and goals; 2.24 The responsibilities and contributions of each individual are acknowledged; 2.25 Barriers to student learning are identified, clarified, and addressed; 2.26 Diversity is represented in learning experiences; 2.27 Life long learning is encouraged and modeled; 2.28 There is a culture of high expectations for self, student, and staff performance; 2.29 Technologies are used in teaching and learning; 2.32 The school is organized and aligned for success; 2.33 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined; 2.34 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies; 2.35 The school culture and climate are assessed on a regular basis; 2.37 Student learning is assessed using a variety of techniques; 2.38 Multiple sources of information regarding performance are used by staff and students; 2.41 The professional growth of members of the professional learning community is guided by comprehensive growth plans; 3.16 Knowledge of learning, teaching, and student development is used to inform management
decisions; 3.18 Emerging trends are recognized, studied, and applied as appropriate; 3.22 Time is managed to maximize attainment of organizational goals; 3.23 Potential problems and opportunities are identified; 3.28 Stakeholders are involved in decisions affecting schools; 3.38 Confidentiality and privacy of school records are maintained; 5.14 Personal and professional values are examined; 5.18 Accepts responsibility for school operations; 5.20 Uses the influence of the office to enhance the educational program rather than for personal gain; 5.22 Protects the rights and confidentiality of students and staff; and 5.27 Opens the school to public scrutiny.

MDE Technology Standards met by EDA 8650:
A school administrator is an educational leader who understands and comprehensively applies technology to advance student achievement. Administrator preparation institutions provide candidates opportunities to develop and demonstrate the knowledge and skills necessary to:

7.4 Use reliable data in making leadership decisions; 7.5 Advocate for research-based effective practices in use of technology; 7.10 Facilitate the use of technologies to support and enhance instructional methods that develop higher-level thinking, decision-making, and problem-solving skills; 7.12 Model the routine, intentional, and effective use of technology; 7.13 Employ technology for communication and collaboration among colleagues, staff, parents, students, and the larger community; 7.14 Create and participate in learning communities that stimulate, nurture, and support faculty and staff in using technology for improved productivity; 7.15 Engage in sustained, job-related professional learning using technology resources; 7.16 Maintain awareness of emerging technologies and their potential uses in education; and 7.17 Use technology to advance organization improvement; 7.21 Integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources; 7.23 Use multiple methods to assess and evaluate appropriate uses of technology resources for learning, communication, and productivity; and 7.25 Assess staff knowledge, skills, and performance in using technology and use results to facilitate quality professional development and to inform personnel decisions.
Course Assignments and Grading:

- **Full participation** (20 points). It is vital that you attend class each week, read the course work and actively participate in each unit of class on Blackboard each week (i.e., readings, response journal questions, discussion board, Course Work, Group Work, Power Points, etc.). You need to post **ON TIME every Thursday by 4:00 PM** at least one 150 word post per unit on the discussion board and two 100 word responses to two posts on Discussion Board posted by your classmates. **Your posts must have quotes from your chapter reading for the week and other scholarly quotes taken from research journals and best practices that support the reading for the week.** In addition, each week you must submit a response journal with questions that come up while you are reading, notes where you have answered them while reading or listening and participating in the on-line session. These must be sent in an attachment each week after class participation. See complete description in the file found under the Assignments link on Blackboard. **Missing more than two units and class sessions on-line is grounds for failing the course.**

- **School Improvement Exercise** (25 points): Use the Guide to Using Data in School Improvement Efforts to collect and analyze school data and to identify school improvement needs. Due **end of Unit 5 (due 2/12/2015). Send this to me as an email attachment and post it on our Discussion Board on Blackboard.**

- **Active Training Strategies** (10 points). From the Silberman text, develop one full outline, including props, handouts, etc. (as needed) for an opening, main learning event, and closing learning strategy. Due **end of Unit 9 (due 3/12/2015). Send this to me as an email attachment and post it on our Discussion Board on Blackboard.**

- **Administrator as Practitioner** (20 points): In your groups, use Zepeda, Silberman, and other sources to develop a professional development lesson on a topic identified in your data analysis. Due **end of Unit 13 (due 4/9/2015). Send this to me as an email attachment.** Using what you have learned, your group will film your Administrator as Learner lesson and post it by Unit 12. **Send this to me as an email attachment and post it on our Discussion Board on Blackboard. Post attachments of text-based components to share with class members.**

- **Professional Development Plan** (final paper, 25 points): Articulate in print a draft of a comprehensive plan for professional development on one specific data-based need at your worksite. Share this plan with an administrator, get feedback, and respond to that feedback with a revised plan. Due **end of Unit 16 (due 4/30/2015). Send this to me as an email attachment.**

**Graduate Grades:**
All work is grade based on rubrics that come with each assignment. The numbers listed below reflect the sum of the rubric scores for the above assignments and correspond to the grading percentages as stated in the graduate bulletin.
A: [91-100)  B+: [81-85)  C+: [66-70)  F: < 61
A-: [86-90)  B: [76-80)  C: (61-65)  B-: [71-75)

**Class Schedule:**

<table>
<thead>
<tr>
<th>Start Date</th>
<th>Unit</th>
<th>Chapters to be read before each unit</th>
<th>Assignments Due by the end of each unit</th>
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<tbody>
<tr>
<td>1/15/2015</td>
<td>1</td>
<td>Guide to Using Data</td>
<td>Discussion Board</td>
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<tr>
<td></td>
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<td>Kowalski, et al., Ch. 1 &amp; 2</td>
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<tr>
<td>1/22/2015</td>
<td>2</td>
<td>Kowalski, et al., Ch. 3 &amp; 4</td>
<td>Discussion Board</td>
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<td>1/29/2015</td>
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<td>Kowalski, et al., Ch. 5 &amp; 6</td>
<td>Discussion Board</td>
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<td>2/5/2015</td>
<td>4</td>
<td>Kowalski, et al., Ch. 7 &amp; 8</td>
<td>Discussion Board</td>
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<td>2/12/2015</td>
<td>5</td>
<td>Kowalski, et al., Ch. 9</td>
<td>School Improvement Exercise <strong>due 2/12/2015</strong></td>
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<tr>
<td>2/19/2015</td>
<td>6</td>
<td>Kowalski, et al., Ch. 10 &amp; 11</td>
<td>Discussion Board</td>
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<td>2/26/2015</td>
<td>7</td>
<td>Zepeda, Ch 1 &amp; 2; “What Works” pdfs, Ch 1; Silberman, pp. 1-51.</td>
<td>Discussion Board</td>
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<td>3/05/2015</td>
<td>8</td>
<td>Zepeda, Ch 3 &amp; 4; “What Works,” Ch 6 or 11 (How to Use This Guide); Silberman, pp. 54-106</td>
<td>Begin Professional Development Plan</td>
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<td>3/12/2015</td>
<td>9</td>
<td>Zepeda, Ch 5 &amp; 6; “What Works,” Ch 7 or 12 (Next Steps); Silberman, pp. 108-242</td>
<td>Active Training Strategies <strong>due 3/12/2015</strong></td>
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<td><strong>3/19/2015</strong></td>
<td><strong>10</strong></td>
<td>No Classes Spring Break</td>
<td><strong>Spring Break</strong></td>
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<td>3/26/2015</td>
<td>11</td>
<td>Zepeda, Ch 7 &amp; 8; Silberman, pp. 243-299</td>
<td>Discussion Board</td>
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<tr>
<td>4/2/2015</td>
<td>12</td>
<td>Zepeda, Ch 9 &amp; 10</td>
<td>Get Evaluation of Professional Development Plan (Draft) from administrator</td>
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<td>4/9/2015</td>
<td>13</td>
<td>Zepeda, Ch 11 &amp; 12</td>
<td>Administrator as Practitioner <strong>due 4/9/2015</strong></td>
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<td>Journal Articles: DuFour-PLCs.pdf, McTighe-makingthemostofplcs.pdf, &amp;</td>
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<td>Giles-Hargreaves-PLCs-StandardizedReform.pdf</td>
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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.
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- 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 the withdrawal has been approved. Withdrawals can be requested at any point from the fifth week of class through the study day.

Plagiarism:
The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University Undergraduate Bulletin, the Undergraduate Student Handbook and the Student Due Process Policy. It is each student’s responsibility to read these documents to be aware which actions are defined as academic dishonesty. Sanctions include failure in the course involved, probation and expulsion. Students are advised to think carefully and thoroughly, ask for help from the instructor if it is needed, and to make smart decisions about their academic work.

Students Disabilities Services:
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.