

Using Data to Guide School Improvement™

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

Designed for principals and school leaders, this course presents a step-by-step process for identifying, collecting, synthesizing, and applying the data essential to school improvement and informed decision making. Using a hands-on approach, education professionals learn how to ask the appropriate questions to identify their school's needs, and they collect and analyze data to address those needs. They explore the various types and sources of data available as well as the principles and techniques for effectively managing and evaluating data. School leaders learn how to develop a consensus on the factors affecting student performance and enlist stakeholders in data-driven school improvement.

This course is designed for administrators, principals, lead teachers, department chairs, instructional coaches, curriculum coordinators/developers, and other school leaders.

COURSE TOPICS

- Data-driven decision making for school improvement
- Characteristics of effective schools
- Data for 21st century learning
- Data and strategic planning
- Types and sources of data
- School culture, collaboration, and data collection
- Analyzing data
- Collaborative data analysis
- Using data
- Developing a plan
- Overcoming challenges

COURSE OUTCOMES

By the end of the course, educators will:

- Analyze the district's requirements for strategic planning.
- Target outcome data and process data to be collected and analyzed to implement strategies for school improvement.
- Prepare a data collection plan.
- Evaluate strategies to maximize the benefits of collaboration in data-driven decision making.
- Describe a plan for getting buy-in from external and internal stakeholders.
- Make recommendations based on data to formulate strategic goals and actions to improve student learning outcomes.
- Devise strategies to articulate school improvement planning goals to the community, as well as to request and respond to community feedback.
- Appraise the challenges inherent in implementing a data-driven decision-making process in a school.

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Activities** are short assessments that help educators explore concepts and make connections between the content and their role as a school leader.
- **Study Team Discussions (print & DVD) or Discussion Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion and then describe how their understanding of the topic has been enhanced or expanded.
- **Professional Interactions** offer educators an opportunity to apply course concepts in a collaborative way. Educators will be asked to summarize their experience and analyze how their understanding of the concepts has been expanded or enhanced.
- **Applications** help educators explore concepts and make connections between the content and their teaching practice.
- The **Course Project** is a compilation of Challenges educators will complete as they progress through the course. The Challenges related to the Course Project are indicated in each section.
- **Quizzes** provide educators with instant feedback on their understanding of the course material. There are quiz questions following each section of the course.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
 - *Using Data to Guide School Improvement™*
- The DVD:
 - Laureate Education, Inc. (Executive Producer). (2011). *Using data to guide school improvement*. Baltimore: Executive Producer.
- The course textbook(s):
 - Earl, L. M., and Katz, S. (2006). *Leading schools in a data-rich world*. Thousand Oaks, CA: Corwin Press.
 - Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- All other required readings

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. Educators are required to participate in virtual discussions with fellow educators via a discussion board. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
 - *Using Data to Guide School Improvement™*
- Access to the video programs in the online classroom, as well as a backup DVD:
 - Laureate Education, Inc. (Executive Producer). (2011). *Using data to guide school improvement*. Baltimore: Executive Producer.
- The course textbook(s):
 - Earl, L. M., and Katz, S. (2006). *Leading schools in a data-rich world*. Thousand Oaks, CA: Corwin Press.
 - Marzano, R. J. (2003). *What works in schools: Translating research into action*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Access to all other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at www.mozilla.org.

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EDUCATION EXPERTS

Linda Darling-Hammond, Ed.D.

Dr. Linda Darling-Hammond is Charles E. Ducommun Professor of Education at Stanford University. She is a former president of the American Educational Research Association and member of the National Academy of Education. Her research, teaching, and policy work focuses on issues of school reform, teacher quality, and educational equity. From 1994 to 2001, she served as executive director of the National Commission on Teaching and America's Future, a blue-ribbon panel whose 1996 report, *What Matters Most: Teaching for America's Future*, led to sweeping policy changes affecting teaching in the United States. In 2008–09, she headed President Barack Obama's education policy transition team. Among Dr. Darling-Hammond's more than 300 publications are *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future* and *Preparing Teachers for a Changing World: What Teachers Should Learn and Be Able to Do*, winner of the AACTE Pomeroy Award.

Ellen Goldring, Ph.D.

Dr. Ellen Goldring is the Patricia and Rodes Hart Chair and professor of education policy and leadership in Peabody College at Vanderbilt University. She is also a member of the Task Force on Developing Research to Improve Educational Leadership, co-sponsored by the American Educational Research Association, the Laboratory of Student Success, and the University Council for Educational Administration. In addition to writing more than 60 journal articles and book chapters, she has co-authored two books: *Principals of Dynamic Schools: Taking Charge of Change* (2000) and *School Choice in Urban America: Magnet Schools and the Pursuit of Equity* (1999). Her research focuses on understanding school reform that connects families, communities, and schools. She emphasizes the changing role of school leaders in complex community and organizational contexts.

Karen Hawley Miles, Ed.D.

Dr. Karen Hawley Miles is president and executive director of Education Resource Strategies, a nonprofit organization in Watertown, Mass., that specializes in strategic planning, organization, and resource allocation in urban public school districts. Her work aims to help states, districts, and schools rethink resource allocation and empower principals to create great schools and redirect resources to promote excellent teaching, individual attention for children, and productive instructional time. Dr. Miles has worked intensively with urban districts in Los Angeles; Chicago; Albuquerque, N.M.; Boston; Baltimore; Providence, R.I.; Rochester, N.Y.; and Cincinnati to deeply analyze and improve their funding systems, school-level resource use, and investment in professional development. She has taught school leaders at Harvard University, in school districts, with New Leaders for New Schools, and with The Broad Institute for School Boards. She has a B.A. in Economics from Yale University and a doctorate in education from Harvard University, specializing in school organization, change, and finance.

Michael J. Schmoker, Ed.D.

Dr. Michael Schmoker is a former administrator, English teacher, and football coach. He has written four books and dozens of articles for educational journals, newspapers, and *Time* magazine. His most recent book is *Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning* (2006), which was selected as a finalist for book of the year by the Association of Educational Publishers. His previous best-seller, *Results: the Key to Continuous School Improvement* (1999), is one of the most widely used books by school leaders in the United States. Dr. Schmoker has delivered keynote addresses at dozens of state and national education events and has consulted for school districts and state departments throughout the United States and Canada.



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

[†]It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.