COURSE NUMBER: EDD 7202
COURSE TITLE: Leadership Dynamics and Data-Driven Decision Making
COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>60-90</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
This course examines how data can be used in decision-making processes that support the educational visions and missions of learning organizations. Students will learn to identify data that are relevant to educational vision and mission, to analyze the data and use the results to support institutional purposes, and to make recommendations for change.

College of Education Program Attributes
The manner in which we prepare educational personnel is informed by eight essential attributes: (1) Ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; and (8) ensuring that programs promote the effective use of technology.

I. PROGRAM COMPETENCIES

The effort to craft a model program for school leaders was a project of the Council of Chief State School Officers in partnership with the National Policy Board for Educational Administration. The standards were adopted as Delaware’s School Administrator Standards in 2002, adopted as Wilmington University MED School Leadership Program Competencies during spring 2003, and the EDD Program Competencies in spring 2005.
ELCC Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous, and coherent curricular and instructional higher district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the institution.

ELCC Standard 2; Program Element 2.1 - Candidates understand and can advocate, nurture, and sustain an institutional culture and instructional programs conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.

Learning Outcomes:
Candidates demonstrate evidence on of human development behavior, personalized learning environment, motivation and knowledge of the culture and ways it can be influence to ensure student success.

Learning Activities:
1. Discuss of the Bernhardt model and other models that focus on data interpretation, analysis, planning, implementation, and evaluation.
2. Complete the Decision Style Inventory and review the results. Discuss strengths and opportunities for improvement.
3. Develop a proposal for a system-wide change using the Kotter Eight Step Change process with a focus on Step 1, the sense of urgency,” through a discussion and analysis of data.
4. Read Making Sense as School Leader chapters 1 – 10 and discuss the seven persisting questions.
6. Make a group presentation analyzing an organization’s performance data (educational, public, private, or non-profit).
7. Research and summarize articles related to Indicator 2.1.

Learning Assessment:
1. Discussion Board Activities
2. Article summaries
3. Group Data Presentation
4. Organizational Change Paper
5. Strengths Deployment Inventory

ELCC Standard 2; Program Element 2.2: Candidates understand and can create and evaluate comprehensive, rigorous, and coherent curricular and instructional district program.

Learning Outcomes:
Candidates are able to measure teacher performance, understand program evaluation, accountability systems, and knowledge of data collection and analysis of evidence. Demonstrate understanding evidence centered research in making decisions and how technology is used to support and monitor effectiveness.

Learning Activities:
1. Discuss the Bernhardt model and other models that focus on data interpretation, analysis, planning, implementation, and evaluation.
2. Complete the Decision Style Inventory and review the results. Discuss strengths and opportunities for improvement.
3. Develop a proposal for a system-wide change using the Kotter Eight Step Change process with a focus on Step 1, “the sense of urgency,” through a discussion and analysis of data.
4. Read Making Sense as School Leader chapters 1 – 10 and discuss the seven persisting questions.
5. Read and discuss The Drunkard’s Walk How Randomness Rules Our Lives
6. Make a group presentation analyzing an organization’s performance data (educational, public, private, or non-profit).
7. Research and summarize articles related to Indicator 2.2.

Learning Assessment:
1. Discussion Board Activities
2. Article summaries
3. Group Data Presentation
4. Organizational Change Paper
5. Strengths Deployment Inventory

ELCC Standard 2; Program Element 2.3: Candidates understand and can develop and supervise the instructional and leadership capacity across the district.

Learning Outcomes:
Candidate can demonstrate and understand how to design, develop, monitor and evaluate professional development. Candidate can demonstrate evidence the understanding of change theory, demonstrate knowledge of use of effective and efficient practices in the management of people, processes, and resources.

Learning Activities:
1. Discuss the Bernhardt model and other models that focus on data interpretation, analysis, planning, implementation, and evaluation.
2. Complete the Decision Style Inventory and review the results. Discuss strengths and opportunities for improvement.
3. Develop a proposal for a system-wide change using the Kotter Eight Step Change process with a focus on Step 1, “the sense of urgency,” through a discussion and analysis of data.
4. Read Making Sense as School Leader chapters 1 – 10 and discuss the seven persisting questions.
5. Read and discuss The Drunkard’s Walk How Randomness Rules Our Lives
6. Make a group presentation analyzing an organization’s performance data (educational, public, private, or non-profit).
7. Research and summarize articles related to Indicator 2.3.

Learning Assessment:
1. Discussion Board Activities
2. Article summaries
3. Group Data Presentation
4. Organizational Change Paper
5. Strengths Deployment Inventory

ELCC Standard 2; Program Element 2.4: Candidates understand and can promote the most effective and appropriate institutional technologies to support teaching and learning within the institution.
Learning Outcomes:
Candidates can demonstrate the understanding of how to use technology to monitor, analyze and evaluate data. Candidates need to show evidence of how technology is used to monitor daily operations, improving operations and services, and the development of plans to review ongoing technology needs.

Learning Activities:
1. Discuss the Bernhardt model and other models that focus on data interpretation, analysis, planning, implementation, and evaluation.
2. Complete the Decision Style Inventory and review the results. Discuss strengths and opportunities for improvement.
3. Develop a proposal for a system-wide change using the Kotter Eight Step Change process with a focus on Step 1, “the sense of urgency,” through a discussion and analysis of data.
4. Read Making Sense as School Leader chapters 1 – 10 and discuss the seven persisting questions.
5. Read and discuss The Drunkard’s Walk How Randomness Rules Our Lives
6. Make a group presentation analyzing an organization’s performance data (educational, public, private, or non-profit).
7. Research and summarize articles related to Indicator 2.4.

Learning Assessment:
1. Discussion Board Activities
2. Article summaries
3. Group Data Presentation
4. Organizational Change Paper
5. Strengths Deployment Inventory

II. METHODOLOGY:

Application of Adult Learning Theory
- The perspective of this course is that adults learn best when they: direct their own learning;
- influence/participate in meaningful decision making;
- focus on problems relevant to practice;
- use their own, rich experiential backgrounds;
- build strong relationships with peers;
- exercise some control over both the content and the processes of learning;
- influence activities and topic/format of discussions;
- develop goals, design and implement activities, and evaluate outcomes; and feel a sense of ownership.

Course requirements, the classroom environment, learning activities, and assessment strategies will reflect the above principles.

CECRAM Structured External Assignment: ELCC Standards 2.1, 2.2, 2.3, 2.4
The student will conduct an analysis of their current organization using ELCC Standard 2. The student is expected to follow the guidelines for the Structured External Assignment. The content of the paper should be realistic and based on examples that are supported with research. The final document must address the four (4) Elements that make up ELCC Standard 2.0 for this assignment as outlined in the guidelines. An Assessment Rubric for this assignment will be used and the results will be tabulated and forwarded to the Office for Institutional Research at Wilmington University (ELCC 2.1, 2.2, 2.3, 2.4).
III.  SEA & RUBRIC

Your paper should respond to all of the questions below. They will guide you in fulfilling the requirements of ELCC Standard 2.0. The expectation is that your SEA will incorporate course readings, class discussion, and individual research. Please note that this is a research paper; it is not a reflection paper.

This paper will build on the vision you developed in the SEA for EDD 7204. You will have the opportunity to move beyond articulation of the vision to determination of how best to use data to build capacity, sustain the culture, and continuously improve. As with the EDD 7202 SEA, you will need to evaluate the organization to the elements of the standards and synthesize your ideas with the concepts, theories, and research that you have learned in the course.

Please refer to the assignment rubric and guidelines for details and project expectations.

Element 2.1: Organizational Culture and Instructional Program

- How would you define your organization’s culture?
- What theories on human development behavior, personalized learning environment, and motivation does your organization use to sustain its culture?
- How does the culture influence organizational success?
- What theories on human development behavior, personalized learning environment, and motivation does your organization use to strengthen the instructional program or service provided?
- How does the culture influence student/client success?
- If there is something you could change about the culture, what would it be and how would you change it?

Element 2.2: Creation and Evaluation of Program/Services

- What are your organization’s performance measures?
- What methods of evaluation are used by your organization?
- What does your organization use to make decisions for improvement?
- How does your organization collect and analyze data for improvement?
- What information systems are in place to support and monitor organizational effectiveness?
- Based on your knowledge of your organization, what do you see as potential opportunities for improving the data, systems, performance measures?

Element 2.3: Capacity Building

- What programs exist in your organization to develop staff?
- How do you know these programs work?
- Are there benchmarks?
- How does your organization deal with change?
• What systems are in place to improve the effective and efficient management of people, processes, and resources?
• What additional practices related to capacity building should be studied by your organization?
• What additional data should your organization collect and analyze to guide the building of capacity across the district/organization?

Element 2.4: Technology Use

• What technology is in use in your organization to deliver instruction/service?
• What information systems are in place to manage the day-to-day operations of your organization?
• How is the operational data used to support decision-making?
• How is the available data used to measure and monitor individual and organizational performance?
• How do we demonstrate attainment of the organization’s goals using data?

Is there technology and/or methods of collection and/or analysis of data that could be used to improve the organization? If so, what are they?
<table>
<thead>
<tr>
<th></th>
<th>value: 1.00</th>
<th>value: 2.00</th>
<th>value: 3.00</th>
<th>value: 4.00</th>
<th>value: 5.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidates understand and can sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students.</td>
<td>There is little or no evidence that the candidate understands how to determine and define an organization’s culture, understands the theories related to human development behavior, personalized learning environment, and motivation to sustain the culture and to strengthen the instructional program or the services provided, and develops a knowledge of how the culture influences student/client success.</td>
<td>There is limited or inconsistent evidence that the candidate understands how to determine and define an organization’s culture, understands the theories related to human development behavior, personalized learning environment, and motivation to sustain the culture and to strengthen the instructional program or the services provided, and develops a knowledge of how the culture influences student/client success.</td>
<td>There is some evidence that the candidate understands how to determine and define an organization’s culture, understands the theories related to human development behavior, personalized learning environment, and motivation to sustain the culture and to strengthen the instructional program or the services provided, and develops a knowledge of how the culture influences student/client success.</td>
<td>There is clear evidence that the candidate understands how to determine and define an organization’s culture, understands the theories related to human development behavior, personalized learning environment, and motivation to sustain the culture and to strengthen the instructional program or the services provided, and develops a knowledge of how the culture influences student/client success.</td>
<td>There is clear, consistent, and convincing evidence that the candidate understands how to determine and define an organization’s culture, understands the theories related to human development behavior, personalized learning environment, and motivation to sustain the culture and to strengthen the instructional program or the services provided, and develops a knowledge of how the culture influences student/client success.</td>
</tr>
<tr>
<td><strong>ELCC</strong> 2.1 3.2 3.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates understands and can create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program or organizational service</td>
<td>There is little or no evidence that the candidate understands how to use all of the following to provide for the creation and effective evaluation of the district’s/organization’s programs: a. Performance measures b. Methods of evaluation c. Collection and analysis of data</td>
<td>There is limited or inconsistent evidence that the candidate understands how to use all of the following to provide for the creation and effective evaluation of the district’s/organization’s programs: a. Performance measures b. Methods of evaluation c. Collection and analysis of data</td>
<td>There is some evidence that the candidate understands how to use all of the following to provide for the creation and effective evaluation of the district’s/organization’s programs: a. Performance measures b. Methods of evaluation c. Collection and analysis of data</td>
<td>There is clear evidence that the candidate understands how to use all of the following to provide for the creation and effective evaluation of the district’s/organization’s programs: a. Performance measures b. Methods of evaluation c. Collection and analysis of data</td>
<td>There is clear, consistent, and convincing evidence that the candidate understands how to use all of the following to provide for the creation and effective evaluation of the district’s/organization’s programs: a. Performance measures b. Methods of evaluation c. Collection and analysis of data</td>
</tr>
<tr>
<td><strong>ELCC</strong> 2.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>value: 1.00</td>
<td>value: 2.00</td>
<td>value: 3.00</td>
<td>value: 4.00</td>
<td>value: 5.00</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td><strong>Candidates understand and can develop and supervise the instructional and leadership capacity across the district/organization</strong>&lt;br&gt;ELCC 2.3</td>
<td>There is little or no evidence that the candidate understands how to develop and supervise staff development programs, understands the theories on organizational change, and understands systems that lead to efficient management of people, processes and resources.</td>
<td>There is limited or inconsistent evidence that the candidate understands how to develop and supervise staff development programs, understands the theories on organizational change, and understands systems that lead to efficient management of people, processes and resources.</td>
<td>There is some evidence that the candidate understands how to develop and supervise staff development programs, understands the theories on organizational change, and understands systems that lead to efficient management of people, processes and resources.</td>
<td>There is clear evidence that the candidate understands how to use appropriate research to develop and supervise staff development programs, understands the theories on organizational change, and understands systems that lead to efficient management of people, processes and resources.</td>
<td></td>
</tr>
<tr>
<td><strong>Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district.</strong>&lt;br&gt;ELCC 2.4</td>
<td>There is little or no evidence that the candidate understands how technology is used to deliver instruction/services, understands the information systems that are used to manage day-to-day operations, and how operational data can be used to make decisions.</td>
<td>There is limited or inconsistent evidence that the candidate understands how technology is used to deliver instruction/services, understands the information systems that are used to manage day-to-day operations, and how operational data can be used to make decisions.</td>
<td>There is some evidence that the candidate understands how technology is used to deliver instruction/services, understands the information systems that are used to manage day-to-day operations, and how operational data can be used to make decisions.</td>
<td>There is clear, consistent, and convincing evidence that the candidate understands how to use appropriate research to develop and supervise staff development programs, understands the theories on organizational change, and understands systems that lead to efficient management of people, processes and resources.</td>
<td></td>
</tr>
</tbody>
</table>

*College of Education*
*Professional Partners*
*Creating Environments for Learning*
*Syllabus is sole property of Wilmington University*
IV. COLLEGE OF EDUCATION ATTENDANCE POLICY:

The College of Education attendance policy is in addition to the Wilmington University attendance policy.

**College of Education:**
In the Doctor of Education program, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

**Course Policy:**
Unexcused absences, other than for bona fide emergencies, will result in a one-letter final grade reduction for each such absence.

**REPRESENTATIVE TEXTS AND/OR SUPPORTING RESOURCES**


Middle Cities Education Association, (1996.) *Finding time for school improvement*. Okemos, MI:


*Syllabus is sole property of Wilmington University*
Additional Course Information and Schedule of Class Activities will be posted on course blackboard sites by individual instructors.