WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

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

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.

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.

NCATE/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.

NCATE/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.

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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

NCATE/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.
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

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5. *Strengths Deployment Inventory*

**NCATE/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*

**NCATE/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

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: NCATE/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/NCATE 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).

DOCTOR OF EDUCATION ATTENDANCE POLICY:

The Doctor of Education attendance policy is in addition to the Wilmington University attendance policy which can be found on the University Website or through Blackboard.

Doctor of Education Policy:
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:

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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:


**Additional Course Information and Schedule of Class Activities will be posted on course blackboard sites by individual instructors.**

Revised & Updated Fall 2012