

Iowa Principal Leadership Academy

Syllabus Standard I: The Instructional Leader: Creating the Vision for Successful Schools Seminar 2: School Action Research and School Improvement

Problem-Based Learning Theme 1: How do you develop a shared vision that clearly drives the school improvement process over time and continually promotes the success of all students?

Purpose: The purpose of this seminar on data collection and analysis is to prepare each principal candidate with the theory needed to develop the knowledge, skills, and dispositions necessary to be successful in developing the program content and problem-based learning theme in ISSL Standard I. This seminar will focus on the highlighted knowledge, dispositions, and performances of ISSL Standard I with the role of data collection and analysis in shaping educational plans, programs, and actions to improve student achievement.

ISSL Standard 1: *A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.*

Knowledge: The administrator has the knowledge and understanding of:

- o Learning Goals in a pluralists society
- o The principles of developing and implementing strategic plans
- o Systems Theory
- o Information sources, data collection, and data-analysis strategies
- o Effective communications
- o Effective consensus-building and negotiation skills

Dispositions: The administrator believes in, values, and is committed to:

- o The educability of all
- o A school vision of high standards of learning
- o Continuous school improvement
- o The inclusion of all members of the school community
- o Ensuring that students have the knowledge, skills, and values needed to become successful adults
- o A willingness to continuously examine one's own assumptions, beliefs, and practices
- o Doing the work required for high levels of personal and organizational performance

Performances: The administrator facilitates processes and engages in activities ensuring that:

- o The visions and mission of the school are effectively communicated to staff, parents, students, and community members
- o The vision and mission are communicated through the use of symbols, ceremonies, stories and similar activities
- o The core beliefs of the school vision are modeled for all stakeholders
- o The vision is developed with and among stakeholders
- o The contributions of school community members to the realization of the vision are recognized and celebrated
- o Progress toward the vision and mission is communicated to all stakeholders
- o The school community is involved in school improvement efforts
- o The vision and goals for student learning shapes the educational programs, plans, and actions
- o An implementation plan is developed in which objectives and strategies to achieve the vision and goals for student learning are clearly articulated
- o Assessment data related to student learning are used to develop the school vision and goals
- o Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- o Barriers to achieving the vision are identified, clarified, and addressed
- o Needed resources are sought and obtained to support the implementation of the school mission and goals

- o Existing resources are used in support of the school vision and goals
- o **The vision, mission, and implementation plans are regularly monitored, evaluated, and revised**

This seminar will also include theory that supports the understanding of Distributive Leadership Principle 1, 4, and 5 and Design Principle 3.

Distributive Leadership Principle 1: The purpose of leadership is the improvement of instructional practice and performance, regardless of role.

Distributed Leadership Principle 4: The roles and activities of leadership flow from the expertise required for learning and improvement, not from the formal dictates of the institution.

Distributed Leadership Principle 5: The exercise of authority requires reciprocity of accountability and capacity.

Design Principle 3: Reduce isolation and open practice up to direct observation, analysis and criticism.

Tool Box Activities This Seminar Will Address:

- Review of district-wide needs assessment data available in community conversations, Quality Schools Survey, etc. Journal any appropriate data.
- Journal barriers found among staff, students, or parents in developing or implementing a common purpose, vision, and mission in the building. Reflect on what would need to occur to overcome the barriers based on research and best practice.
- Hold an invitational faculty meeting to review your action plan and what you have learned about the current status of how the vision and mission is driving school improvement in the class selected for the action research study. Journal results of meeting.

BEFORE WEEKEND

- o Review the course syllabus
- o Action Research Model
- o Review the following article: Cawelti, Gordon and Protheroe, Nancy. (2001) “Ysleta Independent School District, El Paso, Texas. *High Student Achievement: How Six School Districts Changed into High-Performance Systems*. Educational Research Service.
- o Prepare a brief written statement of how you currently use data to drive instruction; how your school uses data to drive instruction including the name and types of data used. Email your instructor with this statement prior to class:

Resources and Materials:

- ☒ Course Syllabus
- ☒ Belgard, M., Rosenshine, B., & Gage, N.L. (1968) The teacher’s effectiveness in explaining: Evidence on its generality and correlation with pupils’ ratings and attention scores. In Gage et al., Technical Report No. 4. Stanford: Stanford Center for Research and Development in Teaching.
- ☒ Cohen, S.A. (1995). Instructional alignment. In J.H. Block, S.T. Everson, & T.R. Guskey (Eds.), *School Improvement Programs* (pp. 153-180). New York: Scholastic.
- ☒ Gilovich, T. (1991) *How We Know What Isn’t So*. New York: Free Press
- ☒ Hattie, J.A. (1992) “Measuring the Effects of Schooling.” *Australian Journal of Education* 36 (1), 5-13.

- ☒ Hunter, J.E., & Schmidt, F.L. (1990). *Methods of Meta-analysis: Correcting Error and Bias in Research Findings*. Newbury Park, CA: Sage.
- ☒ Marzano, R.J. (1990). "Standardized Tests: Do They Measure General Cognitive Abilities?" *NASSP Bulletin*. 74(526), 93-101.
- ☒ Marzano, R.J. (1997) Cognitive, Metacognitive, and Conative Consideration in Classroom Assessment. In N.M. Lambert & B. L. McCombs (Eds), *How Students Learn* (pp 241-266) Washington, DC American Psychological Association.
- ☒ Robinson, V.M.J. (1998). "Methodology and the Research-practice Gap." *Educational Researcher*, 27(1), 17-26.

Module 2: Data Collection and Analysis

This is a problem-centered course:

A problem is a troubled perplexed, trying situation...not an assigned task...It is indispensable to distinguish between genuine and mock problems. Does a question naturally suggest itself with some situation? Or is it an aloof thing, only for the purposes of conveying information? Would it arouse observation and engage experimentation outside of school? Or is it the teacher's or textbook's, made a problem for the pupil only because he cannot get the required mark unless he deals with it? (John Dewey, *Democracy and Education*, 1916)

Data Collection and Analysis Overall Goal: The principal goal of data collection and analysis is to provide the principal candidate with the theory needed to support the development of the knowledge, performances, and dispositions of ISSL Standard I.

Specific Seminar Goals:

- To review the action research to be conducted in reading and the action plan to be completed in reading as defined in Seminar 1.
- To examine an assessment plan based on best practices in reading based on Iowa's *Every Child Reads Program* including the screening, diagnosis, and monitoring.
- To understand how to organize and exhibit building reading (or other) data including appropriate tables, charts, and graphs for staff, parents, and community members.
- To compare various approaches to be used with faculty in analyzing data.
- To compare the Iowa Scientific-based Reading Research (SBRR) and current school practices including specific examples using a gap analysis strategy.
- To understand the requirements of the Iowa Professional Development Model in addressing SBRR including the theory behind workshop and workplace professional development.
- To consider theory and best practice in becoming a data-driven organization.
- To examine the candidate's own assumptions, beliefs, and practices with data collection and analysis.
- To understand the connection between systems theory and thinking with data collection and analysis.

Specific Seminar Continuing Objectives:

- o To continue to dialogue with and receive support from the instructor as an expert mentor throughout Problem-based Learning Theme I in completing the action research, action plan, tool box activities, and reflective journaling.
- o To develop specific course tool box journaling and action requirements through consultation with other Cohort Group members and the instructor as an expert mentor.
- o Continue to critique the reference materials and to share knowledge and understandings with cohort group, instructor, and other mentors.

Student Assignments and Expectations: Listed in Syllabus 1: Problem-Based Learning Theme I.

Evaluation: School Leadership and Vision Rubric

Level 5 on the rubric is assigned for work of the highest academic quality.

Level 4 on the rubric is assigned for professional quality work at the required quality level

Level 3 on the rubric is assigned for adequate work, but not distinguished as sound quality at the proficient level. Those with a Level 3 Rubric will have the opportunity to revise and complete quality work.

All work for the Iowa Principal Leadership Academy must be completed at Rubric Levels 4 or 5 to be considered proficient. All work must be completed at the proficient level.