

California State University, Sacramento

EDD 604 Data Driven Decision Making in Educational Leadership  
Fall 2009  
Course Syllabus

**Instructor:** David J. León  
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**Course Description**

This course studies the use of quantitative and qualitative data by K-12 and community college leaders to improve student and organizational outcomes. Students will develop enhanced data literacy and analytical skills to facilitate data-based decision making in the identification of problems and development of solutions and evaluation plans. General concepts and techniques of data analysis, generation, and presentation will be learned with specific application to educational issues including program assessment and evaluation, resource planning and allocation, and strategic planning. **Grading:** Letter grade. 3 units.

The nature of a seminar calls for the active participation of each class member in the primary research, presentation, and discussion of key topics relevant to the analysis of school environments. Small group assignments to increase each student’s capacity to effect school improvement will be determined during class meetings.

**Class Meetings**

Session	Date	Day	Time	Room
1	Nov. 20, 2009	Friday	5:30 p.m. – 9:30 pm	AIRC 1008
2	Nov. 21, 2009	Saturday	8:00 a.m. – 5:30 p.m.	AIRC 1009
3	Dec. 4, 2009	Friday	5:30 p.m. – 9:30 p.m.	AIRC 1008
4	Dec. 5, 2009	Saturday	8:00 a.m. - 5:30 p.m.	AIRC 1009
5	Dec. 18, 2009	Friday	5:30 p.m. – 9:30 p.m.	AIRC 1008
6	Dec. 19, 2009	Saturday	8:00 a.m. – 5:30 p.m.	AIRE 1009

**Course Objectives:**

Students will be able to:

1. Demonstrate understanding of current local, state, and federal accountability systems
2. Identify data needed to approach particular educational problems and decisions
3. Explain role of technology in the collection and application of data for data-based decision making
4. Interpret assessment and achievement data with specific focus on disaggregated data reports
5. Critically analyze data to identify trends, problems, implications, and validity of data
6. Use data to plan and justify allocation of resources

7. Use data to plan and justify instructional program design
8. Communicate data effectively both in written and oral presentations
9. Explain relationship between data-based decision making and policy development
10. Prepare an accountability plan specific to K-12 or community college setting

**Methods of Evaluation of Student Attainment of Course Objectives**

1. Analysis of data driven practices paper (33%)
2. Written proposal of ideal data-driven plan (33%)
3. Dissertation topic proposal focused on class readings (33%)

**Course Assignments**

1. Each student will develop a paper (5-10 pages) analyzing the **current** data-driven practices used at your place of employment. Look at the readings for Friday, Nov. 20th. Each article contains a diagram describing a data-driven model. Review the models and select one that best reflects your organization. If you are unable to select one, create your own. Be prepared to discuss and distribute your model (one page) to students in class. **Due on Friday, November 20<sup>th</sup>.** (33% of grade)
2. Utilizing the course readings, each student will develop a proposal (15-20 pages) that presents **an ideal** data-driven model for your respective organizations. Follow the instructions in assignment 1. Be prepared to discuss your proposal in class. **Due on Friday, December 4<sup>th</sup>.** (33% of grade)
3. To prepare for the qualifying exams, students will review the case studies each week from the perspective of data-driven decision making. Draft an analysis (2-3 pages) of each case study from one of the three methodologies discussed in class. Be prepared to discuss your analysis in class. **Due on Friday, Nov. 20; Friday, Dec. 3<sup>rd</sup>; and Friday, Dec. 18<sup>th</sup>.** (non-graded assignments)
4. To prepare for the dissertation, students will select a topic from their place of employment and develop a proposal (10-15 pages). Your proposal will also include a statement of the problem, relevant review of the literature, and methods you will employ to investigate your topic. Be prepared to discuss your paper in class. **Due on Friday, December 18<sup>th</sup>** (33% of grade).

**Grading System**

<u>Assignment</u>	<u>Points</u>
Data-driven practice and culture paper	33
Ideal data-driven decision proposal	33
Dissertation Topic proposal	33
Total	99

Final Grades will be determined as follows:

A = 93 points or higher	A- = 90-92 points	
B+ = 87-89 points	B = 83-86 points	B- = 80-82 points
C+ = 77-79 points	C = 73-76 points	C- = 70-72 points
D = 60-69 points	F = 50 points or less	

## Course Standards

1. You are required to attend all classes, to read all appropriate assignments before each class meeting, and to participate in class discussions. Due to the class format, it is not possible to pass the course if you miss more than eight hours of class. Make-up assignments for missed class time must be arranged with the professor. Incompletes may be given in the case of an emergency if arranged before grades are due.
2. All written work is expected to meet standards of academic and professional quality.
3. All written assignments must be of graduate-level quality. Your grade will consider the quality of your writing and presentation. Pay careful attention to spelling, grammar, and punctuation. Hint: Have someone proofread your work before you turn it in. Unless so stated, all written assignments must be typed, double-spaced, on one side of the page using 12 point font. All page limits must be observed. The quality of your work and adherence to these guidelines will be considered in your final grade. If an assignment is turned in late without prior arrangements with the instructor, you will lose five points for each late paper. The dates included in the syllabus are tentative and will stand if not changed in class.

## Course Content:

- Current local, state, and federal accountability systems in K-12 and community colleges
- Essential data and formation of useful databases for educational leaders
- Building and maintaining databases using technology
- Role of assessment and achievement data in driving instructional decisions
- Use of data in driving resources management decisions
- Comprehensible presentation of data to stakeholders
- Data-driven policy making
- Building a data-driven accountability plan

## Required Textbook and Other Readings

- Burke, M.G. (2007). Implementing diversity initiatives in a challenging organizational climate. In O.G. Brown, K.G. Hinton, & M. Howard-Hamilton (Eds.), *Unleashing Suppressed Voices on College Campuses: Diversity Issues in Higher Education*. New York: Peter Lang Publishing Group. [on reserve]
- Burnett, E. (2007, Fall). Applying an holistic decision-making model to priorities in school reform. *Catalyst for Change*, 35(1), 30-42. Retrieved October 28, 2009 from [http://vnweb.hwwilsonweb.com.proxy.lib.csus.edu/hww/results/external\\_link\\_maincontentframe.jhtml?\\_DARGS=/hww/results/results\\_common.jhtml.42](http://vnweb.hwwilsonweb.com.proxy.lib.csus.edu/hww/results/external_link_maincontentframe.jhtml?_DARGS=/hww/results/results_common.jhtml.42)
- Creswell, J.W. (2009). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (Third Edition)*. Los Angeles, CA: SAGE Publications, Inc.
- Dowd, A. (2005). *Data don't drive: Building a practitioner-driven culture of inquiry to assess community college performance*. Lumina Foundation for Education: Indianapolis, ID. Retrieved August 22, 2008 from <http://www.achievingthedream.org/images/index03/datadontdrive2005.pdf>

- Fuller, B., Loeb, S., Arshan, N., Chen, A. & Yi, S. (2007). California principals' resources: Acquisition, deployment and barriers. Paper prepared for the *Getting Down to Facts Project*. Stanford, CA: Stanford University Institute for Education Policy and Practice. Read p. 1-54. Retrieved August 22, 2008 from [http://irepp.stanford.edu/documents/GDF/STUDIES/13-Fuller/13-Fuller\(3-07\).pdf](http://irepp.stanford.edu/documents/GDF/STUDIES/13-Fuller/13-Fuller(3-07).pdf)
- Halverson, R., Grigg, J., Prichett, R., & Thomas. C. (2007, March). The new instructional leadership: Creating data-driven instructional systems in school. *Journal of School Leadership*, 17, 159-194. Retrieved October 28, 2009 from [http://vnweb.hwwilsonweb.com/hww/results/external\\_link\\_maincontentframe.jhtml?\\_D\\_ARGS=/hww/results/results\\_common.jhtml.42](http://vnweb.hwwilsonweb.com/hww/results/external_link_maincontentframe.jhtml?_D_ARGS=/hww/results/results_common.jhtml.42)
- Hansen, J.S. (2006, November). Education data in California: Availability and transparency. Paper prepared for the *Getting Down to Facts Project*. Stanford, CA: Stanford University Institute for Education Policy and Practice. Retrieved August 22, 2008 from [http://irepp.stanford.edu/documents/GDF/STUDIES/15-Hansen/15-Hansen\(3-07\).pdf](http://irepp.stanford.edu/documents/GDF/STUDIES/15-Hansen/15-Hansen(3-07).pdf)
- Honig, M. I. & Coburn, C. (2008, July). Evidence-based decision making in school district central offices: Toward a policy and research agenda. *Educational Policy*, 22(4), 578-608. Retrieved August 22, 2008 from <http://epx.sagepub.com.proxy.lib.csus.edu/cgi/reprint/22/4/578>
- Ikemoto, G. S. & Marsh, J. A. (2007). Cutting through the “data-driven” mantra: Different conceptions of data-driven decision making. *National Society for the Study of Education Yearbook*, 106(1), 105-131. Retrieved October 10, 2009 from [http://www.rand.org/pubs/reprints/2009/RAND\\_RP1372.pdf](http://www.rand.org/pubs/reprints/2009/RAND_RP1372.pdf)
- Marsh, J.A., Pane, J. F., & Hamilton, L. S. (2006). Making sense of data-driven decision-making in education. Rand Education Occasional Paper. Retrieved August 22, 2008 from [http://www.rand.org/pubs/occasional\\_papers/2006/RAND\\_OP170.pdf](http://www.rand.org/pubs/occasional_papers/2006/RAND_OP170.pdf)
- Mohan, E. (2007, March). Challenging multiculturalism: Is it right for *everyone*? *Journal of Cases in Educational Leadership*, 10(1), 7-12. Retrieved October 29, 2009 from <http://jel.sagepub.com/cgi/content/abstract/10/1/7>
- Morest, V.S., Jenkins, D. (2007). *Institutional research and the culture of evidence at community colleges*. Paper prepared for Achieving the Dream by the Community College Research. Retrieved August 22, 2008 from <http://www.achievingthedream.org/publications/research/institutionalresearchccrc.pdf>
- Springboard Schools. (2006, January 2). Bringing the state and locals together: Developing effective data systems in California school districts. Paper prepared for the *Getting Down to Facts Project*. Stanford, CA: Stanford University Institute for Education Policy and Practice. Retrieved August 22, 2008 from [http://irepp.stanford.edu/documents/GDF/STUDIES/16-Springboard/16-SpringBoard\(3-07\).pdf](http://irepp.stanford.edu/documents/GDF/STUDIES/16-Springboard/16-SpringBoard(3-07).pdf)

## Recommended Readings and Resources

- American Psychological Association. (2001). *Publication manual of the American Psychological Association*. Washington, DC: Author.
- California Department of Education. (2009, May). Overview of California's 2008-2009 accountability system. Sacramento, CA. Retrieved September 8, 2009 from <http://www.cde.ca.gov/ta/ac/ay/documents/overview09.pdf>
- California Community Colleges Systems Office. (2009, March 31). Focus on results: Accountability reporting for the California community colleges. A report to the legislature, pursuant to AB 1417. Read p. 1-25. Retrieved September 8, 2009 from [http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc\\_2009\\_final.pdf](http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_2009_final.pdf)
- Green, D. P. An evidence-based political science. (2005, Summer). *Daedalus*, 134(3), 96-100.
- Holland, H. (2007). Can educators close the achievement gap: An interview with Richard Rothstein and Kati Haycock. *Journal of Staff Development*, 28(1), 54-62. Retrieved August 22, 2008 from <http://www.nsd.org/publications/getDocument.cfm?articleID=1356>
- James, E. A., Milenkiewicz, M.T., & Bucknam, A. (2008). *Participatory action research for educational leadership: Using data-driven decision making to improve schools*. Thousand Oaks, CA: Sage Press.
- Kowalski, T., Lasley II, T. J., & Mahoney, J. W. (2008). *Data-driven decisions and school leadership: Best practices for school improvement*. Boston: Pearson Education, Inc.
- Oakland Community College Office of the President. (2006). *Creating an institutional research agenda: The case for informed decision making (position paper #5)*.
- Petrides, L.A., & Nodine, T.R. (2003). *Knowledge management in education: Defining the landscape*. Institute for the Study of Knowledge Management in Education. Retrieved August 22, 2008 from <http://www.iskme.org/kmeducation.pdf>
- Petrides, L.A. (2003). *Turning data into decisions*. Institute for the Study of Knowledge Management in Education. Retrieved August 22, 2008 from [http://www.iskme.org/2003\\_11\\_data\\_into\\_decisions1.pdf](http://www.iskme.org/2003_11_data_into_decisions1.pdf)
- Schmoker, M. (2006). *Results now: How we can achieve unprecedented improvements in teaching and learning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Torres, M.S., Scheurich, J.J. (2007). The odden high school fiasco: Examining the intersection of race, class, and values in rural school leadership and policy. *Journal of Cases in Educational Leadership*, 10(2), 38-45.

<b>Class</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Reading Assignments</b>
1	11/20 Fri p.m.	Course overview; EDD Qualifying Exam Rubric & Description; Invited Guest Speaker; Fundamentals of educational research methods;	<ul style="list-style-type: none"> <li>• Methods: Creswell, Part I: Preliminary Considerations</li> <li>• Data Driven Models: Burnett, Halverson, Ikemoto, and Marsh</li> <li>• Case Study: Mohan</li> </ul>
2	11/21 Sat	Invited Guest Speaker Fundamentals of educational research methods; Intro to Educational accountability and data-driven decision-making; Student Papers: Data-Driven Practices used in your place of work;	<ul style="list-style-type: none"> <li>• Creswell, Part I: Preliminary Considerations</li> <li>• Data Driven Models: Burnett, Halverson, Ikemoto, and Marsh</li> <li>• Case Study: Mohan</li> </ul>
3	12/4 Fri p.m.	Conducting Research by employing Qualitative, Quantitative, & Mixed Methods; Challenges of data management and program improvement;	<ul style="list-style-type: none"> <li>• Methods: Creswell, Part II: Designing Research</li> <li>• Data Driven Articles: Fuller, Hansen, Springboard Schools</li> <li>• Case Study: Burke</li> </ul>
4	12/5 Sat	Invited Guest Speakers Conducting Research by employing Qualitative, Quantitative, & Mixed Methods; Challenges of data management and program improvement; Student Papers: Ideal Data-Driven Practices in your place of work;	<ul style="list-style-type: none"> <li>• Methods: Creswell, Part II: Designing Research</li> <li>• Data Driven Articles: Fuller, Hansen, Springboard Schools</li> <li>• Case Study: Burke</li> </ul>
5	12/18 Fri p.m.	Challenges of data management and program improvement	<ul style="list-style-type: none"> <li>• Data Driven Articles: Dowd, Honig, Morest</li> <li>• Case Study: To Be Announced</li> </ul>
6	12/19 Sat	Class presentations on your proposed dissertation topic	