

New York University
School of Education
Department of Teaching & Learning

Syllabus

Course: Data and Evaluation for School Administrators, Section 1.
TCHL-GE 2132-001. Fall 2012 Thursdays 4:55 - 6:35 Room: Silver 410

Professor: Dr. William Heller

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Objectives: Participants in this course will learn how to:

- Observe teacher practice and provide constructive feedback for the purposes of reflective practice and/or evaluation.
- Implement critical school-wide practices, such as continuous data use, planning for assessment, professional learning communities, response to intervention, and curriculum mapping.
- Lead school-based data teams to interpret multiple sources of data, including tracking data on suspected or identified disabilities, to identify pervasive student learning problems, and creating research-based action plans to address them.
- Conduct professional development sessions for staff that lead to lasting change in teacher practice and student achievement.
- Apply concepts of educational policy to school-based decision-making processes.

Required Course Texts:

Driven by Data: A Practical Guide to Improve Instruction by Paul Bambrick-Santoyo

The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry by Nancy B. Love, Katherine E. Stiles, Susan E. Mundry, and Kathryn DiRanna

Course Requirements:

1. **Readings:** Reading assignments will be given in class, and are also posted to the online Blackboard classroom. They will include selected articles and studies on data and evaluation, as well as the two course texts in their entirety. In addition, pairs of students will be assigned to read an additional book from the course reading list and present its material to the rest of the class. (See #5 below.)

2. **Journal (20%):** Please download the weekly lesson plan for the course from Blackboard under “Course Documents” in the left-hand sidebar, add your own reflection in the areas marked in yellow, and e-mail the file to me. This reflection should indicate some depth of thought, but can take any form you feel will be useful to you in the future. You will also be asked to respond to the readings. You do not have to respond to all of the readings for the week, but you should respond to something from each week’s reading. You may choose to make connections between the readings, the class sessions, and your own experience and goals. This journal will be due **each week**, before the start of the next class session.

3. **Class Participation (20%):** Attendance and class participation are essential to student success. An online message board has been set up on Blackboard. It will be a requirement of this course to participate in this discussion board on an ongoing basis.

4. **Research Website Review (20%):** Each of you will be assigned a website that is useful for doing research to inform the work of data teams or professional learning communities. You will write a review of your website that includes its name and address, the kinds of information it contains, a description of the user interface, and your assessment of its usefulness for practical school-based research. This review should be posted to the online forum by **October 25**. After October 25, you are required to read the reviews posted by the other students, and are encouraged to explore some of the other students’ sites and continue the conversation.

5. **Professional Development Session (20%):** Each pair of students will be assigned a different book from the course’s “Professional Development Calendar.” You and your partner will be responsible for preparing and delivering a 35-minute professional development session to turnkey the information from your assigned book to the rest of the class. This presentation will be given at the beginning of the class session indicated. Please post your materials to the appropriate forum on Blackboard.

6. **Final Exam (20%):** The final exam date will be on **December 13**. This standardized testing data will be combined with more performance-based assessments conducted throughout the semester.

There will be no class on **November 22**.

Enjoy your semester!

Course Calendar

Data and Evaluation for School Administrators

Fall 2012

Reading assignments will be given in class, and are also posted to the course Blackboard classroom. The journal will be due each week, beginning **September 20**. Professional Development sessions will be taught one per week from **October 11** to **December 6**.

September 6: Introduction to the Course

September 13: Deconstructing School Accountability and Evaluation

September 20: Planning for Assessment

September 27: Measuring Teacher Effectiveness

October 4: Leading Staff Development

October 11: Planning Common Formative Assessments

October 18: Facilitating Student Data Analysis

October 25: Conducting Research (**Research Website Review Due**)

November 1: Promoting Strategies for Collaborative Planning

November 8: Applying Principles of Statistical Analysis

November 15: Structuring Academic Intervention

November 22: **NO CLASS** (Thanksgiving)

November 29: Fostering Professional Learning Communities

December 6: Participating in the National Conversation about Education Reform

December 13: **Final Exam**

“Professional Development Calendar”

Data and Evaluation for School Administrators

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You and your partner are the two Assistant Principals in your school. Your principal has asked the two of you to read a particular book from the list below, and deliver a 35-minute professional development session to the staff.

The rest of our class will be your staff. Prepare visuals, handouts, and activities that use the material from the book to improve our professional practice. (We can be school administrators or another role if it makes more sense for the book you’ve been assigned.) Please post your materials to the provided forum on Blackboard.

It is better to aim for long-term retention of a few key concepts than to try to summarize every concept in the book. It is also good practice to serve refreshments.

October 11: *Common Formative Assessments: How to Connect Standards-Based Instruction and Assessment* by Larry B. Ainsworth and Donald J. Viegut

October 25: *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap* by Kim Marshall

November 1: *Mapping the Big Picture: Integrating Curriculum & Assessment K-12* by Heidi Hayes Jacobs

November 8: *Teaching As Leadership: The Highly Effective Teacher's Guide to Closing the Achievement Gap* by Teach For America, Steven Farr, Wendy Kopp, and Jason Kamras

November 15: *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn* by Austin Buffum, Mike Mattos, and Chris Weber

November 29: *Leaders of Learning: How District, School, and Classroom Leaders Improve Student Achievement* by Richard DuFour and Robert J. Marzano

December 6: *The Death and Life of the Great American School System: How Testing and Choice Are Undermining Education* by Diane Ravitch

Research Websites

Data and Evaluation for School Administrators

Fall 2012

American Association of School Administrators

<http://aasa.org/>

ARIS Learn

<http://schools.nyc.gov/Teachers/ARIS/>

Association for Supervision and Curriculum Development

<http://www.ascd.org/>

Common Core Library

<http://schools.nyc.gov/Academics/CommonCoreLibrary/>

Curriculum 21

<http://www.curriculum21.com/>

Education Resources Information Center

<http://www.eric.ed.gov/>

Equity Alliance at ASU

<http://ea.niusileadscape.org/lc>

EngageNY

<http://engageny.com>

Google Scholar

<http://scholar.google.com/>

Inquire (NYC DOE)

<http://schools.nyc.gov/inquire>

Regional Educational Library (Northeast & Islands)

<http://www.relnei.org/>

Schools Moving Up

<http://www.schoolsmovingup.net/>

Teachers College Reading and Writing Project

<http://tc.readingandwritingproject.com/>

The What Works Clearinghouse

<http://www.whatworks.ed.gov>