EDLE 690 Using Research to Lead School Improvement
Summer 2010

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Information is machines. Knowledge is people. Information becomes knowledge only when it takes on a "social life" – Fullan (2001), *Leading in a Culture of Change*, p. 78.

Schedule information:

Meeting times:	Mondays and Wednesdays: 4:30 – 7:30 pm

Students are expected to attend every class. Please contact the instructor by phone or e-mail if you have a problem that will prevent you from attending class.

Location:	Holmes Middle School, Room F4

CATALOGUE DESCRIPTION:

EDLE 690 Using Research to Lead School Improvement (3:3:0) Develops skills, insights, and understanding of how leaders use research to improve schools, with emphasis on the use of assessment and research data to identify school improvement needs and to design school improvement projects.

COURSE GOALS:

Using Research to Lead School Improvement is intended to provide students with an opportunity to explore the ways school leaders use research to identify opportunities for improvement and focus their efforts to change and restructure schools. Students will explore the research process; how theory, research, and practice relate; and how research is used in the school improvement process.

Content: The general intent of the course is to help students to become better consumers of research, and to understand the ways education research relates to instructional leadership

practice and school improvement. All of the EDLE program goals are active, to a greater or lesser extent, in this course. Candidates will begin to:

1. Develop the capacity to examine and summarize student performance data and use these data to identify school needs;
2. Develop an informed perspective on issues in education leadership that are grounded in contemporary research;
3. Understand how leaders use research to enhance instruction and learning;
4. Be able to apply technology to the task of collecting and/or conducting education research.

Teaching and Learning: Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of Taskstream, and on the use of supplementary materials created to complement the primary text. Specific process goals for the class are as follows:

Teaching and Learning:
1. Each class will mirror as much as possible effective leadership practice and will reflect good management. We will:
   - start and end on time;
   - listen first to understand, then seek to be understood; and
   - work toward common goals in a professional and cordial manner.

2. As they develop and refine oral presentation skills, students will
   - work individually and in groups to develop strategies for addressing organizational problems or challenges;
   - engage in a variety of learning activities, including case studies and simulations, and present their analysis orally; and

3. Students are expected to apply what they have learned previously to the writing assignments for this course.

Classroom climate:
We will strive to create a classroom climate that approximates what we know about learning organization. As such, it is important that we create a space that allows participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
   - Come fully prepared to each class;
   - Demonstrate appropriate respect for one another;
   - Voice concerns and opinions about class process openly;
   - Recognize and celebrate each other's ideas and accomplishment;
   - Show an awareness of each other's needs.

LEARNER OUTCOMES:
By the conclusion of this course, students should be able to:
1. Search online databases for recent publications relevant to a specific topic, and prepare a brief summary of applied research on a topic relevant to the improvement of instruction at their school site;
2. Use education research to develop a position based on more than one's opinion;
3. Understand and be able to evaluate basic research designs, and apply a research design to the study of a problem related to instruction and/or improvement at their school site;
4. Prepare a proposal for a school improvement proposal that becomes the blueprint for the capstone project required in the EDLE program internship.

PROFESSIONAL STANDARDS:
The course addresses VADOE Competencies, ISLLC Standards, and ELCC (NCATE) Standards dealing with information management (use of data to inform decisions; principles of research and evaluation; use of information resources/data collection & analysis; effective communication). Specific ELCC standards addressed include standards 1.2, 1.3, 1.4, 2.2, 2.3, 3.1, 3.2, 3.3, 4.2, and 6.1.
This course addresses the following VADOE competencies:
a. Knowledge, understanding and application of planning, assessment and instructional leadership that builds collective professional capacity, including:
(2) Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;
(7) Identification, analysis and resolution of problems using effective problem-solving techniques; and
(8) Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.
b. Knowledge, understanding and application of systems and organizations, including:
(1) Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models;
(2) Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;
(3) Information sources and processing, including data collection and data analysis strategies;
(4) Using data as a part of ongoing program evaluation to inform and lead change;
(5) Developing a change management strategy for improved student outcomes; and
(6) Developing empowerment strategies to create personalized learning environments for diverse schools.
c. Knowledge, understanding and application of management and leadership skills that achieve effective and efficient organizational operations, including:
(1) Application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement.
f. Knowledge, understanding and application of basic leadership theories and influences that impact schools, including:
(1) Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory.

RELATIONSHIP OF COURSE TO INTERNSHIP:
Although the internship is a separate course, the Education Leadership program has integrated internship activities into course work. During this course, <u>students will prepare and present a proposal for a school improvement project that they will implement and evaluate as a part of their internship activities over the remainder of the program.</u>

REQUIRED TEXTS:
1. Earl, L. & Katz, S. (2006). Leading in a data-rich world: Harnessing data for school improvement. Thousand Oaks, CA: Corwin.
2. Kowalski, Theodore, Lasley, Thomas & Mahoney, James. (2008) Data-Driven Decisions and School Leadership: Best Practices for School Improvement (reference only)

Outside-of-Class Resources
All students are required to use Taskstream (http://www.taskstream.com), the College's online assessment system. I will use Taskstream to post vital information for the course and to facilitate communication from time to time. This site will be particularly important if we experience closings for any reason. All papers will also be submitted through Taskstream. Thus, students need access to a personal computer that is linked to the Internet and the ability to use word processing software. **All students are required to activate their GMU e-mail accounts**.

GRADING:
Consistent with expectations of a master's level course in the Education Leadership program, grading is based on student performance on written assignments, as well as on participation in various class activities. The assignments constructed for this course reflect a mix of skills associated with the application of leadership, organizational theory and research to educational contexts. Overall, written work will be assessed using the following broad criteria:

· Application of concepts reflected in class discussion and readings;
· Creativity and imagination;
· Organization and writing. A clear, concise, and well-organized paper will earn a better grade.

Students' grades are based on their proficiency with respect to the student outcomes stated above. Grades are designed to indicate your success in completing the course, not the level of effort you put into it. The overall weights of the various performances are as follows:

Class participation - 20 points
1) <u>Attendance</u>: Students are expected to actively participate in class discussions, in group activities, and in serving as <u>critical friends</u> to other students. Students are expected to attend every class for its entirety. Emergencies sometimes arise; if you need to be absent from class, please notify me in advance by telephone or e-mail. If you miss class, you will lose participation points. The only way to earn maximum points in participation and attendance will be to attend and participate actively in all classes, and to complete any electronic assignments that may be required

2) <u>Learning activities and reflection</u>: An important component of any leader's learning involves balancing action and reflection. As such, we will engage in a variety of learning activities in class, including exercises, role plays, oral presentations, and analyses of data and case scenarios.

Written assignments - 80 points

Several different types of performance-based assignments will be completed during the summer term. Each assignment relates to the application of educational research in your school setting. <u>Each assignment and a rubric for grading each assignment are described at the end of this syllabus</u>.

The assignments are designed sequentially to help you define and plan the **school improvement project** you will be conducting as your **capstone project for the internship**. Thus, in the first assignment, you examine school performance data and define a research topic. In the second, you review the available research literature on that topic, and begin to define the specific improvement project you will implement. Finally, for the last assignment, you write and defend your proposal. The written proposal is the program-level Performance-Based Assessment for this course.

ALL ASSIGNMENTS must be submitted electronically through Taskstream. Taskstream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a Taskstream account and use Taskstream to submit work for courses, as well as to prepare and submit your internship portfolio.

Late Work

I expect students to submit their work on time. Students may submit papers in full or in part for feedback, providing that adequate time is provided for me to do justice to the work provided. Generally, papers should be submitted no later than one week prior to the due date if feedback is requested(some adjustments for this summer session may be possible, at the discretion of the instructor)

Grading Scale

      A+= 100 percent
      A = 95 – 99 percent   B- = 80 – 82 percent
      A- = 90 – 94 percent   C = 75 – 79 percent
      B+ = 86 –89 percent   F = 74 percent and below
      B = 83 – 85 percent

College of Education and Human Development statement of expectations:

Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Summer 2010 class schedule:
To accommodate the learning needs of the class, the topic and reading schedule may be amended during this summer session. Please check the Announcements on the course website for any update to the schedule if you miss a class.

Date	Topic(s)	Class Activities	Homework—next class
5/17	Introduction, objectives Using research	Your first research activity! What is expected? Syllabus Review	For 5/19--Earl & Katz – Ch 1 & 2 & Complete Task #2
5/19	Using research (cont) Theory, research & practice	Gemberling's 3 Questions Accountability (Hmwk-Task2) Quantitative vs. qualitative "Common Uses of Data" (EK) Two polls (or 5/24)	For 5/24--Earl & Katz – Ch 3 & 4 & Complete Tasks #4 (indiv &group) &#5 & Read article—"Organizing schools for Improvement"
5/24	Identifying research priorities: <u>Framing your question</u>	Issues (Hmwk-Task4)---work with *critical friends*(p.54) "Culture of Inquiry" (EK) Audience (Hmwk-Task5) Sources of Power & Influence	For 5/26--Earl & Katz – Ch 5 Complete Tasks #9 (chart only) & #10 and use the article "Organizing schools for Improvement" to complete your electronic discussion
5/26	Electronic Discussion class --- (no class meeting) Organizing Schools for Improvement and Your School Improvement Project Ideas!	Three electronic forums for each pre-assigned electronic group. (You present your sip idea to group colleagues and connect it with the five elements!)	For 6/2---Writing Assignment #1 due date Ch 5 (refresh) and Complete Task #11
5/31	Memorial Day (no class meeting)	Some groups may continue electronic discussion	For 6/2—See above

Date	Topic(s)	Class Activities	Homework---next class
6/2	Reviewing Literature --- evaluating research articles	Finding supporting literature Tasks #9 & #10 Creating a concept map The "Annotated Bibliography" **1st Writing Assignment Due**	For 6/7--- Ch 6
6/7	Leading schools with data The Annotated Bibliography	Guest Speaker: Dr. Rob Smith "Achievement Gaps in ACPS"	For 6/9—Chapter 7
6/9	Developing a Deeper Understanding---Root Cause Analysis	The required elements of your sip (see rubric)---Critical Friends discussion Root Cause Worksheets #1&#2 Cycle of Inquiry (Ch.7)	For 6/14---Writing Assignment #2 Due Begin working on poster presentations
6/14	Being a good consumer of research: Quantitative and Qualitative Designs	Pros and Cons of Sampling Approaches Activity **Writing Assignment #2 Due Date!**	For 6/16: Your poster presentation session
6/16	Presenting your school improvement project	Poster presentation session	For 6/21: "Meeting Teachers Half Way" Kappan article
6/21	Implementation & Evaluation Making Your SIP Happen!	Implementing and evaluating your plan	For 6/23: Writing Assignment #3 due
6/23	Wrap-up: From proposals to enactment Final Class Activity	**Writing assignment #3 due Your SIP**	

Writing Assignment 1: SIP Problem Area (25 Points)

Overview:

Data are tools – they represent a primary source of knowledge-building for school improvement. As leaders in your school, one of your primary tasks is to understand available data relating to your school's performance in meeting its goals and objectives. Additionally, you need to learn how to communicate about these data to various stakeholder groups. <u>In this task, you are asked to assemble some of these data, and prepare a short summary suitable for presentation to a school leadership team</u>.

Tasks:

1. Identify the variety of published data relating to your school's demographic characteristics (e.g., enrollment, attendance, composition of the student body, staffing); measures of student learning; and any perceptual data that might exist relating to such things as school climate. These data may be available on your school or school system's website, on related websites (e.g., state education department), or in published material.
2. Determine your school's primary performance objectives: What is the school expected to achieve? Dig deeper than routine accountability requirements; examine the school's current improvement plan, for instance, to identify one or more current improvement priorities.
3. Examine relevant assessment data for <u>at least</u> a two-year period. To do this, you will need to <u>triangulate the data</u> available to you – look across various sources to answer the question: How well are we doing? As a leader in your school, you will add value to your analysis by using your craft knowledge to interpret what these data means. You may limit your focus to one or more areas identified as priorities for your school (in other words, you do not need to present data on each and every curricular objective, but you should provide a reasonable synopsis of "how well we're doing.")
4. Identify any areas that reflect priorities – for instance, areas in which students are achieving at a level below your school's goals and objectives. Be careful to identify performance indicators that clearly relate to the objective(s) you've identified. The goal here is NOT to "solve" an identified problem, but to highlight areas that are in continued need of attention in your school's improvement plan.
5. Prepare a short paper intended <u>to inform and persuade your team</u> regarding an area that requires attention. Include a brief overview of important school demographic characteristics (particularly characteristics of the student body); information related to the school's improvement goals; data relevant to current levels of performance; and a clear statement of the challenge area(s) you believe require attention in your improvement planning. Use the attached rubric as a guide to structure your paper.

This is an exercise in leadership communication. Be selective – you cannot provide an overview of all of the data that might be available. Develop your examination to focus on important areas of concern. NOTE – the tone of the paper is persuasive: you are providing your expert judgment

based on your analysis of school performance data, and in the end you are lobbying the team to adopt the focus you identified as important.

Direct the paper to your school's leadership team as the audience – the team may include new members, including one or more parents or community members. Avoid jargon, and be aware of the clarity of your presentation – if you confuse your audience or present a lot of disparate data that don't connect to your school's objectives, you've failed to add value to the discussion. Use tables or graphs sensibly -- to parsimoniously summarize the discussion and direct the reader's attention.

This is a short paper (7 +/- pages), and should be written in a fashion that is suitable for the audience described above.

EDLE 690 SIP Problem Area

Levels: Criteria:	exceeds expectations 4	meets expectations 3	approaching expectations 2	falls below expectations 1
Introduction **Weight: 10%**	Paper starts with a clear and concise statement of purpose and an introduction that provides a clear roadmap for the reader, foreshadowing what the paper is intended to provide in the way of information and situating this information in the context of the school's general improvement goals.	Paper starts with a brief introduction that alludes to the purpose of the paper and provides a general foreshadowing of what is to be included in the document.	An introduction is provided that provides only the barest hint about the purpose of the paper or the information to be shared.	The paper lacks an introduction entirely, or the introduction fails to provide useful information that is linked to the intended purpose of the document.
Characteristics of the school and diversity of the school community (ELCC 4.2) **Weight: 25%**	Paper includes a thorough and concise overview of the demographic characteristics of the school, school staffing, and the school community. The school's current improvement objectives are highlighted, and (if available) data related to characteristics of the school climate are described.	Paper includes a general overview of the demographic characteristics of the school, school staffing, and school community; the school's current improvement objectives, and measures of school climate. Some important demographic data are not evident.	Paper includes a limited review of demographic and staffing data; the school's current improvement objectives, and measures of school climate. Important data are omitted or inaccurately presented.	The presentation of demographic data is missing or wholly inadequate.
Use of data to analyze school performance related to the school's vision and objectives (ELCC 1.2) **Weight: 25%**	Paper includes a clear and concise summary of the school's performance based on an assessment of important educational outcomes reflecting the school's vision and objectives, over at least a two-year period.	Paper includes a summary of the school's performance over a two-year period, using general measures of important educational outcomes.	Paper includes a summary of the school's current performance in general terms. Specific indicators or educational outcomes are	The assessment of school performance is missing or wholly inadequate

| Identification of improvement area (ELCC 2.2)

Weight: 20%	Paper concludes with a recommendation of one or more focal areas to improve instruction. The identified area(s) are well supported by the analysis of school data, and are clearly connected to the school's improvement objectives, and the emerging needs of the school community.	Paper concludes with a recommendation of one or more focal areas to improve instruction. The identified area(s) are generally supported by the analysis of school data, and are at least loosely connected to the school's improvement objectives.	Paper concludes with a general recommendation of one or more focal areas to improve instruction. The identified area(s) are not clearly supported by the analysis of school data.	The recommendation is missing or wholly inadequate.
Use of tables and graphs to summarize data

Weight: 10% | Tables and/or graphics are powerfully used to present demographic and/or school performance data. Tables and/or graphs are clearly labeled and discussed. | Tables and/or graphics are used to present demographic and/or school performance data, but in some cases they are mislabeled or otherwise difficult to interpret accurately. | Tables and/or graphics are used too sparingly to be effective, or are distracting, mislabeled, or otherwise confusing. | Tables and/or graphics are not evident. |
| Organization of paper

Weight: 5% | Paper is powerfully organized and fully developed | Paper includes logical progression of ideas aided by clear transitions | Paper includes most required elements, but lacks transitions | Paper lacks logical progression of ideas |
| Mechanics

Weight: 5% | Nearly error-free which reflects clear understanding and thorough proofreading | Occasional grammatical errors and questionable word choice | Errors in grammar and punctuation, but spelling has been proofread | Frequent errors in spelling, grammar, and punctuation |

Writing Assignment 2: Annotated Bibliography
15 Points

Overview: As emerging leaders in your schools, you need to develop the skills associated with accessing the knowledge base on questions that are important to the understanding and improvement of teaching and learning. An <u>annotated bibliography</u> provides you with the opportunity to learn how to sift through existing research on a question that interests you and to begin to organize the knowledge that you are gaining by reading this literature.

<u>Task:</u>
1. Connect your research to the topic identified in the previous writing assignment. Base your selection on your review of relevant data, and on discussions with leaders in your school concerning the areas that reflect current and future improvement priorities for the school.
2. From this selection, state your focus as a research problem. For the purposes of reviewing the literature, your problem can be formulated by completing the sentence, "What is known about…." (e.g., "what is known about why adolescent boys drop out of school").
3. Find a number of <u>research articles</u> (original research or syntheses) that speak to the question you selected. Consistent with the process outlined in class, you will first be interested in building a deep understanding of the problem and the kinds of factors that are thought to cause problems like this in schools like yours, and later, to identify actions that have been found to be effective strategies to deal with these causes. This is an iterative process; as you examine the literature, you will narrow your search as you learn more about the problem. You might identify several articles that are review pieces or syntheses of the literature themselves, but you should also concentrate on identifying primary research (i.e., papers that present an analysis using quantitative or qualitative methods to contribute to the knowledge base on the question). Most of your research can be accomplished on the Internet, with support from your school library, the public library, and/or GMU libraries.
4. Prepare an ANNOTATED BIBLIOGRAPHY using <u>at least five (5)</u> of the most important papers you found. An annotated bibliography is a list of articles (or books) that includes a <u>brief description of the work</u> and <u>an evaluation of its usefulness</u>. The purpose of an annotated bibliography is to provide information about the relevance, utility, and quality of the source <u>for your purposes</u>.
   NOTE: You will have the option of using a traditional format (e.g., see below), or using the form distributed in class that is designed to help you journal about the literature you are finding.
5. Your annotated bibliography should include **a statement of the topic** and research question you are investigating; three annotated entries using the format shown below; and <u>a reference list</u> showing the papers you consulted (around 10 sources). Citations must be in APA format.

An example of an entry in an annotated bibliography follows:

Goldschneider, F. K., Waite, L. J., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. ***American Sociological*** *Review, 51,* 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that non-family living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of non-family living.

(Source: http://www.library.cornell.edu/olinuris/ref/research/skill28.htm#what)

EDLE 690 Annotated Bib

Levels: Criteria:	exceeds expectations value: 4	meets expectations value: 3	approaching expectations value: 2	falls below expectations value: 1
Statement of problem: (ELCC 1.2) **weight:10%**	The paper begins with a clear statement of the topic or problem, which specifically relates to an improvement area identified using assessment results, demographic data, and analysis of school and community needs (paper 1).	The paper begins with a statement of problem which relates generally to a performance area identified using assessment data.	The statement of the research problem is evident, but is vaguely worded or poorly spelled out. It is difficult to discern a clear focus for the research.	The statement of research problem is missing or wholly inadequate
Bibliographic entries - content: (ELCC 6.1.a) **weight:40%**	Annotated entries provide a clear and concise summary of each research source. Each entry includes an overview of the research (including method and findings); and an assessment of its utility.	Annotated entries provide a summary of each research source. Each entry includes a brief overview of the research and an assessment of its utility, but may be lacking in specificity.	Annotated entries provide a general overview research sources, but lack detail or are missing significant elements needed to make the entries useful.	Annotated entries are severely lacking in detail, rendering them of little use
Bibliographic entries - focus **weight:10%**	All entries clearly and specifically relate to the research question.	Most entries relate clearly to the research question.	Most entries relate only generally to the research question.	The connection between annotated entries and the research question is difficult to discern.
Bibliographic entries -- quality **weight:10%**	Sources are well balanced, including original research and synthesis pieces from high-quality, credible sources.	Entries are included from quality sources, but are dominated by synthesis pieces; original research is not evident.	One or more entries are included from questionable sources, reflecting largely opinion pieces rather than original research or syntheses of research.	Entries are dominated by material from questionable sources; a review of research is not evident.
Bibliographic entries -- quantity **weight:10%**	Six or more annotated summaries are presented, along with a detailed reference list of about 15 sources consulted.	Five annotated summaries are presented, with a reference list of 10-12 sources	Three or four annotated summaries are presented along with a reference list of sources consulted.	Fewer than three annotated summaries are presented along with a reference list of sources consulted.
References **weight:10%**	References are complete and presented in APA format.	References are in APA format, but a few (1-3) appear incorrect or are in improper format.	The document contains numerous incorrect or incomplete references.	References are omitted entirely.
Mechanics **weight:10%**	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

Writing Assignment 3: SIP Proposal
40 points

Overview: School leaders are increasingly expected to engage in short-term action research projects to demonstrate the efficacy of school programs and practices. As a part of your internship, you will propose a School Improvement Project (SIP) that addresses a problem or "achievement gap" identified through research on your school. Your proposal will describe a specific improvement project that you will **design, implement**, and **evaluate** over the next year, and later analyze in one of your concluding courses. The expectation is that you will lead a team in implementation of this project.

Tasks:

1. OVERVIEW: The proposal should start with a concise and well thought description of the achievement gap you have identified through your assessment of student performance and achievement data, followed by a clear **statement of purpose** that generally demonstrates how you intend to address the performance gap. After stating this purpose, include an **overview** of the project that provides a brief description of what you intend to do to implement your proposal.

2. RATIONALE: Include a concise and well thought out **rationale** that describes why it is important to address the performance gap you identified, and your espoused theory of action that suggests why taking the proposed action will lead to improvement in the targeted area. Be sure to describe how your SIP project connects to or reinforces your school's vision and objectives. Use the research literature to support your strategy for addressing the achievement gap you identified.

3. OUTCOMES: Provide a short description of the **specific outcomes** you believe you will achieve by successfully implementing your project. Be specific; identify the performance indicators you intend to track in order to measure the educational outcomes that are important in your improvement area.

4. INVOLVEMENT: The expectation is that you will be engaging members of your school community in designing and enacting your improvement project. Provide a short summary of who you involved in the creation of this proposal, and which stakeholders you envision involving in the enactment and assessment of the SIP. Describe how you plan to enlist their support and build your team, including means you will use to maintain effective communication throughout the project.

5. ACTION PLAN: The proposal must include a clear, step-by-step **action plan** that defines the objective of the project (i.e., restates your purpose as an action objective), and delineates each of the major tasks that need to be completed during the project; when each task will be completed; who is responsible for each task; the resources needed to complete each task; and specific "success signals" that serve as indicators of the

completion of major steps in the project. This should be presented as a table -- use the action planning format embedded in the course workbook to prepare the action plan.

6. BUDGET: Following the action plan, a clear, well thought out budget summary should be presented. This can be a short narrative presentation (you do not need budget codes, etc.) The narrative should include a synopsis of the funding needed to complete the project; a description of any existing resources that will be devoted to the project, and a discussion of how authority to use these resources has been (or will be) procured, (if necessary).

7. EVALUATION PLAN: Include a narrative explanation of how you plan to **evaluate your project**, which includes a) the specific indicators you will be examining to determine impact of the project on student performance or on the learning environment; b) a description of how and when you plan to collect data about these indicators, and c) a brief description of the analysis you plan to conduct to examine these data in order to ascertain the impact of the project on your intended outcomes.

8. CONSEQUENCE ANALYSIS: In closing, briefly discuss the advantages and the potential limitations of the project. In particular, conduct a **consequence analysis** to predict any issues that might arise during implementation, or any limitations you might face in terms of using the evaluation design to draw trustworthy inferences about the effectiveness of the project. If possible, include reference to issues raised in the literature.

NOTE: The proposal is not an essay, per se; can be written using each of the sections listed above, and some information can be presented in bullets (e.g., a listing of outcomes measured) or in tables (e.g., the action plan). There is a fair amount of redundancy in this proposal – for instance, the description of the project should provide a brief narrative explanation that matches the project delineated in the action plan; the list of outcomes measured should relate to the evaluation plan (which describes how you will go about collecting these data and what you will look at to know if you were successful). Your audience for this proposal is your principal – imagine that you are presenting this document to him/her, and lobbying for adoption of this project (which you will lead).

Your sip proposal should be no more than twelve (12) pages, and should include citations and a reference list in APA format.

SIP Proposal

Levels: Criteria:	exceeds expectations	meets expectations	approaching expectations	falls below expectations
Statement of purpose and overview of project: Use of data to identify SIP topic that relates to and supports the school's vision and objectives (ELCC 1.2.b) **Weight: 10%**	The proposal begins with a clear statement of purpose, which relates specifically to an improvement area identified using assessment results, demographic data, and analysis of school and community needs. A concise, but thorough description of the proposed project is provided that spells out the actions proposed to reduce the identified performance gap.	The proposal begins with a statement of purpose which relates generally to an improvement area identified using assessment data. A brief description of the proposed project is provided.	The statement of purpose and/or description of the project evident, but is vaguely worded or poorly spelled out. It is difficult to discern a clear focus of the project.	The statement of purpose and/or project description is missing or wholly inadequate
Rationale: Use of best practice research strategies to promote improvement (ELCC 2.3c) **Weight: 10%**	The proposal includes a concise and well supported rationale that describes the nature of the problem being addressed, why the problem is important, and how taking the proposed action is intended to lead to improvement. Specific, current research is presented in support of the strategy selected to address the identified performance gap	The proposal includes a rationale that describes the nature of the problem being addressed and why the problem is important to the attainment of the school's objectives, but is somewhat unclear about how taking the proposed action is intended to lead to improvement. Research support is referenced.	The proposal includes a rationale, but only generally connects the proposed action to the reduction of the identified performance gap. Research supporting the proposed action is weakly presented or not evident.	The rationale is weak or wholly inadequate. It is not clear how enacting the proposed project relates to reducing the identified performance gap.
Outcomes: Identification of specific outcomes that will be used to monitor and evaluate the project (ELCC 1.4b) **Weight: 10%**	Specific indicators are identified and described that will be used to monitor and evaluate the implementation and impact of the project. Each indicator is well connected to either monitoring implementation fidelity of the project or promoting the desired outcome(s).	Specific outcome indicators are identified and described that could be used to monitor and evaluate the impact of the project. Indicators used to monitor implementation fidelity are unclear.	The proposal makes general reference to the kinds of outcomes sought, but specific measurable indicators of implementation fidelity and/or project outcomes are not clearly identified.	The outcomes associated with the project are not specified, or outcomes that do not relate to the identified performance gap are proposed.
Involvement: Identification and formation of team to enact project (ELCC 1.3) **Weight: 5%**	The proposal clearly describes which stakeholders will be involved in enactment, monitoring, and evaluation of the SIP. All stakeholders who are important to the success of the project are involved. Team member roles and responsibilities are outlined, as are means that will be used to maintain effective communication among team members.	The proposal describes the primary stakeholders who will be involved in enactment of the SIP. One or more groups whose involvement may be important are omitted. Attributes of team organization are described in general terms.	The proposal is unclear about stakeholders involvement in enactment of the SIP, or fails to mention groups who are obviously important to the success of the project. Attributes of team organization are referenced in general terms.	Stakeholder involvement in planning and/or implementation is not evident.

Action Plan: Development of action plan to guide the implementation of SIP (ELCC 3.1) **Weight: 20%**	The proposal includes a clear and well thought out action plan that focuses on effective deployment of human, fiscal, and material resources to guide the implementation of the SIP. The plan thoroughly delineates each of the major tasks to be accomplished in enacting the project; when each task will be completed; who is involved in accomplishing each task; the resources needed to complete each task; and specific "success signals" or process indicators that will be tracked to monitor completion of each stage of the project, including evaluation of the project.	The proposal includes an action plan that describes how human, fiscal, and material resources will be used to implement the SIP. The plan delineates most of the major tasks needed to enact the project; when various tasks will be completed; who is involved in accomplishing each task; the resources needed to complete each task; and specific "success signals" or process indicators that will be tracked to monitor completion of each stage of the project. Some necessary tasks or implementation details are vaguely described or missing.	The action plan included details tasks, time lines, persons responsible, resources, and success indicators, but does so in a fashion that is unlikely to result in successful deployment of human, fiscal, and material resources to accomplish the stated purpose. Significant tasks are inadequately spelled out or are missing entirely.	The action plan is poorly organized, severely lacking in detail, or wholly missing. It is entirely unclear how any proposed actions can result in successful implementation of the project.
Budget: Use of new and existing resources to facilitate SIP (ELCC 3.3) **Weight: 5%**	The proposal includes a budget summary that demonstrates the ability to identify, seek and procure new and existing resources to facilitate the implementation of SIP project. The budget includes a synopsis of the funding needed to accomplish the project; a description of any existing resources that will be devoted to the project; and a discussion of how authority to use these resources has been or will be procured.	The proposal includes a budget summary that spells out in general terms how resources will be identified and procured to facilitate the implementation of the SIP project. Funding needed to accomplish the project is identified; a description of any existing resources that will be devoted to the project is outlined; and a discussion of how authority to use these resources has been or will be procured is described.	A budget summary is presented, but it is lacking in sufficient detail or is missing necessary components. The use of existing resources is not well thought out, and/or procedures for leveraging these resources are undeveloped or missing.	The budget is poorly organized, severely lacking in detail, or wholly inadequate to support the objective and action plan described.
Evaluation: Plan to monitor and evaluate the project (ELCC 1.4b) **Weight: 15%**	A clear, well developed plan to monitor and evaluate the project is presented, which specifies how data related to each educational indicator will be collected, when these data will be collected, and how they will be analyzed. The evaluation plan includes steps that will be taken to examine and adjust the project during enactment (i.e., monitor implementation) and to summatively assess the efficacy of the project in terms of reducing the identified performance gap.	A plan to monitor and evaluate the project is presented, which specifies how data related to most of the identified educational indicators will be collected, when these data will be collected, and how they will be analyzed. The evaluation plan includes general steps that will be taken to monitor implementation and to summatively assess the efficacy of the project.	A plan to monitor and evaluate the project is presented, but it lacks specificity and/or is not clearly connected to the espoused objectives of the SIP. Steps that will be taken to collect and analyze various data are unclear, as are methods that will be used to monitor implementation and to summatively assess the efficacy of the project.	The evaluation plan is poorly organized, lacks sufficient detail, or is wholly inadequate to support the evaluation of the project.

Consequence analysis: Identification of potential issues related to enactment of plan within the school and school community (ELCC 4.2) Weight: 10%	The proposal concludes with a detailed analysis of the benefits and limitations of the proposed project design, highlighting possible issues relating to enactment of the plan within the school and school community. Advantages and disadvantages of the project and evaluation design are highlighted, including an assessment of issues relating to the involvement and support of important stakeholders within the school community. Issues relating to implementation fidelity and the trustworthiness of the evaluation research design are clearly spelled out.	The proposal concludes with a general analysis of the benefits and limitations of the proposed project design, including issues relating to the support and involvement of important stakeholders. Obvious advantages and disadvantages of the project and evaluation design are identified. Select issues related to implementation fidelity and trustworthiness of the research evaluation design are explored, though some important potential issues are not identified.	The proposal concludes with a cursory analysis of the advantages and disadvantages of the proposed design. Issues of stakeholder involvement, implementation fidelity, and trustworthiness are only superficially addressed.	The proposal concludes with a general restatement of the project's purpose and/or description, but lacks any reasonable reflection on the strengths or weaknesses of the proposed design. A consequence analysis is not evident.
Support: Informed consumer of educational theory and concepts (ELCC 6.1.a) Weight: 5%	Specific, developed ideas and/or evidence from research are used to support the selection of the achievement gap and the strategy identified for addressing it	Supporting research used to support the project lacks specificity or is loosely developed	General supporting ideas or evidence are presented	Few to no solid supporting ideas or evidence from research are included
Organization of proposal Weight: 5%	Proposal is powerfully organized and fully developed	Proposal includes logical progression of ideas aided by clear transitions	Proposal includes brief skeleton (introduction, body, conclusion) but lacks effective transitions	Proposal lacks logical progression of ideas
Mechanics Weight: 5%	Nearly error-free which reflects clear understanding and thorough proofreading	Occasional grammatical errors and questionable word choice	Errors in grammar and punctuation, but spelling has been proofread	Frequent errors in spelling, grammar, and punctuation

Class participation 690

Levels: Criteria:	exceeds expectations value: 4	meets expectations value: 3	approaching expectations value: 2	falls below expectations value: 1
Attendance	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (1-3) absences or tardies	Frequent (>3) absences or tardies
Quality of Questions, Interaction	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas, seeks meaning.	Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base.	Asks questions about deadlines, procedures, directions or for help with little specificity. Little discussion of ideas.	Rarely asks questions of any quality.
Effort	Willingly participates when asked. Plays a leadership role in groups. Engages and brings out the best in others.	Willingly participates when asked. Takes on group tasks. Engages others.	Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Has large set of excuses.
Engagement	Enthusiastically initiates discussion. Personalizes and takes ownership of activities. Always knows where class or group is.	Sometimes initiates discussion and always works well with direction. Generally knows what's going on.	Seeks direction, but does not initiate discussion. May know where class or group is.	Waits for direction. Knows little of what is going on. Cannot describe where class or group is.