GEORGE MASON UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Education Leadership Program

EDLE 690, D01
Supervision and Evaluation of Instruction

Summer 2017, 3 credit hours

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Office Hours: Online - Mondays, 4:30 – 6:30 p.m. and by appointment via Skype

Course Term: May 24 – July 29, 2017

Prerequisite(s):   EDLE 620, EDLE 690, and EDLE 791

Course Description

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.

General Goals: Students in this course will learn how to gather and analyze student achievement and demographic data available from their school, school district, and the state; 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. Students will understand how to use education research to develop a position based on more than one's opinion; understand basic statistics (e.g., measures of central tendency & dispersion; basic inferential statistics) and their application in educational research; 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. Students will prepare and defend a proposal for a School Improvement Project (SIP) that becomes the blueprint for the capstone project required in the EDLE program internship.

Course Delivery

This is a 100% online course using an asynchronous format via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 22, 2017. Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technology Requirements

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course. Per university policy in compliance with federal law, the professor will only communicate with students via their GMU email accounts, and will be unable to respond to emails sent from other accounts (i.e., Gmail, Yahoo, work email, etc.). Any announcements regarding the course will be sent to your GMU account.   I will respond to emails within 48 hours, excluding weekends.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- **Video/Screencasting Tools**: You will use Kaltura, Jing, or Camtasia to record your introduction videos and Platform of Beliefs assignment.
- **Group Work:** You will use **Google Docs** to complete your Collaborative Leadership Case assignment and Blackboard Discussion Boards to participate in various learning activities throughout the semester.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader: https://get.adobe.com/reader/]
  - [Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/]
  - [Apple Quick Time Player: www.apple.com/quicktime/download/]

Email: All candidates are required to activate and monitor their GMU e-mail accounts. I strongly recommend that you do not forward your Mason e-mail to a different account because attachments are often lost that way. It is best to check e-mail directly from your Mason account daily. Per university policy in compliance with federal law, I will only communicate with candidates via their GMU email accounts and will be unable to respond to emails sent from other accounts (i.e., Gmail, yahoo, work email, etc.). Any

announcements regarding the course will be sent to your GMU account. I will respond to emails within 24 hours, excluding weekends.

On-line Expectations

- **Course Week:** Because online courses do not have a "fixed" meeting day, our week will **start** on Wednesday and **finish** on Tuesday.
- **Log-in Frequency**: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues**: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Required Readings

Course Texts:
Bauer, S.C. & Brazer, S.D. (2012). Using research to lead school improvement: Turning evidence into action. Thousand Oaks, CA: Sage Publications.

Recommended

The American Psychological Association (2009). Publication Manual of the American Psychological Association (6th edition). Washington, D.C.: American Psychological Association.

Additional required readings will be stored on the Blackboard site.

Course Learning Outcomes

Students who successfully complete this course will be able to:
1. understand and apply planning, assessment, and instructional leadership that builds collective professional capacity;
2. understand and apply systems and organization theory;
3. understand and apply management and leadership skills that achieve effective and efficient organizational operations;
4. understand and apply basic leadership theories and knowledge that impact schools.

Relationship of Course to Internship (EDLE 791)

Although the internship is a separate course, the Education Leadership program has integrated internship-related activities into course work. During this course, 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.

National Standards and Virginia Competencies

Each M.Ed. licensure course has at least one Performance-Based Assessment (PBA) as required by the program. The PBA for this course is the School Improvement Project Proposal. The course addresses a variety of the **ELLC Standards**, focusing primarily on the following: Standards 1.2, 1.3, 1.4, 2.3, 3.1, 3.2, 3.3, 4.2, 6.1 and corresponding components of the Virginia Standards for School Leaders:

ELCC 1.2 Candidates understand and can collect and use data to identify school goals, assess organizational effectiveness, and create and implement plans to achieve school goals.

ELCC 1.3 Candidates understand and can promote continual and sustainable school improvement.

ELCC 1.4   Candidates understand and can evaluate school progress and revise school plans supported by school stakeholders.

ELCC 2.3   Candidates understand and can develop and supervise the instructional and leadership capacity of school staff.

ELCC 3.1   Candidates understand and can monitor and evaluate school management and operational systems.

ELCC 3.2   Candidates understand and can efficiently use human, fiscal, and technological resources to manage school operations.

ELCC 3.3   Candidates understand and can promote school-based policies and procedures that protect the welfare and safety of students and staff within their building.

ELCC 4.2   Candidates understand and can mobilize community resources by promoting and understanding, appreciation, and use of the diverse cultural, social, and intellectual resources within the school community.

ELCC 6.1   Candidates understand and can advocate for school students, families, and care-givers.

Virginia Department of Education 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:

(8) 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.

Teaching and Learning Expectations

Each class will include a variety of activities and exercises. Out-of-class work will rely on readings and on the use of resource task sheets created to complement the primary text. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage the exploration of the use of research in instructional leadership. To promote an atmosphere that allows us to accomplish this, we will:
   a. agree to disagree respectfully during class discussions;
   b. strive to be open to new ideas and perspectives; and
   c. listen actively to one another.

2. Candidate work will reflect what is expected from leaders. Hence, it is expected that candidates will:
   a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
   b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
   c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.

3. We will endeavor to create an on-line environment that approximates what we know about learning organizations. Consequently, 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:

   a. demonstrate appropriate respect for one another;
   b. voice concerns and opinions about class process openly;
   c. engage in genuine inquiry;
   d. recognize and celebrate each other's ideas and accomplishments;
   e. show an awareness of each other's needs; and
   f. maintain strict confidentiality regarding any information shared.

Course Requirements, Grading, and Evaluation Criteria

Students can earn a total of 500 points in this course. Graded assignments account for 75% (375 points) of the overall grade, while online course participation accounts for 25% (125 points).

General Expectations
Consistent with expectations of a master's level course in the Education Leadership Program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with the

application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Original thinking and persuasiveness
3. The ability to write in a clear, concise, and organized fashion.

Additionally, due to the nature of this online course, a significant portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of various performances are as follows:

Class participation 125 points
Candidates are expected to participate actively in class discussions, small group activities, and in serving as critical friends to other colleagues. The participation rubric is available on the course site. Participation points will be assessed as part of each unit and the activities are as follows:

Orientation (5 points)
- Syllabus Quiz

Unit 1 (10 points)
- Discussion Board Posts
- Lost at Sea

Unit 2 (45 points)
- Investigating Your School's Improvement Plan
- Telling Stories with Data Survey
- TedTalk discussion
- Data sources
- Student exemplar analysis
- Working Toward the ITP

Unit 3 (45 points)
- Conduct a Root Cause Analysis
- Sharing your literature findings
- Ruby Payne study - Qualitative
- Source of sampling bias
- Designing an instrument

Unit 4 (20 points)
- What Works Clearinghouse
- Evaluating your action plan
- Peer review for SIP

Written assignments - 375 points
Several different types of performance-based assignments will be completed during the semester. Each assignment relates to the application of educational research in your school setting. <u>A description of each assignment and a rubric for grading each assignment are included 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 and third, you review the available research literature on that topic, and begin to define the specific improvement project you will implement. Finally, for the fourth assignment, you write your School Improvement Project Proposal—the improvement project that will be implemented during your internship. The School Improvement Project Proposal is the program-level <u>Performance-Based Assessment</u> (PBA) for this course.

<u>Submitting papers</u>: All papers must be submitted **on time, electronically via Blackboard**.

<u>Late work:</u> Students' work is expected on time, meaning no later than by midnight of the due date. Late assignments will not be accepted except in emergency situations that have been discussed and approved by the instructor in advance of the due date. Please take advantage of instructor office hours and availability to get assistance prior to assignment deadlines.

Grading scale:
A+   500 points
A   475 - 499
A-   450 - 474
B+   435 - 449
B   415 - 434
B-   400 - 414
C   375 - 399
F   Below 375 points

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

<u>GMU Policies and Resources for Students</u>

Policies
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone (703-993-3686). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/

Other reminders:

GMU Add/Drop Policy: The last day to drop this class without any penalty is provided on the GMU academic calendar page http://registrar.gmu.edu/calendar/. It is the student's responsibility to check to verify that they are properly enrolled, as no credit will be awarded to students who are not.

Plagiarism Statement: Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting (Statement of English Department at George Mason University).

Plagiarism and the Internet: Copyright rules also apply to users of the Internet who cite from Internet sources. Information and graphics accessed electronically must also be cited, giving credit to the sources. This material includes but is not limited to e-mail (don't cite or forward someone else's e-mail without permission), newsgroup material, information from Web sites, including graphics. Even if you give credit, you must get permission from the original source to put any graphic that you did not create on your web page. Shareware graphics are not free. Freeware clipart is available for you to freely use. If the material does not say "free," assume it is not. Putting someone else's Internet material on your web page is stealing intellectual property. Making links to a site is, at this time, okay, but getting permission is strongly advised, since many Web sites have their own requirements for linking to their material.

If you have questions about when the contributions of others to your work must be acknowledged and appropriate ways to cite those contributions, please talk with the professor or utilize the GMU Writing Center.

Academic Integrity & Inclusivity: This course embodies the perspective that we all have differing perspectives and ideas and we each deserve the opportunity to share our thoughts. Therefore, we will conduct our discussions with respect for those differences, meaning we each have the freedom to express our ideas, but we should also do so keeping in mind that our colleagues deserve to hear differing thoughts in a respectful manner, i.e. we may disagree without being disagreeable. http://integrity.gmu.edu/

Diversity, Religious Holiday: Please refer to George Mason University's calendar of religious holidays and observations (http://ulife.gmu.edu/calendar/religious -holiday-calendar/). It is the student's responsibility to speak to the instructor in advance should their religious observances impact their participation in class activities and assignments.

Student Privacy Policy: George Mason University strives to fully comply with FERPA by protecting the privacy of student records and judiciously evaluating requests for release of information from those records. Please see George Mason University's student privacy policy https://registrar.gmu.edu/students/privacy/

Other Concerns: If you have concerns or issues relating to the content or conduct of the class, please talk with me directly. Although the specifics of these conversations are entirely confidential, they may provide me with useful suggestions that may be shared indirectly with the class to improve the learning experience for all students. As a matter of policy, I do not respond to anonymous e-mails.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.
Proposed class schedule:

Proposed Course Schedule

To accommodate the learning needs of the class, the topics and reading schedule may be amended during the semester. Any changes will be communicated via email or Blackboard.

Note: Please refer to the Weekly Schedule on Blackboard for the most up-to-date version of the course schedule.

Week	Date	Lesson	Activities/Reading /Assignments
1	May 24-30	Unit 1 Lesson 1: The Big Picture and Unit 1 Lesson 2: Organizational Learning	B&B Chapters 1 and 2, syllabus quiz, participation activities
2	May 31-June 6	Unit 1 Lesson 3: Building Your Team and Unit 2 Lesson 1: Assessing Your Local Situation	B&B Chapters 3 and 4, participation activities
3	June 7- 13	Unit 2 Lesson 2: Communicating A Message With Data	B&B Chapter 5; Rough draft of ITP due, participation activities
4	June 14 - 20	Unit 3 Lesson 1: Root Cause Analysis and Unit 3 Lesson 2: Finding Supporting Literature	B&B Chapters 6 and 7, **Improvement Target Proposal Due**, participation activities
5	June 21 – 27	Unit 3 Lesson 2: Finding Supporting Literature; Reading Research	Review Chapter 7, Literature Search; **Annotated Bibliography Due**, participation activities
6-7	June 28 – July 11	Unit 3 Lesson 3: Understanding Research Design & Analysis	Ruby Payne Article, rough draft of Research Brief; B&B Chapter 8; statistics, participation activities
8	July 12 – 18	Unit 4 Lesson 1: Identifying Solutions and Action Planning	B&B Chapter 9, **Research Brief Due**, participation activities
9	July 19 - 25	Unit 4 Lesson 2: Implementation and Evaluation	B&B Chapter 10, participation activities Begin working on your SIP
10	July 26 - 29	SIP Writing Time Epilogue: Managing Your SIP	**Final SIP Due no later than July 29**, participation activities

Writing Assignment 1: Improvement Target Proposal Assessment Rubric
(75 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. 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.

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 to inform and persuade your team regarding an area that requires attention. Includes 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. Craft 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 briefly summarize the discussion and direct the reader's attention.

This paper should be no more than eight (8) pages (not including the cover page) and should be written in a fashion that is suitable for the audience described above.

EDLE 690 Improvement Target Proposal Assessment Rubric

Levels/Criteria	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Falls Below Expectations (1)
Introduction and thesis (10%) Any written statement should begin with an introduction that draws the reader into the topic and includes a one-sentence thesis. The thesis states what the author intends to prove or demonstrate in the body of the written work. For this paper, the thesis must name the focal area(s) for improvement.	The paper starts with an introduction that provides a clear roadmap for the reader, foreshadowing what the Improvement Target Proposal is intended to provide in the way of information. The thesis appears as the last sentence of the introductory paragraph.	The 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. The thesis may not be entirely clear or appropriate.	The introduction provides only the barest hint about the purpose of the paper and the information to be shared. The thesis is either confusing or missing.	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 (25%) (ELCC 4.2) This section is intended to help the reader understand the nature of the school so that the priority area will make sense	The 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.	The 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.	The 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 (25%) (ELCC 1.2) This section explains where the school has been in terms of student achievement.	The 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.	The paper includes a summary of the school's performance over a two-year period, using general measures of important educational outcomes.	The paper includes a summary of the school's current performance in general terms. Specific indicators or educational outcomes are unclear or missing.	The assessment of school performance is missing or wholly inadequate
Identification of improvement area (20%) (ELCC 1.3) This is the most important point of the paper in which you explain exactly where the school ought to be	The paper concludes with a recommendation of one or more focal areas to improve instruction. The identified achievement gap(s) are well supported by the analysis of school data,	The paper concludes with a recommendation of one or more focal areas to improve instruction. The identified achievement gap(s) are generally supported by the	The paper concludes with a general recommendation of one or more focal areas to improve instruction. The identified achievement gap(s)	The recommendation is missing or wholly inadequate.

focused in its effort to improve student achievement.	and are clearly connected to the school's vision, improvement objectives, and the emerging needs of the school community.	analysis of school data, and are at least loosely connected to the school's vision and improvement objectives.	are not clearly supported by the analysis of school data.	
Use of tables and graphs to summarize data (10%) Tables and/or graphs should appear as support to the text. Data should be organized for ease of understanding.	Tables and/or graphs are powerfully used to present demographic and/or school performance data.	Tables and/or graphs are used sparingly, but effectively, to present demographic and/or school performance data.	Tables and/or graphs are used somewhat effectively, but in some instances they are distracting, mislabeled, or otherwise confusing.	Tables and/or graphics are not evident.
Mechanics and APA (10%) Your written work should always represent you as accurate and precise.	The paper is nearly error-free which reflects clear understanding and thorough proofreading.	There are occasional grammatical errors and questionable word choice.	Errors in grammar and punctuation are present, but spelling has been proofread	There are frequent errors in spelling, grammar, and punctuation.

Writing Assignment 2: Annotated Bibliography
(50 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>Tasks:</u>

1. Use the problem, challenge, or gap you identified in the previous writing assignment. With this focus, articulate a research or guiding question. For example, "Why do second language learners experience disproportionately low achievement in mathematics?" That might be a bit broad, so your research problem or question is likely to narrow as you read relevant literature.
2. Find a number of <u>research articles</u> (theoretical works, empirical studies, and syntheses) that speak to the question you selected. This is an iterative process; as you examine the literature, you will narrow your search by stating (and restating) the research question that defines what you want to know and why. 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.
3. 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 **for your purposes**.
4. Your annotated bibliography should include a statement of the topic and research question you are investigating; five or more annotated entries using the format presented on Worksheet 6.1 (page 164) from the text (one form per reference), and <u>a complete reference list</u> showing all of the papers you consulted (at least 10). References must be in APA format.

EDLE 690 Annotated Bibliography Assessment Rubric

Levels: Criteria:	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Falls Below Expectations (1)
Statement of problem: (ELCC 1.2) (10%) A clear statement of the problem helps to guide the reader.	The paper begins with a clear statement of the question or problem, which specifically relates to a performance gap identified using assessment results, demographic data, and analysis of school and community needs.	The paper begins with a statement of the question or problem which relates generally to a performance gap identified using assessment data.	The statement of the research question or 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 question or problem is missing or wholly inadequate.
Bibliographic entries - content (ELCC 2.2) (40%) Articles read and reviewed should contain original research or useful reviews of research.	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 of 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 (10%) Articles read must focus on the research problem.	All entries clearly and specifically relate to the research question or problem.	Most entries relate clearly to the research question or problem.	Most entries relate only generally to the research question or problem.	The connection between annotated entries and the research question or problem is difficult to discern.
Bibliographic entries – quality (10%) Articles used must be worthwhile.	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 (10%)	Five or more annotated summaries are presented, along with a detailed reference list of at least 10 sources consulted.	Five or more annotated summaries are presented, as is a reference list of at least 10 sources consulted. Some references appear incorrect or are in improper format.	Fewer than five annotated summaries are presented, or the annotated entries and reference list contain numerous incorrect or incomplete references.	Annotated summaries and/or reference list are missing or wholly inadequate.
References (10%)	References are complete and presented in APA format.	References are in APA format, but a few (1-3) appear incorrect or contain minor formatting errors.	The document contains numerous incorrect or incomplete references.	References are omitted entirely.
Mechanics (10%)	The paper is nearly error-free which reflects clear understanding and thorough proofreading.	Occasional grammatical errors and questionable word choice are present.	The paper contains errors in grammar and punctuation, but spelling has been proofread.	The paper contains frequent errors in spelling, grammar, and punctuation.

Writing Assignment 3: The Research Brief
(100 Points)

Overview: A research brief is a short <u>literature review</u> or compilation and thematic summary of published work on a topic that both summarizes and evaluates what is known on the topic. The main difference between a research brief and a formal literature review is the intended audience: address your research brief <u>to a practitioner audience</u> (e.g., your principal or a school leadership team). The research brief is intended to use published research to make a persuasive case regarding the **root causes** of the problem, challenge, or gap you have identified in your school and one or two promising solutions. Use your annotated bibliography and the papers you collected to provide a synthesis of the knowledge base and to identify what is known, what is not known (gaps in the literature), and what is missing (unanswered questions) in the extant research.

(Note – the material you presented in the AB is a **minimum** – you will likely need more sources to do a good job here! Remember, you are trying to present a trustworthy document that school leaders will rely on to formulate actions.)

Tasks:

1. Write an introductory paragraph that includes a clearly-worded, one-sentence <u>guiding question</u> that describes the purpose of your investigation. This should be a reformulation (if needed) or restatement of the question you framed for your annotated bibliography. Your introduction must also include a thesis that clearly states in one sentence the argument you are putting forward in the paper with respect to root causes and promising solutions that would address them.
2. Using the research literature you collected to prepare your annotated bibliography, along with any additional sources you might identify, write a <u>review of the literature</u> that addresses the question and supports your thesis. The body of the document should summarize <u>and analyze</u> the existing research. Remember that this is <u>not simply a listing of the research cited</u> – your review adds value by organizing various studies, and identifying strengths and weaknesses of established work.
3. For purposes of this exercise (and the intended audience – your school's leadership team), conclude the paper with a section that briefly summarizes what is known and provides a <u>recommendation</u> based on the available research. For instance, if your question was, "Why do second language learners experience disproportionately low achievement in mathematics?" and the research focuses your attention on the need to teach mathematics vocabulary prior to introducing new concepts, you might recommend that your school's improvement team work toward an improvement objective that addresses the mathematics curriculum in this way. Be as persuasive as you can – this recommendation will connect to your School Improvement Project (SIP) proposal (the next writing assignment).

Your paper should be no more than eight (8) pages (excluding title page and references), and must include citations and a reference list in APA format.

HINT: Your paper should be closely related to your Improvement Target Proposal, leading you to write your guiding question in a manner that suggests a potential course of action for your School Improvement Proposal. Remember, to get the most out of your efforts, you should use the literature and your own investigative work to identify likely ***root causes*** of the performance challenge and ways to reduce or eliminate these ***root causes***.

EDLE 690 Research Brief Assessment Rubric

Levels: Criteria:	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Falls Below Expectations (1)
Introduction: research problem, overview (15%) The introduction must be very clear about the direction and focus of the paper.	The paper starts with a clear and concise statement of the research question and an introduction that provides a clear thesis for the reader that lays out the author's main argument. The thesis should be related to the achievement problem, challenge or gap identified in your Improvement Target Proposal.	The paper starts with a brief introduction that alludes to the research question and provides a general thesis.	An introduction is provided that gives only the barest hint about the research question 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 research question.
Body: Application of research to school improvement (ELCC 1.3) (40%) For the research to be meaningful, it must be directly related to a specific question and argument.	The body of the paper presents a systematically organized synthesis of research directly relating to the question and supporting the thesis. Analysis is provided that reflects an awareness of and judgment about the quality of published work.	The body of the paper provides a loosely organized synthesis and analysis of published work related to the research question and the thesis.	The body of the paper describes published work generally related to the research question, but provides a limited synthesis or analysis of published work.	The synthesis and analysis of published work is wholly missing or inadequate.
Conclusion and recommendation (ELCC 2.2) (20%) A conclusion should be both summative and analytical. Re-stating the thesis is an important vehicle for tying the paper together.	The paper concludes with a clear and concise summary of research directly related to the research question (including a re-statement of the thesis), and a recommendation and rationale advocating for a possible course of action that could effectively result in the desired improvement(s).	The paper concludes with a general summary of research related to the research question and the thesis. A recommendation advocating for a possible course of action that could effectively lead to desired improvement(s) is presented in general terms, but the rationale for the recommendation is not entirely persuasive.	The paper concludes with a general summary of research on the research question. A recommendation advocating for a possible course of action is not evident.	The conclusion is missing or wholly inadequate; the paper ends abruptly.

Quality of research support (ELCC 2.3) (15%) The best way to make a persuasive argument is with high quality research.	Research cited is well balanced, including original research and synthesis pieces from high-quality, credible sources.	Research is cited from quality sources, but lacks specificity or is not connected in a set of coherent arguments.	General supporting research evidence is referenced, but appears dominated by syntheses or opinion pieces, or material from questionable sources.	Few solid supporting ideas or evidence from research are included.
Organization of paper (5%)	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper includes most required elements, but lacks transitions.	The paper lacks a logical progression of ideas.
Mechanics and APA (5%)	The paper is nearly error-free, including strict adherence to APA format. Proofreading is thorough.	Occasional grammatical errors and questionable word choice are present. Some APA errors may be present.	Errors in grammar and punctuation are present, but spelling has been proofread. Adherence to APA format is weak.	Frequent errors in spelling, grammar, and punctuation are present.

Writing Assignment 4: SIP Proposal
Performance-Based Assessment
(150 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** during your internship, 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 out 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 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 are seeking by 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. Use worksheets 9. 1 – 9.4 from *Using Research to Lead School Improvement* to help you prepare your action plan.

6. **BUDGET:** Following the action plan, a clear, well thought out <u>budget summary</u> 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.

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.

<u>NOTE:</u> The proposal is not an essay, per se; it 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 research proposal should be no more than 12-15 pages (not including cover page and reference list), and should include citations and a reference list in APA format.

EDLE 690 SIP Proposal Assessment Rubric

Levels/ Criteria	Exceeds Expectations (4)	Mets Expectations (3)	Approaching Expectations (2)	Falls Below Expectations (1)
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) (10%)	The proposal begins with a clear statement of purpose, which relates specifically to a performance gap 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 a performance gap identified using assessment data. A brief description of the proposed project is provided.	The statement of purpose and/or description of the project is 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 research-supported strategies to promote continual and sustainable improvement (ELCC 1.3) (10%)	The proposal includes a concise and well supported rationale that describes the nature of the gap 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 gap being addressed and why the problem is important to the attainment of the school's vision, but it is somewhat unclear about how taking the proposed action is intended to lead to improvement. Research supporting the general improvement strategy 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 progress and plans (ELCC 1.4) (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 demonstrably connected to either monitoring implementation fidelity of the project or reducing the identified performance gap.	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	The proposal clearly describes which stakeholders will be involved in enactment,	The proposal describes the primary stakeholders who will be involved in	The proposal is unclear about stakeholders' involvement in	Stakeholder involvement in planning and/or

distribute leadership (ELCC 3.4) (5%)	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.	enactment of the SIP. One or more groups whose involvement may be important are omitted. Attributes of team organization are described in general terms.	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.	implementation is not evident.
Involvement: Understand and sustain a culture of trust, collaboration and high expectations for students ELCC 2.1 Weight 5.00%	The proposal clearly describes how the candidate will build a collaborative team to promote improvement goals, and build trust throughout enactment, monitoring, and evaluation of the SIP.	The proposal describes some ways the candidate will build a collaborative team and build trust in enactment, monitoring, and evaluation of the SIP.	The proposal is unclear about ways collaboration and involvement will be fostered throughout the project.	The proposal is silent with regard to stakeholder involvement and/or trust building.
Action Plan: Development of action plan to guide the implementation of SIP (ELCC 3.1) (15%)	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 includes details tasks, time lines, persons responsible, resources, and success indicators proposed to implement the project, 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.
Professional development: Inclusion of appropriate human resource development	The proposal includes clear and well thought out plans for the development and supervision of instructional and other	The proposal includes plans for the development and supervision of instructional and other staff needed to	The proposal includes vague or superficial plans for to develop the skills and abilities of stakeholders	The proposal fails to account for the human resource development needs of stakeholders who are involved in

plans (ELCC 2.3) (5%)	staff needed to enact the plan.	enact the plan, but lacks specificity or fails to anticipate the learning needs of some stakeholders.	who are involved in enactment of the plan.	enactment of the plan.
Budget: Use of new and existing resources to facilitate SIP (ELCC 3.2) (5%)	The proposal includes a detailed and well thought out budget summary that demonstrates the ability to identify and procure new and existing resources to facilitate the implementation of your 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 2.2) (10%)	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	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	The proposal concludes with a general analysis of the benefits and limitations of the proposed project design, including issues relating to the	The proposal concludes with a cursory analysis of the advantages and disadvantages of the proposed design. Issues of stakeholder	The proposal concludes with a general restatement of the project's purpose and/or description, but lacks any reasonable

school community to positively influence the school context (ELCC 6.2) (10%)	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.	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.	involvement, implementation fidelity, and trustworthiness are only superficially addressed.	reflection on the strengths or weaknesses of the proposed design. A consequence analysis is not evident.
Support: Use available knowledge related to current and emerging trends (ELCC 6.3) (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: (5%)	The proposal is powerfully organized and fully developed.	The proposal includes logical progression of ideas aided by clear transitions.	The proposal includes brief skeleton (introduction, body, conclusion) but lacks effective transitions.	The proposal lacks a logical progression of ideas.
Mechanics and APA: (5%)	The proposal is nearly error-free, which reflects clear understanding of APA and thorough proofreading.	Occasional grammatical errors and questionable word choice are present.	Errors in grammar and punctuation are present, but spelling has been proofread.	The proposal contains frequent errors in spelling, grammar, and punctuation.