

TEXAS CHRISTIAN UNIVERSITY  
College of Education

SYLLABUS  
EDLE 60083: DATA USE FOR EDUCATIONAL LEADERS  
Fall 2021

GENERAL COURSE INFORMATION

**Class Schedule:** Wednesdays 5:30-8:20pm  
August 25 – December 15, 2021  
Reed Hall 135

**Faculty:** Dr. Jo Beth Jimerson  
Palko 336, College of Education  
817-257-6777 (Office)  
[REDACTED] (Cell) Please call or text prior to 6pm unless there is an emergency (I am not sure what might constitute a data-use related emergency...). Text only between hours of 9am and 6pm, and include your name with the text. Do NOT use texts for issues that require lengthy questions or explanations—use email for those items. I will respond to emails within 24 hours unless the email is sent after 5pm on Friday, in which case I will respond by noon Monday.  
[j.jimerson@tcu.edu](mailto:j.jimerson@tcu.edu)  
[REDACTED]

**Office Hours:** Wednesdays 1-4  
M-F by appointment (all in person or via Zoom; see guidelines below)

**Appointment guidelines:**

1. If you are vaccinated, we can meet in person (I'll still wear a mask for the time being, but whether you do is up to you). (Obviously this is subject to any new directives!)
2. If you are not vaccinated, we can still meet in person, but you will need to wear a mask (as will I) or we will need to meet outside and socially distance.
3. If you are not vaccinated **AND** do not wish to wear a mask, and you are also not willing to meet outside, please contact me to set up a meeting via Zoom.
4. If anyone, vaxxed or not, feels more comfortable wearing a mask, please do; I will wear one more often than not, this fall, when indoors with others! 😊

**GAs:** [REDACTED]

**Final Exam Date:** Wednesday, December 15 (note—if you are a December 2021 graduate, your final is due no later than 5pm on Monday, 12/13).

**Textbooks & Readings:**

**REQUIRED TEXTS:**

- \*Marzano, R.J., Warrick, P.B., Rains, C.L., & Dufour, R. (2018). *Leading a high reliability school*. Solution Tree.
- \*Mintrop, R. (2016). *Design-based school improvement: A practical guide for education leaders*. Harvard Education Press.
- \*=online full-text version available through TCU Library

*Note: Each week, we may supplement the required texts with various articles and readings. These are noted in the syllabus and, when possible, will be posted in .pdf form through TCU Online.*

### ***Important Note for the 2021-2022 School Year***

#### **Campus Life and the Student Experience**

The health and safety of students, faculty, and staff is Texas Christian University's highest priority. Safety protocols may change during the semester and may result in modifications or changes to the teaching format, delivery method, or the course schedule (e.g., altering meeting times or frequency; changing beginning or ending dates for a term; or partially or completely moving from a face-to-face classroom teaching to an online teaching or remote learning format). Any changes in teaching format, delivery method, or course schedule will not impact the credit hours for the course.

#### **Health and Wellness**

If you are exhibiting symptoms that may be related to COVID-19 (fever or chills, dry cough, shortness of breath, etc.) or are concerned that you may have been exposed to COVID-19, you must self-quarantine and consult with the Brown Lupton Health Center at 817-257-7949 for further guidance.

In addition, you must notify the Campus Life Office immediately at 817-257-7926 or use the TCU COVID-19 Self-Report Hotline, 817-257-2684 (817-257-COVI). Campus Life will inform your professors that you are unable to attend class and provide any assistance and support needed. Click here for detailed information concerning COVID-19 symptoms: <https://www.cdc.gov/coronavirus>.

If you are unwell but are not exhibiting potential COVID-19-related symptoms, please notify your instructor as soon as possible that you are ill and will not be attending class.

**Prerequisites for this course:** Admission to a TCU College of Education Graduate Program. If not admitted to a graduate program in the College of Education, students must obtain permission of the Associate Dean for Graduate Studies in the College of Education and of the instructor prior to enrolling.

**Course Description:** EDLE 60083 will explore various aspects of educational data use from a departmental or school-level leadership perspective. We will focus on establishing a firm foundation regarding an understanding of data, terms pertinent to data literacy, and on applying these understandings in school-level leadership actions. Special emphasis will be placed on creating, supporting, and sustaining cultures of inquiry/data use in schooling contexts.

**Course Purpose:** The purpose of this course is to provide students with a thorough grounding in the data-related concepts critical to leading improvement efforts at the campus level. Students will build data literacy around core concepts (e.g., reliability, validity) and data-informed inquiry processes while exploring issues that affect the capacity of educators to engage in robust data use (e.g., professional learning, supports for data use, data systems, leadership). Our framing for the course is "data use for what?" and we will focus on the intersection of data use with various leadership components related to the work of the school leader.

#### **Course Learning Objectives** (linked assignments noted in parentheses)

- Lead other educators in data-driven goal setting exercise to establish common goals and to determine areas or priority focus to inform school improvement efforts and drive change (Data Use for Visioning & Campus Planning Project)
- Use multiple data points to guide supervision efforts and to tier and subsequently differentiate professional growth efforts with teachers (Data use for supporting teacher growth & development project)
- Differentiate between FERPA, HIPAA, and data ethics, and apply knowledge of how and when data may be legally shared or accessed to practice-based scenarios (in-class data scenarios work)

- Use multiple data points to assess strengths and areas in need of improvement for a campus, and communicate those analyses to an audience in a professional manner (State of the Campus Report/Spotlight Presentation)
- Use multiple data points to enrich communication with parents and the community (Campus Letter of Introduction)
- Demonstrate ability to apply data use strategies and the data use process to school improvement efforts; apply evidence-based literature to daily practice (3-2-1 notes/debriefs).
- Provide accurate and professional written analyses of data to describe the context of a district, a campus, and the state of faculty knowledge (written analysis of campus context, district context, and faculty context)

### **Standards Required for the Principal Certificate (§241.15)**

The *Standards Required for the Principal Certificate* are included as an appendix to this syllabus. Standards that are introduced or reinforced through this course are highlighted in green.

**Alignment to Educational Leadership Standards:** While each course addresses numerous elements of both the 2015 Professional Standards for Educational Leaders (PSEL) and the standards set forth in the Texas Education Code for school leaders this course specifically addresses a few of these standards in greater depth.

#### **PSEL Standards of Focus**

- Standard 2. Ethics and Professional Norms (Ethical uses of data by leaders, teachers; data privacy)
- Standard 3. Equity and Cultural Responsiveness (Use data to identify and leverage change related to institutional biases related to learning, discipline, or marginalization)
- Standard 4. Curriculum, Instruction, and Assessment (Use data—including assessment data—appropriately and within technical limitations to monitor student progress and improve instruction.
- Standard 6. Professional Capacity of School Personnel. (Address teachers' needs to be data literate and use data to help teachers identify areas for professional learning and development)
- Standard 7. Professional Community for Teachers and Staff. (Foster a nonthreatening climate of inquiry in which collaboration around data is a healthy, fruitful enterprise).
- Standard 8. Meaningful Engagement of Families and Community. (Use data and data collection tools to engage students, families, and the broader community in ways that improve teaching, learning, and child development).
- Standard 10. School Improvement. (Use data in a variety of ways to monitor, foster, and sustain school improvement initiatives that align with research).

**Teaching Philosophy & Instructional Methods:** The more we are invested in the learning process (individually and collaboratively), the more we can take from it. Classes include lecture, presentation, collaborative work, and project workshops.

**Expectations of Students:** Because active engagement is critical to what we do here, students are expected to attend regularly and to be on time and prepared for class (i.e., having read and taken notes on any assigned readings). Students are expected to be active participants, considerate and open-minded listeners, and respectful of the learning process. Because we live in an age of technology-assisted learning, computers are welcome in class. However, when a class member is giving a presentation, or we are engaged in dialogue, activity on devices should be minimized. Use your tools for learning without being disrespectful or disengaged to/with others. **When in doubt, the standard should be: What behavior(s) would you expect of the teachers and other professionals in your respective contexts when they are participating in an important meeting?**

**Remember—what you do either enriches or diminishes not only your own learning experience, but the experience of those around you. Please make wise and considerate choices.**