

# Excerpt from ELP 506 Educational Leadership Project Syllabus (using Improvement Science)

This project is a program example of the use of:

- Project based
- Case based
- Action research
- Equity issues
- Cultural identity
- Literacy development

## Assignment Directions

Detailed assignment instructions will be made available in class and/or via the online learning platform.

**Week I.** Select a personal improvement project. See samples on D2L prior to selecting your project. Collect baseline data about your problem. Record data in tracker (see D2L for options).

Conduct a problem analysis: Ishikawa Fishbone Diagram, process maps, using baseline data to test causes. Build a fishbone and/or a process map for your problem. Complete all work in your workbook.

**Week II.** Analyze baseline data in chart form, indicating focus of concern. Create a preliminary aim statement. Complete a driver diagram in your workbook.

**Week III.** Start Plan Do Study Act (PDSA) cycle I. Collect data: run chart. Revise strategy based on PDSA cycle data. Conduct PDSA Cycle II. Revise change strategy based on PDSA cycle data. Complete all work in your workbook.

**Week IV.** Start PDSA cycle III. Collect data: run chart. Revise based on PDSA cycle. Complete all work in your workbook. Create a “storyboard” (slide show). Be prepared to present in a team of 3-4 candidates a 15-minute 11-slide overview consisting of the following information

- 1 slide: PSU logo, your name, contact information, title of your improvement project, your photo
- 1 slide:
  - What am I trying to accomplish? (aim statement)
  - SMART goal
  - What types of measures: balancing, process, or outcome measures
- 1 slide: Driver diagram, fishbone, or Pareto chart (see D2L for samples)
- 3 slides: 3 week *Plan Do Study Act* cycles with data
- 1 slide: Data synthesized
- 1 slide: Was the improvement realized? How measured?
- 1 slide: Next steps for the improvement process

- 1 slide: Reflection on the process and applicability in schools
- 1 slide: Questions from colleagues/discussion (3 minutes minimum)

**Week V.** Select a problem related to EL standard (c ) a-f (b) Culture: Candidates and higher education faculty know and understand the major concepts, principles, theories, and research related to the nature and role of culture and cultural groups to construct learning environments that support ELL candidates' cultural identities, language and literacy development, and content area achievement. Collect baseline data about your problem. Record data in tracker. Conduct a problem analysis: Ishikawa Fishbone Diagram, process maps, using baseline data to test cause. Build a fishbone and/or a process map for your problem. Complete all work in your workbook.

**Week VI:** Conduct an empathy interview. Write notes from interview about what you learned regarding the problem. Analyze baseline data; Finalize your aim statement; Complete a driver diagram in your workbook. Consider starting a PDSA cycle. **Week VII:** Start PDSA cycle I; Collect data: run chart; Revise based on PDSA cycle; PDSA Cycle II; Revise based on PDSA cycle; Complete all work in your workbook.

**Week VIII:** Start PDSA cycle III; Collect data: run chart; Revise based on PDSA cycle; Complete all work in your workbook.

**Week IX:** Create “storyboard” (slide show). Candidates will get into teams of 3-4 and will present a 15-minute 11-slide overview consisting of the following information

- 1 slide: PSU logo, your name, contact information, title of your improvement project, your photo
- 1 slide:
  - What am I trying to accomplish? (aim statement)
  - SMART goal
  - What types of measures: balancing, process, or outcome measures
- 1 slide: driver diagram, fishbone, or Pareto chart (see D2L for samples)
- 3 slides: 3 week *Plan Do Study Act* cycles with data
- 1 slide: data synthesized
- 1 slide: Was the improvement realized? How measured?
- 1 slide: Next steps for the improvement process
- 1 slide: Reflection on the process and applicability in schools
- 1 slide: Questions from colleagues/discussion (3 minutes minimum)

**Week X:** Please write a one-page reflection on learnings from Improvement Science Project and implications for leading change processes as a principal. Review the Principal Licensure standards and ensure that your reflection includes expectations from TSPC standards 7, 8, 10 and EL standards (c) a-f. Rubric: Critical Reflection Rubric.