



## Syllabus

<b>Course Title:</b>	ED 5712 - Data-Driven Decision Making: Implementing Strategies for Student
<b>Instructor:</b>	Dr. Diane Moroff
<b>Presenter:</b>	Lee Jenkins
<b>Length:</b>	15 hours
<b>Prerequisites:</b>	Bachelor's Degree
<b>Credits:</b>	1 Graduate Credit/Semester Hour

Semester	Registration Period	Coursework Due
Fall 2011	July 29, 2011 – November, 18 2011	December 2, 2011
Summer 2011	Closed	August 11, 2011

### Course Description:

In this course, educators learn how to make data-driven decisions using classroom data to inform their instructional practice, resulting in higher student academic achievement. How many teachers strive to reach a bell curve by the end of a term? While this may be common practice, teachers will learn that the bell curve actually represents teachers' failure to teach and students' failure to learn. By capturing and analyzing student data in the form of graphs, charts, and diagrams, educators learn to adapt and focus their instructional strategies to achieve greater student academic achievement. Furthermore, educators learn how to use the tools to make data-driven decisions so that students can achieve higher academic success in less time. Jenkins presents lively graphic examples in a workshop setting, modeling for online participants the processes of charting and reading data.

### Course Objectives:

After completing this course, educators will know:

- The basic structure and philosophy of the LtoJ system
- The ten root causes of educational frustration
- The purpose of comparing students' progress against end-of-the-year expectations
- How to collect and analyze student data using the following tools:
  - Pareto charts
  - Scatter diagrams
  - Histograms
  - Correlation charts
  - Radar charts
  - Class and student run chart
  - Item analysis
- How to analyze data to modify instruction for academic success and classroom management
- How to implement the LtoJ system

### Learning Outcomes:

After completing this course, educators will apply the following skills:

- Develop an implementation plan for the LtoJ system
- Implement lesson preview as an instructional strategy
- Design and implement model assignments
- Collect and analyze student data
- Use data to test theories
- Modify instruction based on analysis of student data using the following tools:
  - Pareto charts
  - Scatter diagrams
  - Histograms
  - Correlation charts
  - Radar charts
  - Class and student run chart
  - Item analysis



### Units (8):

1. Getting Ready for Data: High Standards and High Success Rate is Our Aim
2. Why Data? Permission to Forget, Part 1
3. Why Data? Permission to Forget, Part 2
4. Building a Bridge Between Frustrations and Solutions: The LtoJ® System, Part 1
5. Building a Bridge Between Frustrations and Solutions: The LtoJ® System, Part 2
6. Building a Bridge Between Frustrations and Solutions: The LtoJ® System, Part 3
7. Building a Bridge Between Frustrations and Solutions: The LtoJ® System, Part 4
8. Behavior, Attendance, and Enthusiasm Data – How do we get Better?

### Presenter Overview:



**Lee Jenkins:** President of From Lto J Consulting Group, Inc., Lee Jenkins writes, speaks, and consults in the educational fields of standards, assessment, accountability, and data-based decision-making. Equipped with a B.A. from Loma Nazarene University and a Ph.D. from Claremont Graduate University, Jenkins taught in the California public schools and at Oregon State University. During his fourteen years as a school district superintendent, he studied the principles of quality organizations, eventually presenting his analyses in his books *Improving Student Learning* and *Permission to Forget*. An accomplished editor as well as author, Dr. Jenkins has addressed educators in most states plus several other countries regarding improving classroom, school, and school district systems for the benefit of student learning.

### Methods of Instruction:

- Video lectures (8)
- Short answer quizzes (8)
- PowerPoint presentations (8)
- Transcripts and handouts
- Graded post assessments (8)
- Final Exam (1)

### Texts and/or Other Materials:

- Transcripts, handouts, and PowerPoint presentations (100 or more pages)

### Assignments:

- Interactive study guides (8)
- Graded post assessment Q&A sessions (8)
- Final Exam (1)

### Bibliography:

- Burgard, Jeffrey J. *Continuous Improvement in the Science Classroom*. ASQ Quality Press, 2 edition: 2009
- Coady, Janelle R. *Continuous Improvement in the English Classroom*. Quality Press: 2010
- Jenkins, Lee. *Permission to Forget: And Nine Other Root Causes of America's Frustration with Education*. ASQ Quality Press: 2004
- Jenkins, Lee. *Improving Student Learning: Applying Deming's Quality Principles in Classrooms*. ASQ Quality Press, 2 edition: 2003
- Jenkins, Lee, Roettger, Loyd and Caroline. *Boot Camp for Leaders in K-12 Education: Continuous Improvement*. ASQ Quality Press: 2006



## Syllabus

### Final:

Please include a cover page with the following information:

Your Full Name  
Date  
College Name (Lake Erie College)  
Course Name  
Email Address  
Phone Number  
Choice of Grade (Letter Grade - OR - Pass/Fail Grade)

Now that you have an overall understanding of the LtoJ Process, develop an implementation plan for using LtoJ in your own classroom. You may refer to the LtoJ PDF file on page 67 under Resources.

Please address the following components of the implementation plan in a three to four-page essay:

- What will you need to do to develop a “what you will learn” document? This document includes what students will know and what they will be able to do by the end of the term.
- How many LtoJ quizzes will you give for the learning period? Why did you select that number? How many quiz questions will be included in each quiz?
- How will you incorporate review questions from previous grades, current curriculum questions, and preview questions for future grades? Explain your process.
- Develop your LtoJ quiz process. Explain how you will randomly select quiz questions. What method will you use? Why have you chosen this method?
- How will the quiz results be organized so that students can do the graphing rather than you?
- Explain how you intend to use the student run chart, the scatter diagram, and the class run chart. Will you use percent or number correct on the class run chart? What is the advantage or disadvantage of each?
- Explain your histogram process. How will you display histograms so that students can see their progress?
- When students achieve an all-time-best, how will you celebrate as a class?
- How will you complete the item analysis for both the class and students?
- What other graphs or tools included in the course will you incorporate?

### Passing Requirements (Rubrics on Last Two Pages)

#### Letter Grade

	Percent of Course Grade
Assessments	40%
Final	60%

Course Score	Letter Grade Equivalent
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
< 60%	F

Pass/Fail Grade

Requirements to Pass
No “unsatisfactory” in either category All “basics” must be balanced by a “proficient” or “distinguished”

**Rubric for Letter Grade Courses**

Component	Unsatisfactory (10 points)	Basic (20 points)	Proficient (30 points)	Distinguished (40 points)
Q & A	<p><b>Post-Work</b> 0-40% correct</p> <p><b>Short Answer Quiz</b></p> <ul style="list-style-type: none"> <li>No content from course included in responses</li> <li>Does not address the questions posed</li> </ul>	<p><b>Post-Work</b> 60% correct</p> <p><b>Short Answer Quiz</b></p> <ul style="list-style-type: none"> <li>Participant includes some content from the course, usually appropriate, in responses</li> <li>Questions answered directly, not always fully</li> </ul>	<p><b>Post-Work</b> 80% correct</p> <p><b>Short Answer Quiz</b></p> <ul style="list-style-type: none"> <li>Appropriate content from the course included in responses</li> <li>Makes thoughtful comments in direct response questions</li> </ul>	<p><b>Post-Work</b> 100% correct</p> <p><b>Short Answer Quiz</b></p> <ul style="list-style-type: none"> <li>Provides rich detail from the course content responses</li> <li>Responses to the questions are personally meaningful</li> </ul>
	<p><b>Unsatisfactory (30 points) Requirements</b></p> <ul style="list-style-type: none"> <li>The assignment is substantially incomplete</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>Plentiful grammatical mistakes</li> <li>Confusing content</li> <li>No sources documented</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>No main idea and/or main idea is irrelevant to the assignment</li> <li>No apparent paragraph organization</li> <li>No supporting evidence for supporting ideas</li> <li>No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content</li> </ul>	<p><b>Basic (40 points) Requirements</b></p> <ul style="list-style-type: none"> <li>Many requirements met, a few pieces missing/underdeveloped e.g., no reflection, rubric or scant reflection &amp; vague rubric</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>Distracting grammatical errors</li> <li>Confusing content</li> <li>Inconsistent or missing source documentation</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Main idea not clear in opening paragraph</li> <li>Relevance to main idea of supporting paragraphs is not always clear</li> <li>Supporting ideas minimally illustrated by examples or quotes</li> <li>Lesson plan doesn't show enough evidence of understanding course content. Objectives, activities and/or assessments vaguely apply to course</li> </ul>	<p><b>Proficient (50 points) Requirements</b></p> <ul style="list-style-type: none"> <li>Fulfilled all requirements of assignment</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>Solid essay/lesson plan, including appropriate detail and in an interesting style</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Essay organized around thesis or main idea</li> <li>Paragraphs organized around ideas relevant to main idea</li> <li>Supporting ideas evident, usually includes illustrating examples or quotes</li> <li>Lesson plan shows understanding of course content in its objectives, activities, and/or assessments</li> </ul>	<p><b>Distinguished (60 points) Requirements</b></p> <ul style="list-style-type: none"> <li>Fulfilled requirements of assignment w/ marked creativity, intelligence, and thoughtfulness</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>No grammatical errors</li> <li>Eloquent expression</li> <li>Proper citation of sources</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Essay organized around thesis/main idea, paragraphs relevant to main idea</li> <li>Supporting points illustrated with ex. and/or quotes</li> <li>Lesson plan shows deep understanding of content and uses this to create opportunities for students to show what they've learned</li> </ul>
Final				

**Rubric for Pass/Fail Grade Courses**

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>Q &amp; A</b>	<p><b>Post-Work</b> 0-40% correct</p> <p><b>Short Answer Quiz</b></p> <ul style="list-style-type: none"> <li>No content from course included in responses</li> <li>Does not address the questions posed</li> </ul>	<p><b>Post-Work</b> 60% correct</p> <p><b>Short Answer Quiz</b></p> <ul style="list-style-type: none"> <li>Participant includes some content from the course, usually appropriate, in responses</li> <li>Questions answered directly, not always fully</li> </ul>	<p><b>Post-Work</b> 80% correct</p> <p><b>Short Answer Quiz</b></p> <ul style="list-style-type: none"> <li>Appropriate content from the course included in responses</li> <li>Makes thoughtful comments in direct response questions</li> </ul>	<p><b>Post-Work</b> 100% correct</p> <p><b>Short Answer Quiz</b></p> <ul style="list-style-type: none"> <li>Provides rich detail from the course content responses</li> <li>Responses to the questions are personally meaningful</li> </ul>
<b>Final</b>	<p><b>Unsatisfactory Requirements</b></p> <ul style="list-style-type: none"> <li>The assignment is substantially incomplete</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>Plentiful grammatical mistakes</li> <li>Confusing content</li> <li>No sources documented</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>No main idea and/or main idea is irrelevant to the assignment</li> <li>No apparent paragraph organization</li> <li>No supporting evidence for supporting ideas</li> <li>No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content</li> </ul>	<p><b>Basic Requirements</b></p> <ul style="list-style-type: none"> <li>Many requirements met, a few pieces missing, others underdeveloped e.g., no reflection, rubric or scant reflection &amp; vague rubric</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>Distracting grammatical errors</li> <li>Confusing content</li> <li>Inconsistent or missing source documentation</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Main idea not clear in opening paragraph</li> <li>Relevance to main idea of supporting paragraphs is not always clear</li> <li>Supporting ideas minimally illustrated by examples or quotes</li> <li>Lesson plan doesn't show enough evidence of understanding course content. Objectives, activities and/or assessments vaguely apply to course</li> </ul>	<p><b>Proficient Requirements</b></p> <ul style="list-style-type: none"> <li>Fulfilled all requirements of assignment</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>Solid essay/lesson plan, including appropriate detail and in an interesting style</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Essay organized around thesis or main idea</li> <li>Paragraphs organized around ideas relevant to main idea</li> <li>Supporting ideas evident, usually includes illustrating examples or quotes</li> <li>Lesson plan shows understanding of course content in its objectives, activities, and/or assessments</li> </ul>	<p><b>Distinguished Requirements</b></p> <ul style="list-style-type: none"> <li>Fulfilled requirements of assignment w/ marked creativity, intelligence, and thoughtfulness</li> </ul> <p><b>Form</b></p> <ul style="list-style-type: none"> <li>No grammatical errors</li> <li>Eloquent expression</li> <li>Proper citation of sources</li> </ul> <p><b>Content</b></p> <ul style="list-style-type: none"> <li>Essay organized around thesis/main idea, paragraphs relevant to main idea</li> <li>Supporting points illustrated with ex. and/or quotes</li> <li>Lesson plan shows deep understanding of content and uses this to create opportunities for students to show what they've learned</li> </ul>