

## Course Syllabus

**Course Title:** ED/D 9779 Data-Driven Decision Making: Implementing Strategies for Student Achievement

**Course Grader:** Sophia Thwaites

**Email:** Courseadministrator@kdsi.org

**Grader Bio:**

Sophia Thwaites earned her Master's degree in Education from Teacher's College at Columbia University, a postgraduate diploma in education from the University of the West Indies, and a Bachelor of Arts (with honors) from the University of Florida. Thwaites has been a teacher since 2002 and currently works as a course grader for KDS while she continues her studies at SUNY Purchase.

**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 Objective/Goals:**

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
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**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

**Course Outline:**

**Eight Sections Students Will Be Focusing On**

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?

**All steps listed under each topic must be completed to receive credit for the course. No partial credit is given.**

**Plagiarism Policy**

KDS recognizes plagiarism as a serious academic offense. Plagiarism is the dishonest passing off of someone else's work as one's own and includes failing to cite sources for others' ideas, copying material from books or the Internet, and handing in work written by someone other than the participant. Plagiarism will result in a failing grade and may have additional consequences. For more information about plagiarism and guidelines for appropriate citation, consult [plagiarism.org](http://plagiarism.org).

**KDS Rubric for Letter Grade Courses: 3 Credits**

Percentage of Course Credit

- Reflection questions 25%
- Quizzes 15%
- Midterm 25%
- Final 35%

A: 90 - 100 points  
 B: 80 - 89 points  
 C: 70 - 79 points  
 F: Fewer than 70 points

Component	Unsatisfactory	Basic	Proficient	Distinguished
<b>Quizzes</b>	(6 points)  <u>Quizzes:</u>  0-40% correct	(9 points)  <u>Quizzes:</u>  60% correct	(12 points)  <u>Quizzes:</u>  80% correct	(15 points)  <u>Quizzes:</u>  100% correct
<b>Reflection questions</b>	(10 points)  <u>Reflection questions:</u>  -Participant includes no content from the course in his or her responses -Participant does not address the questions posed	(15 points)  <u>Reflection questions:</u>  -Participant includes some content from the course, usually appropriate, in his or her responses -Participant answers the questions directly, not always fully	(20 points)  <u>Reflection questions:</u>  -Participant includes appropriate content from the course in his or her responses -Participant makes thoughtful comments in direct response to the questions	(25 points)  <u>Reflection questions:</u>  -Participant provides rich detail from the content of the course in his or her responses -Participant makes his or her responses to the questions personally meaningful
<b>Midterm</b>	(10 points)	(15 points)	(20 points)	(25 points)
<b>Final</b>	(20 points)	(25 points)	(30 points)	(35 points)



	<p><u>Requirements of Assignment:</u></p> <p>-The assignment is substantially incomplete</p>	<p><u>Requirements of Assignment :</u></p> <p>-Many requirements met, but a few pieces are missing, while others are underdeveloped— e.g., missing reflection or rubric or scant reflection and vague rubric</p>	<p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment</p>	<p><u>Requirements of Assignment:</u></p> <p>-Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness</p>
	<p><u>Form:</u></p> <p>- Plentiful grammatical mistakes -Confusing content -Missing documentation of sources</p>	<p><u>Form:</u></p> <p>-Distracting grammatical errors -Confusing content -Inconsistent or missing documentation of sources</p>	<p><u>Form:</u></p> <p>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style</p>	<p><u>Form:</u></p> <p>-No grammatical errors -Eloquent expression -Proper citation of sources</p>
	<p><u>Content:</u></p> <p>-No main idea and/or main idea is irrelevant to the assignment -No apparent paragraph organization -No supporting evidence for supporting ideas -No evidence in the lesson plan—in objectives, activities, or assessments—that the learner</p>	<p><u>Content:</u></p> <p>-The main idea is not clear in the opening paragraph -Relevance to main idea of supporting paragraphs is not always clear -Supporting ideas are only minimally illustrated by examples or quotes -The lesson plan</p>	<p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting ideas are evident, and usually include illustrating examples and/or quotes -The lesson plan shows evidence</p>	<p><u>Content:</u></p> <p>-Essay is organized around a thesis or main idea -Paragraphs are organized around ideas relevant to the main idea -Supporting points are illustrated with examples and/or quotes -Lesson plan shows evidence of a deep</p>

	comprehends the course content	does not show enough evidence that the learner understands the course content. Objectives and/or activities and/or assessments only vaguely apply to the course content	of understanding of the course content in its objectives, activities, and/or assessments	understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned
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**KDS Pass/Fail Option: 3 credits**

Passing Requirements

- Grade of “C” or higher

**Texts and/or Other Materials:**

- Transcripts, handouts, and PowerPoint presentations (200 pages)

**Recommended Reading:**

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

