Syllabus

Course Title: Data, Data Everywhere
Presenter: Victoria Bernhardt
Allotted Timeframe: 12 weeks (suggested schedule 4-5 hours per week)
Length: 45 hours
Dates: Rolling admissions
Prerequisites: Bachelor’s Degree
Credits: 3 Graduate Credits/Semester Hours

Course Description:

In her book *Data, Data Everywhere* and in this course, presenter Victoria Bernhardt describes what one school staff did to get student achievement increases at every grade level, in every subject area, and with every student group. Through interviews, workshop footage, and lectures, participants learn how to engage in the Education for the Future Institute’s Continuous School Improvement process. As they trace one school’s progress, participants also engage in the stages of data collection and analysis, self-assessment, identification of specific problems and pathways to solutions, articulation of a vision, and design and implementation of a plan to implement that vision.

Course Objectives:

After completing this course, educators will know:

- What data to collect and analyze to effect continuous improvement
- How to use the Institute’s Continuous School Improvement Continuums to self-assess
- How to create a shared school vision
- How to create and implement a continuous school improvement plan that achieves that vision

Learning Outcomes:

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

- Gather and analyze data to inform continuous school improvement
- Use the Continuums to self-assess their school
- Contribute to the creation of a shared school vision
- Engage in the problem-solving cycle
- Develop a plan for continuous school improvement
- Develop strategies to implement the school vision and plan
Syllabus

Units (9):

1. Introduction to Data, Data Everywhere
2. Looking at All the School’s Data, Part 1
3. Looking at All the School’s Data, Part 2
4. Processing the Data
5. Creating the Vision
6. The Problem-Solving Cycle
7. Process Flowcharting
8. Strategies to Implement the Vision
9. Evaluation

Presenter Overview:

Dr. Victoria L. Bernhardt earned her PH.D in Educational Psychology Research and Measurement at the University of Oregon. She is Executive Director of the Education for the Future Initiative, whose mission is to build the capacity of learning organizations to gather, analyze, and use data to continuously improve all students’ learning. A professor at the College of Communication and Education at California State University, Chico, Dr. Bernhardt works with learning organizations all over the world to assist them with their continuous improvement and data analysis. From Questions to Actions: Using Questionnaire Data for Continuous School Improvement; Data, Data Everywhere: Bringing All the Data Together for Continuous School Improvement; Translating Data into Information to Improve Teaching and Learning; a four-book series - Using Data to Improve Student Learning; Data Analysis for Continuous School Improvement; The School Portfolio Toolkit, A Planning, Implementation, and Evaluation Guide for Continuous School Improvement; The Example School Portfolio; and The School Portfolio: A Comprehensive Framework for School Improvement.

Methods of Instruction:

- Video presentations
- Reflection questions
- PowerPoint presentations
- Transcripts and handouts
- Quizzes
- Midterm
- Final

Required Text:

Assignments:

- Reflection questions
- Quizzes
- Midterm
- Final

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given. Students must earn a minimum of 70% to pass the course.

Percentage of Course Credit

- Graded post assessments 70%
- Final Project 30%

Grading criteria/system and evaluation activities:
A course administrator will be reviewing students' answers and providing feedback. Students will be evaluated on their creativity and ability to incorporate techniques from the lectures into examples, lesson plans, and the final project.

Due dates of major assignments, projects, and examinations:
Online, self-running programs can be started and completed at students' own leisure within 3 months from the day they register for the course.

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Midterm:

Victoria Bernhardt asserts that continuous school improvement results from gathering, analyzing, and using data “as opposed to using hunches and ‘gut-level’ feelings” (Data, Data Everywhere, vi). Different data types should inform all decision making. This midterm asks you to distinguish between the different types of data, their different functions, to address where you would get that data, and to consider how you would organize it. In order to start on your path to continuous school improvement, please write a midterm addressing the following:

1. Review the different purposes the different data types (demographics, perceptions, student learning, and school processes) can serve for the school community.

2. Address how you would access that data—i.e., where you would get it from. Offer a range of sources.

3. Describe 3-5 examples of each data type, either based on your school’s actual data or invented.

4. Categorize those examples as input, process, or outcome data and explain your reasoning.

Final:

In Bernhardt’s system, the problem-solving cycle helps staff identify the underlying reasons for gaps between where a school is (what the data indicate) and where it wants to be (the school’s vision). For your final project, you will use the Continuous Improvement Continuums (CICs) to identify a specific problem for your school, and then go through the key steps to resolving the problem. Please do the following:

1. Identify an area on one of the CICs (pp 78-91 for schools or pp 92-105 for districts, in Data, Data Everywhere) in which your school or district scores particularly low, in your assessment.

2. Add details to Bernhardt’s relevant descriptor to flesh out the portrait of your school or district’s relevant problem.

3. Using that issue as the problem to be solved, engage in step 2 of the problem-solving cycle—i.e., offer at least 20 hunches or hypotheses about the causes or roots of the problem.

4. Develop 3-5 questions that need to be answered to find out more about the problem.

5. Determine what data need to be gathered to answer the question.

6. Write a reflection on the process that addresses the following:

   a. What can full-staff engagement in the problem-solving cycle ultimately achieve?
   b. Why do you think Bernhardt promotes the problem-solving cycle as she does?
   c. What would be the next problem you would use the cycle to solve and why?
Scoring Rubric:

Content of Assignment – Value: 70 points – All requirements of the assignment are addressed and complete.

Quality of Writing – Value: 20 points – Written work shows superior college-level quality in verbal expression, attention to detail, and correct application of English language conventions including spelling, capitalization, punctuation, agreement, pronoun usage, and sentence structure. Points and ideas are well organized with clear thesis, introduction, body, and conclusion. Paragraphing is appropriate with clear topic sentences, supporting details, and transitions. Transitional words and phrases are used effectively. Sentences are clear and concise. Sentence structure is varied making use of subordinate clauses to emphasize points or connect ideas.

Format - Value: 10 points – Written work follows APA conventions. Document is double-spaced with 1-inch margins and 10 to 12-point, plain font such as Times or Helvetica. Document includes cover page and reference page where applicable. In-text citations are used correctly and consistently with clear effort made to include a wide range of relevant works.

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