Course Title: Data, Data Everywhere
Presenter: Vickie Bernhardt
Allotted timeframe: 8-12 weeks (suggested schedule: 4-5 hours per week)
Length: 45 hours
Dates: Rolling admissions
Prerequisites: Bachelor’s degree
Number of credits: 3
Instructor: Jessica Kessler

Email: courseadministrator@kdsi.org

Grader Bio: Course grader Jessica Kessler has a Master of Science degree in education from Bank Street College of Education and a Bachelor of Arts from the University of Delaware. She has been a teacher, museum docent, professional development coordinator, director of school programs, deputy executive director for education and programs at the South Street Seaport Museum, coordinator of a number of different educational programs, and freelance writer.

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

Course Outline:

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

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.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>(6 points)</td>
<td>(9 points)</td>
<td>(12 points)</td>
<td>(15 points)</td>
</tr>
<tr>
<td>Reflection questions</td>
<td>(10 points)</td>
<td>(15 points)</td>
<td>(20 points)</td>
<td>(25 points)</td>
</tr>
<tr>
<td>Quizzes:</td>
<td></td>
<td>Quizzes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0-40% correct</td>
<td></td>
<td>60% correct</td>
<td>80% correct</td>
<td>100% correct</td>
</tr>
<tr>
<td>Reflection questions:</td>
<td></td>
<td>Reflection questions:</td>
<td>Reflection questions:</td>
<td>Reflection questions:</td>
</tr>
<tr>
<td>-Participant includes no content from the course in his or her responses</td>
<td>-Participant includes some content from the course, usually appropriate, in his or her responses</td>
<td>-Participant includes appropriate content from the course in his or her responses</td>
<td>-Participant provides rich detail from the content of the course in his or her responses</td>
<td></td>
</tr>
<tr>
<td>-Participant does not address the questions posed</td>
<td>-Participant answers the questions directly, not always fully</td>
<td>-Participant makes thoughtful comments in direct response to the questions</td>
<td>-Participant makes his or her responses to the questions personally meaningful</td>
<td></td>
</tr>
<tr>
<td>Midterm</td>
<td>(10 points)</td>
<td>(15 points)</td>
<td>(20 points)</td>
<td>(25 points)</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Final</td>
<td>(20 points)</td>
<td>(25 points)</td>
<td>(30 points)</td>
<td>(35 points)</td>
</tr>
<tr>
<td><strong>Requirements of Assignment:</strong></td>
<td>-The assignment is substantially incomplete</td>
<td>-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</td>
<td>-Participant has fulfilled all the requirements of the assignment</td>
<td>-Participant has fulfilled all the requirements of the assignment with marked creativity, intelligence, and thoughtfulness</td>
</tr>
<tr>
<td><strong>Form:</strong></td>
<td>- Plentiful grammatical mistakes</td>
<td>-Distracting grammatical errors</td>
<td>-Participant has written a solid essay or lesson plan, including appropriate detail and in an interesting style</td>
<td>-No grammatical errors</td>
</tr>
<tr>
<td></td>
<td>- Confusing content</td>
<td>-Confusing content</td>
<td>- Proper citation of sources</td>
<td>-Eloquent expression</td>
</tr>
<tr>
<td></td>
<td>- Missing documentation of sources</td>
<td>-Inconsistent or missing documentation of sources</td>
<td></td>
<td>-Proper citation of sources</td>
</tr>
<tr>
<td><strong>Content:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-No main idea and/or main idea is irrelevant to the assignment</td>
<td>-The main idea is not clear in the opening paragraph</td>
<td>-Essay is organized around a thesis or main idea</td>
<td>-Essay is organized around a thesis or main idea</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>-No apparent paragraph organization</td>
<td>-Relevance to main idea of supporting paragraphs is not always clear</td>
<td>-Paragraphs are organized around ideas relevant to the main idea</td>
<td>-Paragraphs are organized around ideas relevant to the main idea</td>
<td></td>
</tr>
<tr>
<td>-No supporting evidence for supporting ideas</td>
<td>-Supporting ideas are only minimally illustrated by examples or quotes</td>
<td>-Supporting ideas are evident, and usually include illustrating examples and/or quotes</td>
<td>-Supporting points are illustrated with examples and/or quotes</td>
<td></td>
</tr>
<tr>
<td>-No evidence in the lesson plan—in objectives, activities, or assessments—that the learner comprehends the course content</td>
<td>-The lesson plan 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</td>
<td>-The lesson plan shows evidence of understanding of the course content in its objectives, activities, and/or assessments</td>
<td>-Lesson plan shows evidence of a deep understanding of course content and participant uses that understanding to create opportunities for students to authentically show what they have learned</td>
<td></td>
</tr>
</tbody>
</table>

**KDS Pass/Fail Option: 3 credits**

**Passing Requirements**

- Grade of “C” or higher

**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 organization 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*

Required Text:


Recommended Reading:

Bernhardt, Victoria L. Translating Data into Information to Improve Teaching and Learning. Eye on Education: 2007


