

**EDA6106****Admin Analysis and Change**

3 Credit Hours

College of Education, LPLL

COURSE SYLLABUS

Last Updated: 8/17/2025

Dates

Synchronous Mondays 500 - 7:45 8/25 9/8 9/15

Synchronous Mondays 6:00 PM-7:45 PM 9/22 9/29 10/6 10/20 10/27 11/3 11/10

FTF Saturday 9/27 & 11/15 900 AM USF Tampa

Charles Vanover**He, His, Him****Associate Professor****ELPS****University of South Florida**

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Office hours: By appointment

Email: vanover@usf.edu. Please use the USF email or the Canvas system. If you have a comment in response to a comment I gave on an assignment, please send me an email.***Course Number:*****EDA 6106*****Professor:*****Dr. Charles Vanover*****Day & Time:*****Online – With Required Collaborates and F2F**See Electronic Syllabus for dates and times of
Collaborates and the Saturday PLAs***Classroom:******Course Title:*****Administrative Analysis and Change*****Please Note:***

This is an intensive hybrid online/F2F course. Students should expect to spend 10 hours or more per week on course work outside of class. The instructor will ask students how they plan to complete their coursework on the first day of class.

Course Purpose

Encompassing Theme: School improvement must be focused on data, follow research-based practice, and be organized to achieve high academic and ethical standards that support faculty professional development and put students first.

Established Goal: Candidates will use assessment data from their schools and school system to understand the needs of their students

How to Succeed in this Course

Successful students should follow several practical tips before each online session:

1. Check Canvas and emails daily for announcements
2. Close down other programs and apps before class begins
3. When possible, plug in to a wired internet connection, rather than rely on WiFi
4. Act like a leader and build relationships with other members of your class and other professionals in your school
5. Respond flexibly to a changing environment
6. If new to Canvas, read [this guide](#)

Course Content

Instructional Strategies Used in the Course

EDA 6106		
	Cooperative learning	<i>X</i>
	Direct Instruction	<i>X</i>
	Large and Small Group Discussion	<i>X</i>
	Instructor Modeling	<i>X</i>
	Lecture	<i>X</i>
	Independent student activities	<i>X</i>
	Microteaching	
	Peer assessment	<i>X</i>
	On-line threaded discussion	<i>X</i>

	Field-based inquiry	<i>X</i>
	Student presentation	<i>X</i>

Absence Policy

Everyone in the class has one excused absence and then one absence with a minor consequence--they will write up one of the verbal assignments. A third absence will trigger a substantial make-up assignment and a contract. These make-up assignments are discussed in the electronic syllabus. Please inform the instructor you will be absent before the start of that particular class.

Requirements

We will be using the full time allotted for each class, so it is important that everyone find a quiet place to study. There will be discussions where I will ask all cameras to be turned on, and we will take time for productive group work.

All groupwork must be conducted with cameras on. Few, if any, of the lectures, and none of the discussions, will be recorded. Candidates will be responsible for engaging with the material live during class. Many course alumni have praised the course as directly relevant to their growth as leaders, and I will ask everyone to commit to doing the work.

Required Readings

Bryk, A. S., Gomez, L., Grunow, A. and LeMahieu, P. (2015). *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Harvard Education.
<http://search.ebscohost.com.ezproxy.lib.usf.edu/login.aspx?direct=true&db=nlebk&AN=1285902&site=ehost-live>

Heritage, M. (2010). *Formative Assessment: Making It Happen in the Classroom*. Corwin. <http://ebookcentral.proquest.com.ezproxy.lib.usf.edu/lib/usf/detail.action?docID=996243>

Heritage, M. (2022). *Formative Assessment: Making It Happen in the Classroom*. Second Edition Corwin. <https://ebookcentral.proquest.com/lib/usf/detail.action?docID=6636082>

I would like everyone to get paper copies of the following book, mostly for their professional libraries. The book is available used online. It is required for the class.

Harvard Review of Business. (2013). *HRB Guide to Managing Up and Across*. Harvard Business Review.
<http://ezproxy.lib.usf.edu/login?url=http://ebookcentral.proquest.com/lib/usf/detail.action?docID=5181787>

Recommended Texts

Kouzes, J.M., & Posner, B.Z. (2012). *The Leadership challenge: How to make extraordinary things happen in organizations* San Francisco, CA:Wiley.

Kotter, J. P. & Cohen, D. S. (2002). *The Heart of Change: Real Life stories of how people change their organizations*. Cambridge, MA: Harvard.

Worthwhile Texts

Collins, J. (2001). *Good to great*. New York: Harper Business.

Bolman, L.G. & Deal, T.E. (2003). *Reframing organizations: Artistry, choice and leadership*. 3rd ed. San Francisco, CA: John Wiley & Sons.

Hattie, John H. (2012). *Visible learning for teachers. Maximizing Impact on Learning* Routledge

Mertler, C.R. (2014) *Action Research: Improving schools and empowering educators* Thousand Oaks, CA:SAGE Publications, Inc.

Northouse, P.G. (2004). *Leadership theory and practice*. Thousand Oaks, CA: Sage Publications.

Wiggins, G., & McTighe, J. (2007). *Schooling by design: Mission, action, and achievement*. Alexandria, VA: ASCD.

Additional articles and readings will be assigned throughout the course and some materials will be made available on the course website.

Grading and Assignment Submission Format:

Assignments:

Assignments should use APA 7 formatting unless otherwise indicated. All assignments should be submitted in Canvas as Microsoft Word Documents.

All assignments should be submitted with the last name of the candidate and the title of the assignment.

Candidate Last Name_ Assignment Title.doc

Grading Criteria:

Grades will be assigned on the basis of acceptable work completed as follows.

Grade	Percentage of points
A	90 – 100 %
B	80 – 89%
C	70 – 79 %
F	< 69 %

Standards & Objectives

This course is organized around Standard 4 of the FELS and a set of objectives organized around Webb's Depth of Knowledge (DOK). Webb's Depth of Knowledge is a system designed to categorize activities based on the complexity of thinking. DOK serves as a framework to create cognitively engaging and challenging tasks, such as those candidates will engage in this course (see <https://www.structural-learning.com/post/webbs-depth-of-knowledge>.)

Standard 4. Student Learning and Continuous School Improvement. Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.

Webb's Depth of Knowledge Standards

DOK-1 Candidates will use leadership research- and FLDOE-based concepts and vocabulary to recall and reproduce verbally and in writing descriptions of the operation of state, district, and school level continuous improvement systems.

DOK-2 Candidates will apply leadership research- and FLDOE-based concepts and vocabulary to discuss how and why local district and school level continuous improvement systems operate

DOK-3 Candidates will strategically apply leadership research- and FLDOE-based concepts and vocabulary to analyze demographic, assessment, and other forms of data to investigate the operation of the systems of continuous improvement guiding their district and school

DOK-4 Candidates will creatively engage with research- and FLDOE-based concepts and vocabulary along with their analyzes of demographic, assessment, and other forms of data to develop a plan to improve the system of continuous improvement in one grade level/subject area in their school.

Both critical assignments build from criteria aligned to FELS Standard 4 and the DOKs. All course assignments provide instructional experiences aligned and/or sequenced to these complex, cognitively demanding standards for professional learning.

Critical Assignment Overview and Rubrics

This course is organized around a set of structured and sequenced set of assignments to develop some of the major data-based instructional leadership skills specified by the State of Florida. These assignments are structured to support the USF School Data Analysis. This work is designed to provide Candidates with the opportunity to learn the core data use and school improvement skills to act as data informed improvement agents and lead equity- and excellence-based change. Candidates transition from being data consumers to data producers; they begin to conceptualize how to produce sustained change in schools and systems. USF Leadership Candidates learn the skills specified by the Florida Educational Leadership Standards (FELS) and tested by the State of Florida by doing rigorous and authentic work. At USF, we teach leadership by studying research, analyzing data, and leading real change in real schools.

All of the assignments in this course are listed in the online syllabus and the week-by-week modules. All assignments connect to FELS and Florida statute 1008.22 *Student assessment program for public schools*

http://www.leg.state.fl.us/Statutes/?App_mode=Display_Statute&URL=1000-1099/1008/Sections/1008.22.html

Beyond the FELS, all work in this course must meet USF standards for professional presentations and written communication. Unless specifically indicated, all work must be written in APA 7 format. These standards are discussed in Criteria 1 and 2

All assignments must achieve

Criteria #1: Synthesize findings and/or content to create coherent presentations of core school improvement content to professionals and stakeholders

Criteria #2: Apply USF Standards for writing and professional communication

Critical Assignment 1: School Data Analysis

The following two units contribute to the final product—the School Data Analysis: Critical Assignment 1.

Unit 1: Data Use and Continuous Improvement Theory Literature Review

Essential Questions

- What are the principles for using assessment and accountability data for continuous improvement to support excellence and equity?

Major Assignments in Unit 1

These assignments will be graded formatively.

Data-Use Theme PowerPoint + 2 Responses.

Data-Use Theme Assignment + 2 Responses

Explanation

School-wide data use and continuous improvement are complex processes requiring skillful leadership. Teachers and leaders must understand standards and assessments and know how to work together to use this information. Leaders must organize collaborative processes that allow the school community to flexibly respond to student learning. All must work together as a system to continually raise professional performance and student outcomes.

The Data Use and Continuous Improvement Theory Literature Review is the first building block for candidates' School Data Analyses. USF is a pre-eminent research university. Research and inquiry are core values. The first step in leading change at the school level is understanding the research on a core component of school leadership: data- and equity-based change and continuous improvement.

Process

Candidates will work together to read a set of core texts on data use and continuous improvement in schools and will write responses to these texts on the discussion board. Candidates work in groups to demonstrate how to cite and quote these texts in APA style format. Candidates organize these research materials into a short 6-to-8-minute PowerPoint presentation on how to use data for excellence and equity; they will present this content live in a breakout room. Once candidates have presented, they will follow a guide and compose a brief literature review on data use for excellence and equity.

Following the research on school improvement, each step in the process is public. Students post every assignment in this unit to a class discussion board. Students also publicly respond to each other's work and provide positive and formative feedback.

Criterion #3: Understands the principles of data-informed instructional leadership, continuous improvement, and change and communicates this content to professionals and stakeholders.

This criterion is based on Standard 4 and the following indicators for assistant principals and principals. During this first assignment, students construct a literature review about data informed instructional leadership and continuous improvement.

FELS

Standard 4. Student Learning and Continuous School Improvement. Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.

Assistant Principals

- a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;
- b. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;
- c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;
- f. Support and openly communicate the need for, process for, and outcomes of improvement efforts;

School principals:

- a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;
- b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;
- c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;
- f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and

Rubrics

See the SDA rubrics below, at the end of the discussion of Unit 2. These rubrics will be applied formatively in Unit 1.

Unit 2: Analysis and Change**Essential Questions**

- How might leaders organize historical, demographic, and accountability data on their school into a meaningful summary and a set of questions for future investigation?
- How might leaders funnel down these data and identify one core issue for inquiry and leadership?

Major Assignments in Unit 2

Permission Letter

School Data Handout

NIC Assignment--Quarterly and Formative Assessment District/Network Presentation, & 2 Responses

Fishbone and Soar

School Data Analysis + 2 Responses—Critical Assignment

Explanation

Data analysis for school change is a complex leadership skill. As Resnick (2012) emphasizes, leaders and teachers are drowning in data but thirsty for meaningful analysis. To understand student learning and achievement in their school, candidates must engage in multiple forms of inquiry. They use these data to create a set of relevant questions for future investigation.

Excellence- and equity-based leadership requires careful and knowledgeable data analysis. Candidates must interpret system and school-level data to support improvement in a rapidly changing context—the Florida Schools. They must use findings to formulate questions for future analysis. Candidates must have the skill to funnel down and identify the most relevant problems in the data they analyze and possess the understanding to act on these findings to support beneficial student growth.

USF is a pre-eminent research university. Research and inquiry are core values. Leading excellence- and equity-based change requires deep knowledge of standards, assessment, and school/classroom materials and improvement practices.

Process for School Data Analysis + 2 Responses—Critical Assignment

Candidates receive permission from their principal/mentor to investigate a preliminary area of instruction. They do a preliminary data analysis using publicly available data from websites such as SchoolDigger and the FLDOE. During this initial investigation, they analyze historic and demographic data for their school and organize these findings into a meaningful summary.

Candidates then take their SIP and analyze the relevant data and improvement projects discussed in that document. They combine data from the SIP with accountability data from the FLDOE and other sources. Candidates funnel down to a single instructional area—such as third grade reading, sixth grade math or Geometry—and they discuss the most relevant findings in their report. The School Data Analysis concludes with a plan for improvement based on research discussed in the course.

Candidates write up this content following a guide. The School Data Analysis assignment begins with an edited version of the literature review they developed in Unit 1. The document then discusses findings from the Candidate’s investigation and concludes with a plan for improvement.

Each step in the process is public. Candidates post their analyses and their papers to the discussion board. They respond to each other’s presentations and written work and they provide positive and formative feedback.

Evaluation of School Data Analysis + 2 Responses—Critical Assignment

Criterion #4: Analyzes and communicates school related data to professionals and stakeholders verbally and in writing.

Criterion #5: Develops a research-based plan for change and improvement for one area of instruction.

These criteria are based on Standard 4 and the listed indicators for assistant principals and principals. Candidates are required conduct an analysis of the publicly available data on their school; all are encouraged to include district and school-level data in the analysis. Candidates use research from the course and the findings from their inquiry to create a plan for improvement.

FELS

Standard 4. Student Learning and Continuous School Improvement. Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.

Assistant Principals

- c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;
- d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;
- e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;
- f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and

Principals

- c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student

needs;

d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;

e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S.;

f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and

Rubric

See the rubrics below. These rubrics will be applied summatively in the final paper.

Rubric for School Data Analysis + 2 Responses—Critical Assignment

Criteria	Nonexistent 1.0	Unsatisfactor	Satisfactory	Quality 4.0	Excellent 5.0
Criteria #1 Synthesize findings to communicat e core school improvement content to professionals and stakeholders	The organization and presentation of the findings in "The SDA" lack coherence and a logical flow. The structure of the presentation is disorganized and erratic and lacks transitions between key points. Visuals are disjointed or nonexistent. Content is incoherent and does not connect to course content of state and district guidance.	The organizational and presentational aspects of "The SDA" require improvement. While some attempts have been made to provide structure and clarity, the overall presentation remains muddled. Transitions between sections are unclear, and visual aids do not enhance comprehension. Content lacks integration	The organization and presentation of the "The SDA" are clear with a structured framework that facilitates understanding. Transitions between key points are evident, aiding in the coherence. Visual aids contribute to the overall presentation. Content integrates course content with state and district guidance.	The organization and presentation of "The SDA" are clear and engaging throughout. "The SDA" follows a logical sequence, making for easy comprehension and strong connections. Transitions between sections are smooth, enhancing the report's coherence. Visual aids support and augment the presentation with examples, including as well-labeled	The organization and presentation of the "The SDA" are exceptional, captivating the audience with their precision and clarity. The report is masterfully structured, with seamless transitions that create a compelling narrative. Visual aids enhance the understanding of the content, elevating the overall quality of the presentation. The presentation includes vivid, relevant images and diagrams

Criteria	Nonexistent 1.0	Unsatisfactor	Satisfactory	Quality 4.0	Excellent 5.0
Criteria #2 Apply Writing Conventions	The written report has numerous grammatical, spelling, and formatting errors that severely hinder comprehension. The frequency and severity of these errors disrupt the overall flow of the text and detract from the reader's ability to engage with the content. Visuals are disjointed or nonexistent. Fails to follow APA 7 format	The report contains grammatical, spelling, or formatting errors that affect comprehension to some degree. These errors can occasionally impede the reader's understanding and detract from the overall quality of the writing. Visual aids do not enhance comprehension. Some evidence of the use of APA	The report includes few grammatical, spelling, or formatting errors, which do not detract from comprehension. Visual aids contribute to the overall presentation. Mostly follows APA 7 format	The reports grammatical, spelling, or formatting conventions do not distract the reader and allow for smooth comprehension of the content. It maintains consistent formatting and citation style throughout. Visual aids support and augment the presentation with examples, including as well-labeled graphs and/or illustrations. Follows APA 7 format with	The report is flawless in terms of grammatical, spelling, and formatting accuracy. The writing is impeccable, ensuring a seamless reading experience. The writing conventions demonstrate meticulous attention to detail. Clarity and precision in writing are evident, setting a benchmark for excellence in written communication.

Criteria	Nonexistent 1.0	Unsatisfactor	Satisfactory	Quality 4.0	Excellent 5.0
Criterion #3: Understands the principles of data-informed instructional leadership, continuous improvement, and change and communicates this content to professionals and stakeholders	The organization and presentation of the principles in "The Data Theme" lack coherence and a logical flow. The structure of the presentation is disorganized and erratic and lacks transitions between key points. Visuals are disjointed or nonexistent. Content is incoherent and does not connect to research-based principles	The organizational and presentational aspects of the principles in "The Data Theme" require improvement. While some attempts have been made to provide structure and clarity, the overall presentation remains muddled. Transitions between sections are unclear. Visual aids do not enhance comprehension. Content lacks	The organization and presentation of the principles in "The Data Theme" are clear with a structured framework that facilitates understanding. Transitions between key points are evident, aiding in the coherence. Visual aids contribute to the overall presentation. Content integrates research-based principles	The organization and presentation of the principles in "The Data Theme" are clear and engaging throughout. "The Platform" follows a logical sequence, making for easy comprehension and strong connections. Transitions between sections are smooth, enhancing the report's coherence. Visual aids support and augment the presentation with examples, including as	The organization and presentation of principles in the "The Data Theme" are exceptional, captivating the audience with their precision and clarity. The report is masterfully structured, with seamless transitions that create a compelling narrative. Visual aids enhance the understanding of the content, elevating the overall quality of the presentation. The presentation includes vivid, relevant images

Criteria	Nonexistent 1.0	Unsatisfactor	Satisfactory	Quality 4.0	Excellent 5.0
Criterion #4: Analyzes and communicat es FLDOE data to professionals and stakeholders verbally and in writing.	The organization and discussion of the findings in "The SDA" lack coherence and a logical flow. The structure of the presentation is disorganized and erratic and lacks transitions between key points. Visuals are disjointed or nonexistent. Findings are incoherent and do not connect to research in educational leadership or State of Florida and district guidance	The organization and discussion of the findings in "The SDA" require improvement. While some attempts have been made to provide structure and clarity, the overall presentation remains muddled. Transitions between sections are unclear, and visual aids do not enhance comprehension. Findings lack integration and do not connect to research in educational leadership and	The organization and discussion of the findings in "The SDA" are clear with a structured framework that facilitates understanding. Transitions between key points are evident, aiding in the coherence. Visual aids contribute to the overall presentation. Findings emphasize equity issues identified by research in educational leadership and State of Florida and district guidance	The organization and discussion of the findings in "The SDA" are clear and engaging throughout. "The SDA" follows a logical sequence, making for easy comprehension and strong connections. Transitions between sections are smooth, enhancing the report's coherence. Visual aids support and augment the presentation with examples, including as well-labeled graphs and/or illustrations. Findings synthesize	The organization and discussion of the findings in "The SDA" are exceptional, captivating the audience with their precision and clarity. The report is masterfully structured, with seamless transitions that create a compelling narrative. Visual aids enhance the understanding of the content, elevating the overall quality of the presentation. The presentation includes vivid, relevant images and diagrams that enhance the overall impact. In addition, the

Criteria	Nonexistent 1.0	Unsatisfactor	Satisfactory	Quality 4.0	Excellent 5.0
Criterion #5: Develops a research-based plan for change and improvement for one area of instruction.	The organization and discussion of the improvement plan in "The SDA" lack coherence and a logical flow. The structure of the presentation is disorganized and erratic and lacks transitions between key points. The plan does not connect to research in educational leadership and/or State of Florida and district guidance	The organization and discussion of the improvement plan in "The SDA" require improvement. While some attempts have been made to provide structure and clarity, the overall presentation remains muddled. Transitions between sections are unclear. The plan lacks thoughtful connections to research in educational leadership and/or State of Florida and district guidance	The organization and discussion of the improvement plan in "The SDA" are clear with a structured framework that facilitates understanding. Transitions between key points are evident, aiding in the coherence. The plan has clear connections to research in educational leadership and State of Florida and district guidance. The plan shows evidence of the principles of equity- and excellence-based change.	The organization and discussion of the improvement plan in "The SDA" are clear and engaging throughout. The plan follows a logical sequence, making for easy comprehension and strong connections. Transitions between sections are smooth, enhancing the report's coherence. Visual aids support and augment the presentation with examples, including as well-labeled graphs and/or illustrations. The elements of the plan synthesize the research on leadership for data informed	The organization and discussion of improvement plan in "The SDA" are exceptional, captivating the audience with their precision and clarity. The report is masterfully structured, with seamless transitions that create a compelling narrative. Visual aids enhance the understanding of the content, elevating the overall quality of the presentation. The presentation includes vivid, relevant images and diagrams that communicate the change program with urgency and clarity to

Critical Assignment 2: Data Chats

Essential Questions

- How might leadership candidates collaborate with faculty and administration to deepen their analysis of their school using data from their school, district, and state?
- How might leaders develop an organizational analysis of one instructional area to deepen their knowledge of teaching and learning in their school?
- How might leadership candidates facilitate conversations about data connected to teaching and learning at their school with faculty, administration, and other stakeholders to deepen their understanding of continuous improvement processes at their school?

Major Assignments in Unit 2

Permission Letter

School Data Handout

Fishbone and Soar

Managing Above and Across

Lesson Plan Your Data Chat

Data Chat with a Classmate

School Data Chats—Critical Assignment

Note: The work connected to the School Data Analysis critical assignment connects directly to the work Candidates complete for the Data Chat critical assignment. All of the work in EDA 6106 focuses directly on FELS Standard 4.

Explanation

Data do not provide answers. School data provide opportunities for people to ask good questions and engage in rich conversations about teaching, learning, and other critical issues. This critical assignment gives Candidates the opportunity to use school data and different forms of analysis to guide a series of conversations around critical issues at their school. Candidates lesson-plan conversations about teaching and learning relevant to faculty, administrators, and other stakeholders.

- What are the most important data-informed problems?
- What issues will be important for Candidates to consider given the challenges of planning and implementing planned organizational change in 21st century schools?
- How might Candidates understand the impact of the many issues confronting schools during the post-pandemic BEST/FAST Era?

Process for School Data Chats—Critical Assignment

Candidates analyze data for their school as a whole; identify one instructional area for improvement; organize system, school, and classroom data from this area; conduct an

organizational analysis using a Fishbone and a SOAR diagram; and lesson plan and conduct a series of three data chats. Candidates write up their findings in a memo, using a guide.

Note: Candidates are evaluated on their ability to use the data systems their school actually has. Candidates are not penalized if their school lacks one type of data. What matters is a meaningful presentation and a rich set of questions for future analysis. Most candidates should have easy access to FLDOE and school-wide data. However, some candidates may have difficulty accessing this information, and we have made this part of the analysis optional. The basic principle is we evaluate candidates' inquiry, not their access to their school's data systems nor the systems themselves.

Evaluation for School Data Chats—Critical Assignment

These criteria are based on Standard 4 and the following indicators for assistant principals and principals. During this assignment, Candidates deepen their investigation into school quantitative data. They link these findings to students' and professionals' experience and develop and refine an organizational analysis.

Criterion #1—Analyzes and presents FLDOE data and system outputs to professionals and stakeholders and reflects on their efforts to use these conversations to improve their practice.

Criterion #2—Conducts an organizational analysis of their school referring to issues signaled by quantitative data by developing a Fishbone and a SOAR diagram.

Criterion #3—Conducts a series of data chats with faculty, administrators, and other stakeholders to deepen their understanding of their school and writes up findings from these discussions in a memo following a guide.

These criteria are based on Standard 4 and the following indicators for assistant principals and principals. During this assignment, Candidates develop and present quantitative findings. They deepen their understanding of these findings by developing two organizational analysis diagrams: a Fishbone and a SOAR diagram. Candidates lesson plan and organize a series of data chats where they discuss core quantitative findings and work with school leaders to refine their organizational analyses.

FELS

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Assistant Principals

- a. Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students;
- b. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;
- c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;
- d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;
- e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;
- f. Support and openly communicate the need for, process for, and outcomes of

improvement efforts;

School principals:

- a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;
- b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;
- c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;
- d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;
- e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S.;
- f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts

Rubrics for School Data Chats—Critical Assignment

Criterion #1: Analyzes and presents FLDOE data and system outputs to professionals and stakeholders and reflects on their efforts to use these conversations to improve their practice.	The candidate fails to conduct or write up three data chats using the format in "Table 1." The Candidate fails to use a pseudonym on "Table 1" for the name of their school or the people they talk with during their data chat.	The organization and discussion of the data chats in the three versions of "Table 1" require improvement. There is little information in the description of what was learned from the Data Chat. The reflections on	The organization and discussion of the data chats findings in "Table 1" are clear. There is relevant information discussed in what was learned about Gaps and Assets. Reflections on practice show	The organization and discussion of the data chats findings in "Table 1" are rich and succinct. Important and relevant information is conveyed about what was learned about Gaps and Assets concise and terse language.	The organization and discussion of the data chats findings in "Table 1" show evidence of a critical investigation of teaching and learning. Important and relevant information is conveyed about what was learned about
Criterion #2 Conducts an organizational analysis of their school referring to issues signaled by quantitative data by developing a Fishbone	Organizational analysis in "The Data Chat Memo and Appendices" is incoherent and does not connect with local data, research-based principles, and State of Florida	Organizational analysis in "The Data Chat Memo and Appendices" lacks integration and does not connect with local data, research-based	Organizational analysis in "The Data Chat Memo and Appendices" connects to local data, research-based principles, and State of Florida and district guidance.	Organizational analysis in "The Data Chat Memo and Appendices" aligns and synthesizes local data, research-based principles, and State of Florida and district	Organizational analysis in "The Data Chat Memo and Appendices" aligns, synthesizes, and critique local data, research-based principles, and State of Florida and

Criterion # 3
Conducts a series of data chats with faculty, administrators, and other stakeholders to deepen their understanding of their school and writes up findings from these discussions in a memo following a guide.

The “Data Chat Memo” lacks coherence and a logical flow. The structure of the presentation is disorganized and erratic. Content is incoherent and does not connect to research-based principles or school-needs

The “Data Chat Memo” requires improvement. While some attempts have been made to provide structure and clarity, the overall presentation remains muddled. Content lacks integration and does not connect to research-based principles or school-needs.

The “Data Chat Memo” is clear with a structured framework that facilitates understanding. Transitions between key points are evident, aiding in the coherence. Content integrates research-based principles and school-needs. The content in the appendixes are clear and well organized

The “Data Chat Memo” is clear and engaging throughout. "The Memo" follows a logical sequence, making for easy comprehension and strong connections. Transitions between sections are smooth, enhancing the report's coherence. Visual aids enhance the understanding of the content. Content synthesizes research-based principles and school-needs. The content in the appendixes

The “Data Chat Memo” is exceptional, captivating the audience with its precision and clarity. The memo is masterfully structured, with seamless transitions that create a compelling narrative. Visual aids enhance the understanding of the content, elevating the overall quality of the presentation. In addition, the presenter engages the audience in meaningful dialog that helps increase

Standard University Policies

Policies about disability access, religious observances, academic grievances, academic integrity and misconduct, academic continuity, food insecurity, and sexual harassment are governed by a central set of policies that apply to all classes at USF. These may be accessed at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

Covid-19 Procedures

All students must comply with university policies and posted signs regarding COVID-19 mitigation measures, including wearing face coverings and maintaining social distancing during in-person classes. Failure to do so may result in dismissal from class, referral to the Office of Student Conduct and Ethical Development, and possible removal from campus.

Additional details are available on the University's Core Syllabus Policy Statements page: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

Use of Technology:

Use of technology for candidates is integrated into this course as follows: Course content and resources are “on-line;” candidates use the internet to find research-based teaching and learning resources to plan for their students' standards-based curriculums; candidates participate in online conferencing with the professor and with their peers for cooperative learning.

Candidates must have access to a computer. Laptops are recommended. All assignments are expected to be word-processed in Microsoft Word.

Academic Integrity:

Academic Integrity – All university policies regarding academic integrity must be adhered to in this class, including, but not limited to the following statement: “Students attending USF are awarded degrees in recognition of successful completion of coursework in their chosen fields of study. Each individual is expected to earn his/her degree on the basis of personal effort. Consequently, any form of cheating on examinations or plagiarism on assigned papers constitutes unacceptable deceit and dishonesty. Disruption of the classroom or teaching environment is also unacceptable.” (USF Graduate Catalog).

It will be assumed that the submission of any and all coursework, written or oral presentations, papers or other materials represents a guarantee by the student that the

work is original, includes appropriate documentation of any and all source materials, has been completed according to the instructions provided, in accordance with any and all applicable university policies, and has not been submitted in part or as a whole to fulfill requirements for any other course at USF or any other college or university.

If you have questions about these policies and expectations, it is your responsibility to review the policies contained in the USF Graduate Catalog, and if necessary, to meet with the instructor or other college official for clarification. Punishment for academic dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course.

All written assignments should be prepared with standards of professionalism in mind. Minimum expectation is that the organization, content, expression and mechanics be appropriate to academic work at the graduate level, and that students will make a good faith effort to address not only the letter, but the spirit of the assignment, and take reasonable steps to ensure that all work is as free from error as possible. The American Psychological Association’s style guide (5th or 6th edition is acceptable) format is expected for all formal written assignments.

Attendance:

Students in this class, as professionals engaged in coursework that leads to the awarding of a graduate degree, and/or eligibility for state certification in educational administration, are expected to fully participate in all activities and assignments in Canvas (for online and face-to-face classes). For face-to-face classes students are expected to attend all scheduled classes punctually and participate fully in all course related activities and assignments. Punctuality and preparation and active participation will be considered as part of the assessment of the student’s successful completion of the course requirements. Students are required to put cameras on for synchronous discussions.

Everyone in the class has one excused absence and then one absence with a minor consequence--they will write up one of the verbal assignments. A third absence will trigger a substantial make-up assignment and a contract. These make-up assignments are discussed in the electronic syllabus. Please inform the instructor you will be absent before the start of that particular class.

See attendance policies in this document, above, and in the electronic, CANVAS syllabus

Recordings:

Students are allowed to create recordings of the course lectures; please check in with the instructor and he will make a recording for everyone.

No recordings can be made of the many class discussions or group working sessions. These are private communications and are protected under Florida law.

Policy on Religious Observances:

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students are expected to notify the instructor in writing by the second class if an accommodation is requested.

Late Written Work Policy:

Written work is due on the posted date unless otherwise specified. Any work not submitted on time may be subject to a grade reduction penalty, see discussion in the individual assignments in CANVAS.

Rewrite Policy:

Students will be asked to revise and resubmit any work that does not meet the minimal expectations (85% of the points) outlined in the rubric for that assignment. Students may have the opportunity to rewrite one assignment that does not meet expectations.

Incomplete Policy:

An “I” grade may be awarded at the discretion of the instructor only when the student is otherwise earning a passing grade. The instructor strictly follows USF policies for Incompletes, which means they almost never issue them, beyond medical emergencies.

Students are advised to initiate a written contract for incomplete grades. The contract should include a description of the work to be completed, the date by which the work is to be submitted, and should be approved and signed by the course instructor. Until removed, the “I” is not computed in the grade point average. If not removed after two terms (including summer), “I” grades will be converted to “IF” or “IU” (Incomplete-Fail/Unsatisfactory). Students should not re-register for courses in which they are only completing requirements to change an “I” grade. If a student wants to audit a course for review in order to complete course requirements, full fees must be paid. All “I” grades must be removed before graduation. Graduation will not be certified until all courses have been completed. No grade changes will be processed after the student has graduated. (See also USF Graduate Catalog).

Diverse Needs of Learners and Personnel:

Candidates will acquire insight and understanding in dealing with diversity in the school population. Diversity in the curriculum and the needs of all learners will be discussed in

the application of principles and practices that value all learners. The diversity among the instructional personnel will be discussed as ways of improving instruction are presented.

Americans with Disability Act (ADA) Statement

It is the USF's policy to provide reasonable accommodations to students with disabilities under ADA. At the beginning of the semester, any student with a disability should inform the course instructor if instructional accommodations or academic adjustments will be needed. For more information about the ADA and academic accommodations or adjustments, contact the Office of Disability Resources and Services at (727) 553-4413 or by e-mailing mcdowell@stpt.usf.edu.

Selling of Class Materials:

Notes or tapes from this class are for personal use and are not permitted for the purposes of sale. The use of course materials for purposes other than the completion of course and program requirements without written permission from the instructor is prohibited.

Online Resources

Important Websites for Administrators:

American Association of School Administrators: <http://www.aasa.org/>

AASA, founded in 1865, is the professional organization for over 14,000 educational leaders across American and in many other countries. AASA's mission is to support and develop effective school system leaders who are dedicated to the highest quality public education for all children.

Association for Supervision and Curriculum: <http://www.ascd.org>

Founded in 1943, the Association for Supervision and Curriculum Development (ASCD) is an international, nonprofit, nonpartisan organization that represents 160,000 educators from more than 135 countries and 66 affiliates. Members span the entire profession of educators-superintendents, supervisors, principals, teachers, professors of education, and school based members.

Council for Exceptional Children: <http://www.ced.sped.org/>

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted.

Florida Association of School Administrators: <http://www.fasa.net/>

Florida's professional association for educational administrators, district superintendents, principals, supervisors and those who support the public schools of Florida.

Florida Association of District School Superintendents: <http://www.fadss.org>

The mission of the Florida Association of District School Superintendents is to assist and support superintendents in providing leadership to ensure that every student in Florida acquires the skills, knowledge and attitude to be contributing members of our democratic society through leadership development programs focused on student achievement, building relationships with business and governmental leaders, and communication and networking services.

National Association of Elementary School Principals: <http://www.naesp.org/>

The National Association of Elementary School Principals was founded in 1921 by a group of principals who sought to promote their profession and to provide a national forum for their ideas. Over the years, NAESP has grown to become the most powerful voice of Pre-K-8 principals across the United States and around the world.

National Association of Secondary School Principals : <http://www.nassp.org/>

The National Association of Secondary School Principals (NASSP), founded in 1916, to advance middle and high school education across the United States.

National Education Association: <http://www.nea.org/>

NEA has 2.7 million members who work at every level of education, from pre-school to university graduate programs, NEA has affiliates in every state, as well as in more than 13,000 local communities across the United States. It was founded in 1857 “to elevate the character and advance the interests of the profession of teaching and to promote the cause of popular education in the United States.”

Course Summary—All Dates Subject to Change. Please check the electronic syllabus.

Date	Details	Due
Mon Aug 25, 2025	Discussion Topic Candidate information	due by 11:59pm
Fri Aug 29, 2025	Discussion Topic Ticket to Labor Day Weekend	due by 11:59pm
Tue Sep 2, 2025	Discussion Topic First Reading Assignment 1--One Post and Two Responses	due by 11:59pm
	Assignment NIC Information	due by 11:59pm
Mon Sep 8, 2025	Discussion Topic FLDOE Data Visioning and 2 Responses	due by 11:59pm
	Discussion Topic NIC Assignment--NIC Leader and Member Pledge	due by 11:59pm
Mon Sep 15, 2025	Discussion Topic Data-Use Theme PowerPoint + 2 Written Responses.	due by 11pm
Sat Sep 27, 2025	Discussion Topic Data-Use Theme Assignment + 2 Responses	due by 11:59pm
Mon Sep 29, 2025	Assignment Permission Letter	due by 11:59pm
	Discussion Topic SIP and School Availability	due by 11:59pm
Mon Oct 6, 2025	Discussion Topic NIC Assignment--Quarterly and Formative Assessment District/Network Presentation, & 2 Responses	due by 11:59pm
Mon Oct 13, 2025	Assignment Managing Above and Across	due by 11:59pm
Mon Oct 20, 2025	Discussion Topic Fishbone and SOAR	due by 11:59pm
Mon Oct 27, 2025	Discussion Topic Data Handout	due by 11:59pm

MON OCT 27, 2025	Discussion Topic Lesson Plan Your Data Chat	due by 11:59pm
Sat Nov 8, 2025	Discussion Topic Data Chat with a Classmate	due by 11:59pm
	Discussion Topic Popcorn Discussion Board!-- Extra Credit Opportunity!!	due by 11:59pm
Mon Nov 17, 2025	Discussion Topic School Data Analysis--Critical Assignment	due by 11:59pm
	Discussion Topic School Data Chats/Memo and Two Responses--Critical Assignment	due by 11:59pm
Mon Nov 24, 2025	Discussion Topic F2F NIC Meeting--Extra Credit	due by 11:59pm
	Discussion Topic Final Assignment	due by 11:59pm
	Assignment Extra Credit--Find busted links or broken assignments	