

College of Education and Psychology
School of Education
Ed.D. in School Improvement

EDSI 6311: Data Driven Planning for School Improvement

Instructor: Michael Odell, Ph.D.
Office location: HPR 263
Phone: O: 903-566-7132 C: 208-301-0542
Office Hours: Zoom by Appointment
E-mail address: modell@uttyler.edu

Term: Fall 2025

Course Description

This course employs an interdisciplinary approach to examine how educational leaders can determine, promote, support, and achieve successful, systematic school improvement through the use data and meaningful feedback, and the implementation of systems to monitor the teaching and student learning.

Program Goals

- a. Produce the next generation of educational leaders who understand the philosophical and historical perspectives of school reform, diversity, learning opportunities for all, and can address educational issues using a variety of strategies.
- b. Develop critical reasoning and a deep understanding of change theory to address challenges in school improvement contexts. This will include the skills to provide transformative leadership to schools that are failing to meet academic, social, and emotional standards.
- c. Provide opportunities to develop doctoral students' ability to approach challenges in innovative data-driven ways, including the use of interdisciplinary teams, as well as expand their problem solving, creative design, communication, and collaboration skills.
- d. Challenge the norms within educational systems using data and the engagement of other educators and stakeholders in professional learning to lead disruptive change through interdisciplinary work with experts in other educational fields.
- e. Conduct research of practice and responsiveness to improve teaching and learning experiences, counseling and support services, school leadership, educational organizations and structures, and all other educational disciplines.
- f. Prepare the next generation of educators with the knowledge, skills and tools to utilize data to guide school improvement and policy and to improve learning outcomes leading to college and career readiness.
- g. Prepare educators with a deep understanding of assessment and accountability systems.
- h. Produce scholar practitioners that have a P-20 perspective of the education system to address school improvement in the broader perspective including educator preparation, teaching and learning.

Student Learning Outcomes

The student will:

- determine problems of practice in school settings
- promote a culture of continuous improvement
- establish support systems to achieve successful, systematic school improvement
- use data and meaningful feedback
- the implementation of systems to monitor the teaching and student learning.

Textbooks

Bernhardt, V.L. (2018). *Data Analysis for Continuous School Improvement* (5th Edition). Routledge Education: New York. **ISBN 9781032888095**

OR

Bernhardt, V.L. (2018). *Data Analysis for Continuous School Improvement* (4th Edition). Routledge Education: New York. **ISBN-13: 978-1138294622 ISBN-10: 1138294624**

The Center on School Turnaround. (2017). *Four domains for rapid school improvement: A systems framework* [The Center for School Turnaround at WestEd]. San Francisco, CA: WestEd. (Free Online)

Course Content

Big Idea 1 – Change

- Issues and concerns related to school improvement
 - Compliance Mentality
- The change process for school improvement
 - What should change?
 - How do we successfully lead change in education?
 - The Continuous School Improvement Framework

Big Idea 2 – Defining School Success

- Explore the multiple facets of success in educational settings:
 - Demographic
 - Perceptions
 - Processes
 - Academic
 - Social-emotional
 - Physical
 - Language
 - Home life
 - Community

Big Idea 3 – School Support Systems

- Study the implementation of systems that promote high expectations for teaching and learning
- Monitoring teaching and learning
- Use of data to monitor progress toward student success

Big Idea 4 – The use of data and meaningful feedback to improve teaching & learning

- Monitoring teacher effectiveness
- Supporting teachers through differentiated supervision

Big Idea 5 – Establishing interdisciplinary teams for school improvement



- Explore systems and interdisciplinary approaches to identify and solve problems of practice

Course Evaluation

Discussion and Written Reflections 25%

Assignments & Quizzes 25%

Project 50%

Grading Criteria

A 90-100% of points

B 80-89% of points

C 70-79% of points

D 60-69% of points

F below 59.9% of total points

Bibliography

Archer, J., Cantrell, S., Holtzman, S. L., Joe, J. N., Tocci, C. M., & Wood, J. (2016). Better feedback for better teaching. Retrieved from

<http://k12education.gatesfoundation.org/download/?Num=2659&filename=BetterFeedbackBetterTeaching.pdf>

Archer, J., Gomez, L. M., Russell, J. L., Bryk, A. S., LeMahieu, P. G., & Mejia, E. M. (2016). The right network for the right problem. *Phi Delta Kappan*, 98(3), 8–15. <https://doi.org/10.1177/0031721716677256> (saved pdf)

Australian Council for Educational Research. (2012). National School Improvement Tool. Retrieved from <https://www.acer.org/files/NSIT.pdf> (saved pdf)

Bryk, A. S. (2018). Advancing quality in continuous improvement. Carnegie Foundation Summit. Retrieved from https://www.carnegiefoundation.org/wp-content/uploads/2018/06/Carnegie_Bryk_Summit_2018_Keynote.pdf (Saved pdf)

Farrell, C. C. (2015). Designing school systems to encourage data use and instructional improvement: A comparison of school districts and charter management organizations. *Educational Administration Quarterly*, 51(3) 438–471. (saved pdf)

Fullan, M. (2008). From School Effectiveness to System Improvement: An Inevitable Conceptual Evolution. (saved pdf)

Gates Foundation K-12 Education Team. (2015). Seeing it clearly: Improving observer training for better feedback and better teaching. Retrieved from http://k12education.gatesfoundation.org/download/?Num=2501&filename=MET_Seeing_It_Clearly_v2.pdf

Gomez, L. M., Russell, J. L., Bryk, A. S., LeMahieu, P. G., & Mejia, E. M. (2016). The right network for the right problem. *Phi Delta Kappan*, 98(3), 8–15. <https://doi.org/10.1177/0031721716677256>

Hatch, T. (2009). *Managing to change: How schools can survive (and sometimes thrive) in turbulent times*. New York: Teachers College Press.

https://www.acer.org/au/school-improvement/improvement-tools/national-school-improvement-tool?tfa_1_success=1#form-one

Kwon, S. M., Wardrip, P. S., & Gomez, L. M. (2014). Co-design of interdisciplinary projects as a mechanism for school capacity growth. *Improving Schools*, 17(1), 54–71. <https://doi.org/10.1177/1365480213519517>

Mincu, M.E. (2015). Teacher quality and school improvement: what is the role of research? *Oxford Review of Education*, 41, 2, 253-269.

Murphy, J. (2015). *Leading school improvement: A framework for action*.

Pollock, K. & Winton, S. (2012). School improvement: A case of competing priorities! *Journal of Cases in Educational Leadership* 15(3) 11–21. (pdf saved)

Schmoker, M. Results now: how we can achieve unprecedented improvements in teaching and learning.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click [here](#).

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, <http://www.uttyler.edu/writingcenter/>
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, <https://www.uttyler.edu/tutoring/>
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) <https://www.uttyler.edu/counseling/>

[University Guidelines, Links and Policies](#)

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Core Purpose of College of Education and Psychology:

To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling, to foster discovery and to advance the knowledge base in our respective disciplines.

Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of [Texas Education Standards](#) can be accessed [here](#).

Access the [Code of Ethics and Standard Practices for Texas Educators](#).