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

EDSI 6313 – School Improvement & Accountability Models

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Term   Summer 2025

Last day to withdraw from this course: July 10

Course Description
This course is designed to examine Texas, national and international educational change models; analyze the sustainability and effectiveness of the models; and survey the impact of these models on school improvement efforts. Additionally, the course explores current school accountability models, systems, and strategies at the national, state, and local levels, including the Texas and locally developed school accountability systems.

Student Learning Outcomes

The student will…
   A.   be able to define and understand the **essential components** of School Improvement
   B.   understand how school improvement is **measured**
   C.   investigate different **school improvement models**
   D.   develop an understanding of **school accountability models**
   E.   explore **the impact** school accountability has on school improvement efforts

Required Texts

Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2017). *Learning to improve: How America's schools can get better at getting better.* Harvard Education Press.

Duke, D.L., Carr, M. & Sterrett. W. (2013). *The School Improvement Planning Handbook: Getting Focused for Turnaround and Transition.* Rowan and Littlefield. ISBN-13: 978-1610486323

Course Schedule		
Available	**Module Topics**	**Assignments Due**
	Start Here Module • Introductory Discussion Board • Introduction Quiz	Sun, May 18
Mon, May 12	**Module 1 - Essential Components of School Improvement** • Discussion Board • Module 1 Reflection	Sun, May 18 Sun, May 25
Mon, May 26	**Module 2 - How Improvement is Measured** • Discussion Board • Module 2 Case Study • Begin Accountability Position Paper	Sun, June 1 Sun, June 8 *(Next Module)*
Mon, June 9	**Module 3 - School Improvement Models** • Discussion Board • Accountability Position Paper Due • Module 3 Case Study	Sun, June 15 Sun, June 15 Sun, June 22
Mon, June 23	**Module 4 - Systems for School Accountability** • Module 4 Reflection • Begin Accountability Framework Development	Sun, Jul 6 *(Next Module)*
Mon, July 7	**Module 5 - School Improvement and Accountability** • Discussion Board • Module 5 Case Study • Accountability Framework Project Due	Sun, July 13 Sun, July 20 Sun, July 20
Mon, July 21	**Module 6 - Living Improvement** • Discussion Board • Module 6 Reflection	Sun, Jul 27 Sun, Aug 3

Discussion board due dates are for the first post – replies are due before the next module opens.

Graded Course Requirements

- **Discussion Boards** – Discussion boards encourage students to communicate and explore open-ended prompts that require, evaluation, and reflection. Students will respond to a given prompt and provide peer feedback.
- **Reflections** – Reflections build student ownership in their learning. Reflections should build a bridge between course concepts, personal goals, and future learning. Student will develop a personal connection based on recent learning.
- **Case studies** – Case studies provide students the opportunity to investigate and explore real-world improvement scenarios, identify key factors, and develop meaningful solutions to address identifies school needs.
- **Accountability Position Paper** – For this assignment, students will explore and share current issues in local, state, federal accountability.
- **Accountability Framework Project** – For the framework project, students will develop a proposal for updating state accountability standards and processes to emphasize improvement over evaluation.

Full descriptions of each assignment will be provided within the course module.

Course Requirements

Discussion and Participation	25%
Reflections and Case Studies	25%
Accountability Position Paper	25%
Accountability Framework Project	25%

Course Grading

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

COURSE POLICIES

All assignments are expected to be completed to the best ability of the student and adhere to the stated assignment criteria. All assignments must be submitted by date listed on the assignment schedule. No late work is accepted.

Participation and your commitment to your learning is critical to your success in any course. Your timely participation in the class discussion and group assignments is a substantial part of your grade in this course. The due date listed in Canvas is for your first post while your peer responses will be due before the next module opens. This structure will ensure we can engage in meaningful conversations about instructional supervision.

Communication

To contact me via email, you may use the Canvas email. Click on the Inbox on the left side of the Canvas main menu. Through Canvas, you may send a text email or a video message. You may also email me at fkaiser@uttyler.edu

I will respond to your emails as quickly as possible; my priority is to be supportive of your work to ensure your success. I generally reply to emails within 24 hours during the workweek. I generally do not work on Sunday so I will return emails at the start of the week.

My preferred method of communication is email. However, I am accessible via phone, text or zoom.

Written Assignments, Quizzes & Exams

Some of the written assignments in this course require collaboration with other students; your participation as documented on Canvas will count towards the participation grade.

All other written assignments as well as all quizzes and exams are **individual assignments**. Students may not collaborate on the individual assignments. Unauthorized collaboration is considered cheating and will be handled according to University Policies and the Students Standards of Academic Conduct.

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP)
VISION AND MISSION

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.

SCHOOL OF EDUCATION PROGRAM STANDARDS

Texas Education Standards
The School of Education is 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.

Access the **Texas Education Standards for Principals.**
Access the **Code of Ethics and Standard Practices for Texas Educators.**