

EDLD 6300: Data Informed Decision Making and Research Learning Outcomes

This course focuses on using data as a tool to enhance decision-making processes for school (or other organizational) improvement purposes. This course emphasizes the simultaneous use, and analysis, of multiple data streams to help leaders make data-informed decisions related to various organizational processes. It also covers core aspects of educational research, leading to the use of research-based best practices. Specific learning outcomes include:

- 1) Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation (NELP Building-Level Standard Component 1.2).
- 2) Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate and advocate for a supportive and inclusive school culture (NELP Building-Level Standard Component 3.1).

Below are additional details for each learning outcome/standard component, which can be used as ideas within a PLA portfolio, as taken from the NELP document: <http://www.npbea.org/wp-content/uploads/2018/11/NELP-Building-Standards.pdf>

NELP Standard Component 1.2

Program completers understand and demonstrate the capacity to lead improvement processes that include data use, design, implementation, and evaluation.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Research on school improvement
- Formal processes of iterative, evidence-informed improvement
- Data collection, analysis, and use
- Implementation theory and research

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate existing improvement processes
 - Use research and data to develop an improvement process that includes the following components: diagnosis, design, implementation, and evaluation
 - Develop an implementation plan to support the improvement process
-

NELP Standard Component 3.1 Program completers understand and demonstrate the capacity to use data to evaluate, design, cultivate, and advocate for a supportive and inclusive school culture.

Content Knowledge

Program provides evidence of candidate knowledge of:

- Dimensions of positive school culture (i.e., safe, healthy, caring, responsive, inclusive, and respectful)
- Research on inclusive school cultures
- Processes for evaluating school culture
- Processes for effecting changes to school culture
- Engaging in advocacy

Educational Leadership Skills

Program provides evidence that candidates demonstrate skills required to:

- Evaluate school culture
 - Use research and data to design and cultivate a supportive, nurturing, and inclusive school culture
 - Develop strategies for improving school culture
 - Advocate for a supportive and inclusive school culture
-

