EDU 686: Continuous Improvement in Education

Instructor: Jody Landish
Office: CGS 111
Office Hours: before and after class or by appointment
Email: jlandish@carrollu.edu

Course Description:
Investigating the expanding research on school improvement, participants will explore the various models including but not limited to Baldrige Education Criteria, quality tools, professional learning communities, data use and others. Students will analyze facilitation skills needed in organization improvement efforts. Using defined school improvement models, participants will identify and assess opportunities and challenges to implementation in their school setting including the use of data, strategic planning, collaborative systems and related research.

Required Textbooks


Literary Circle (Participants will read one of the books listed below):


Student Learning Outcomes
Upon successful completion of the course a student will:

1. Identify and evaluate leadership traits essential to promoting continuous school improvement.
2. Describe leadership skills essential for the various role dimensions of continuous school improvement such as, conceptual skills, human relations and communication skills, and technical skills.

3. Create an implementation plan for a Professional Learning Community (PLC) using appropriate and effective needs assessment, research-based data, and group process skills to build consensus, communicate, and resolve conflicts in order to maximize student achievement

4. Develop an understanding of organizational structure, including the environment and relationships which influence continuous school improvement.

**Student Assessment**

1. **Synthesis of required readings** (30%)- Students will critically evaluate a variety of readings related to continuous school improvement and provide a written analysis and possible applications for instructional leaders. (L.O. #1, 2)

2. **Professional Learning Community Implementation Plan and Presentation** (30%) – Using research and data, students will create an implementation plan for Professional Learning Communities with the goal of maximizing student achievement. Consideration for group process and conflict resolution should be included. Students will present their plans to the class. (L.O. # 3)

3. **Organizational Profile** (20%) – To increase the conceptual understanding of the organizational environment and relationships students will complete an organization profile of a school district. Details of this assignment will be discussed in class. (L.O. # 4)

4. **Study Team Literary Presentation** (20%)– Students will form literary groups, read a recommend book and as a group present to the larger class the relevant themes pertinent to continuous school improvement. (L.O. #1, 2, 4)

**Evaluation**

The program is built on the premise that successful participants must demonstrate competencies at a mastery level according to rubrics aligned with all assessments.

Please Note: Attendance is essential for success throughout the entire semester. All assignments must be completed to receive a final grade.

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<tr>
<th>Assignment</th>
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<tr>
<td>Synthesis of required readings</td>
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<tr>
<td>PLC Implementation Plan and Presentation</td>
<td>30%</td>
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<tr>
<td>Organizational Profile</td>
<td>20%</td>
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<td>Study Team Literary Circle Presentation</td>
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<td><strong>Total</strong></td>
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**General Policy Statements**

**Statement on Academic Integrity** – The Carroll University Academic Integrity Policy is located in your student handbook. You should familiarize yourself with it. If a student violates this policy in any way, you may receive a sanction of failure on the assignment/exam or failure in the course. If you have any questions about appropriate citations, please ask.

**Accommodation for Disabilities** – Any requests for accommodation must be made through Martha Bledsoe (262.524.7335), Director of Services for Students with Disabilities at Carroll University. Appropriate accommodation will be made once notification from Ms. Bledsoe has been received.

**Modifications to the syllabus** - The instructor and the university reserve the right to modify, amend or change the syllabus (schedule, course requirements, grading policies, etc) as the curriculum and/or program require(s).