



*Department of Educational Leadership and Policy Studies  
Educational Administration, Curriculum and Supervision*

**EACS 5403 Inquiry for Performance Improvement  
Spring 2021  
Online January 25 – May 7**

Instructor Information:

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Program Area Mission:

The mission of the Educational Administration, Curriculum and Supervision (EACS) Program Area is to promote critical inquiry that addresses important issues relating to teaching, learning, and leadership in order that service and collaboration among colleagues and the professional communities may be enhanced.

Course Overview:

The use of evidence to manage effective and efficient performance of schools is an important responsibility of school administrators. School administrators need to draw on knowledge and competencies related to the inquiry process, measurement and assessment, and data collection, analysis, and interpretation to lead continuous improvement. Inquiry for Performance Improvement is designed to develop the capacity of school leaders to manage effective performance by applying competencies of organizational research and development to the design and implementation of a balanced approach to performance management.

Special Needs Students:

Any student requiring special accommodation in the class due to disability is advised to inform the instructor of his/her special needs. Every effort will be made to ensure that the proper accommodations are made to enhance the learning environment for every student. Please refer to the OU Disability Resource Center (<http://www.ou.edu/drc>) as needed.

Course Format:

The course is offered entirely online, through the Canvas LMS. **No face to face or Zoom meetings are scheduled** because the course includes to merged cohorts. Link to [www.canvas.ou.edu](http://www.canvas.ou.edu), and login to EACS 5403. The course content is available through the 'Modules' link on the menu to the left. If you have substantive (content) questions, please email the professor at [maiden@ou.edu](mailto:maiden@ou.edu). For technical questions about Canvas, please contact [canvas.ou.edu](http://canvas.ou.edu).

Course Objectives:

The course is intended to assist students in developing the following outcome competencies:

1. Students will explain how each of the main components of school improvement relate and increase student outcomes.
2. Students will apply research-based school improvement concepts to their school setting and design a school improvement plan.
3. Students will synthesize evidence from course text and outside research articles related to at least one major component of school improvement.
4. Students will use basic research methods tools.

Textbooks:

<http://ou.textbookx.com/institutional/index.php?action=browse#books/2633343/>

Bernhardt, V. (2016). *Data, data everywhere: Bringing all the data together for continuous school improvement*. Second ed., Eye on Education book. Required.

Bryk, A., Gomez, L., Grunow, A., & LeMahieu, P. (2015). *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Harvard Education Press. Required.

Schildkamp, K., Earl, L, and Lai, M.K. (2013). *Data-based decision making in education* (2013 ed., Vol. 17, Studies in educational leadership). Dordrecht: Springer. Available full text online through OU Libraries, direct link <https://link-springer-com.ezproxy.lib.ou.edu/book/10.1007%2F978-94-007-4816-3> Required.

Carroll, S.R., and Carroll, D.J. (2002). *Statistics Made Simple for School Leaders: Data-Driven Decision Making*. Lanham, MD: Scarecrow Education. Recommended.

Course Requirements:

Students should complete the weekly course readings and the review of course resources.

Students will complete a School Improvement Project, which consists of four separate submitted components. The Project may be either individual or group. Each component submission will receive anonymous peer feedback. A more complete description of the Project is included in the Canvas site.

Students will provide anonymous written peer feedback to other students' project component submissions.

Submission of Assignments:

All four project components should be submitted no later than the due date. Any late submissions must be approved by the instructor in advance (excepting emergencies). Unapproved late assignments will include a 10% score deduction for each business day past the due date. Early submissions are welcome.

Academic Honesty:

Please carefully review the University's Office of Academic Integrity website at <http://integrity.ou.edu/>, particularly the Student's Guide to Academic Integrity. All submitted assignments should be the student's original work. All projects submitted to the Assignments area will be reviewed by Turnitin software, a service that provides textual similarity review for the detection of plagiarism.

Course Calendar and Grading:

*Course Reading Schedule:*

Available in the course Canvas site.

*School Improvement Project Due Dates:*

Component 1: Overview and Demographics	February 15
Component 1 Peer Feedback	February 18
Component 2: Mission, Goals, and Current Issues	March 22
Component 2 Peer Feedback	March 25
Component 3: Supporting Literature Review	April 12
Component 3 Peer Feedback	April 15
Component 4: Plan Implementation/Evaluation	May 7
Component 4 Peer Feedback	May 10

Grading:

Each of the four components is 25 points, total 100 points for the course. The grading scale is:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69