



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

EDSI 6312 – The Study and Application of Improvement Science

Instructor: *Michael Odell, Ph.D.*
Office location: HPR: 263
Phone/Cell: 903-566-7132/208-301-0542
E-mail address: modell@uttyler.edu

Term: Spring 2021 (Online includes occasional scheduled Synchronous sessions TBD)

Course Description

This course employs an interdisciplinary approach to examine Improvement Science and how leaders, teachers, and researchers collaborate to solve educational problems of practice.

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...

- Understand the improvement science and its applications in the education setting.
- Investigate historical and current literature describing examples of improvement science in educational settings. .
- Become familiar and proficient in the use of Improvement Science tools.
- Develop a 90 Day Cycle Plan for their problem of practice research.
- Engage in group activities and discussions to explore multiple approaches to investigate the chosen phenomenon.
- Offer constructive feedback on colleagues' work and incorporate feedback into one's own work.

Required Textbooks

Bryk, A.S., Gomez, L.M., Grunow, A., & LeMahieu, P.G. (2015), Learning to Improve: How America's Schools Can get Better at Getting Better. Cambridge, MA: Harvard Education Press. ISBN-978-1-61250-791-0.

Bryk, A.S. (2020), Improvement in Action: Advancing Quality in America's Schools. Cambridge, MA: Harvard Education Press. ISBN-978-1-68253-499-1.

Hinnant-Crawford, B. N. (2020), Improvement Science in Education: A Primer. Gorham, ME: Myers Education Press. ISBN-978-1-9755-0355-0;.

Other Required Readings (to be distributed by instructor in Canvas)

Course Content

- Introduction to Improvement Science in Education
- Problem Identification
- Improvement Science Tools
- Interventions that Lead to Improvement
- Improvement Networks

Improvement Science Case Studies

- In-depth examples from schools and districts

Project Planning

- 90 Day Project Planning Approach

Course Evaluation

Assignment	% of grade	Description
Class Disussions	25%	Active participation includes posting responses on-time and attending scheduled synchronous sessions. Class and Small Group Discussions are only effective if everyone participates. I expect everyone to post multiple times during the week for discussions.
Case Studies	25%	Case Studies Reviews and Reflections
Improvement Science Tools	10%	Group Activities and PPT
90 Day Plan	40%	Students will submit a detailed 90 Day Plan based on the Carnegie Foundation Handbook
TOTAL	100%	

Grading Criteria

Performance standards			
Points	Percent	Grade	Standard
90-100	90	A	Superior
80-89	80	B	Meets Standard
70-79	70	C	Below Average
60-69	66	D	Unacceptable
00-59	60 or below	F	Unacceptable

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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/>

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COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.