EDAD 6906 - Data-Coaching and Decision Making

Fall 2026 Syllabus, Section A02, CRN 42072,

Credit hours: 3

Instructor

Christopher Rateno

Email: cjrateno@ysu.edu

Public Instructor Information

Instructor Title: Christopher J. Rateno Ed.D.
Instructor Professional Qualifications: Ed.D. Leadership, Youngstown State University - 2018
Instructor Office Location: Adjunct
Instructor Office Phone: 330-341-3251

Course Description

6906. Data-Coaching and Decision Making. The purpose of this course is to provide candidates with the knowledge and skills to understand and utilize data to identify school improvement needs and make informed decisions in making change. Specifically, the course will provide opportunity for candidates to learn the nature of multiple data sources to identify patterns, trends, and improvement needs, conduct descriptive analysis, monitor and correct progress, and assist in developing high quality assessments. Candidates will experience authentic data-driven decision making by accessing state, district, school, and a variety of other relevant data resources to conduct descriptive and inferential analysis of trends and needs. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required			

Required Text/Resources

Holcomb, E. L. (2017). *Getting MORE excited about USING data* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Recommended Text/Resources

Publication Manual of the American Psychological Association. 6th Edition.

Required Readings –

Bernhardt, V. L. *Measuring What We Do in Schools: How to Know If What We Are Doing Is Making a Difference,*Chapters 1, 2, & 4 ASCD, 2017, pp. 1-25; 52-65. Gale. LINK

Bernhardt, V. L., (1998, March). Multiple Measures. *California Association for Supervision and Curriculum Development* (CASCD).

Couros, G. (2015). *The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity,* pp 81-92. Dave Burgess.

Summey, Dustin C. (2013) *Developing Digital Literacies*: *A Framework for Professional Learning*, 2013, pp. 1-21 Corwin.

Crompton, H., Burke, D., Jordan, K., & Wilson, S. W. G.. Learning with technology during emergencies: A systematic review of K-12 education. *British Journal of Educational Technology*. 2021; 52: 1554– 1575.

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Schedule of Topics and Assignments

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/24	# Syllabus # Course Direction and Requirement # Bernhardt Articles Chapter 1 (Holcomb	Getting started with data (why data, & what data) Overview to data types available	Posting 1. Data Usage: Where, What, and How
8/31	Chapters 2-4) (by Holcomb)	Week 2: High Quality Student Data (Achievement Data) Overview of available data sources and identifying needs. Data types and data interactions # OST # MAP/STAR local data Basic data analysis techniques # Frequency # Mean # Percentile # Standard deviation Data Conversations	Posting 2. Common data sources. Final Project Parts 1 & 2 (3 Types of Available Data and critique)
9/7	Chapters 5-7 (by Holcomb)	: HQSD: Growth Data Data types and data interactions # EVAAS Value Added # EVAAS Diagnostic	Posting 3. Solution on a real dataset by identifying data types, needs assessment questions and possible data interactions Data Manipulation Spreadsheet Assignment
9/14	Chapters 8-10 (by Holcomb)	Week 4: Other data sources and using data effectively for continuous school improvement Data types and data interactions # Survey # Attendance # Discipline 5 Step Process/Evidence Based Interventions	Posting 4. Collaborative solution on a dataset by creating data analysis for a practical decision making agenda Final Project Part 3 (Logic Model)
9/21	Couros Ch. 5 Summey Ch. 1 Crompton Et el.	Week 5: Using data and technology effectively for continuous school improvement # Needs of 4 levels of stakeholders # Effective application of technology for continuous improvement	ISTE Assignment needs to be posted to both blackboard and SLL.
9/28	Chapters 11-12 (by Holcomb)	Week 6: Develop action plan guided by data and monitor for fidelity and effectiveness # Connect data results with needs # Connect data results with actions # Connect action with time # Connect action with vision and stakeholders # Connect data results with educators for accountability	School Improvement Action Plan Part 4 & 5 (formative) due Peer critique for final project
10/5		Week 7: Using data for Organizational Learning and Continuous Improvement of Educational Practice	Final Project Field Experience Log Screen Shot Comprehensive Exams: OTLES #2, OTLES #4:

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.