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## Developing Decision Making Using Online Contextualized Case Studies

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# Developing Decision Making Using Online Contextualized Case Studies

*Samuel James Smith, Ed.D.*

NCPEA Conference

San Diego, 2008

*Text is limited in the slides of this presentation. However, if the file is saved and opened in the “normal” view, the speaker’s notes are revealed in the textboxes below the slides.*



# *Educating School Leaders* (Levine, 2005)

# NEEDED

- Relevant curriculum
- Meaningful theory to practice experiences



# Grant Project Leaders

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Sara Dexter  
Pam Tucker



# FIPSE Grant

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# etips

- **FIPSE**
  - Funds for the Improvement of Post-Secondary Education (US-DOE)
- **ETIPS**
  - Educational Theory into Practice Software





# ETIPS Status

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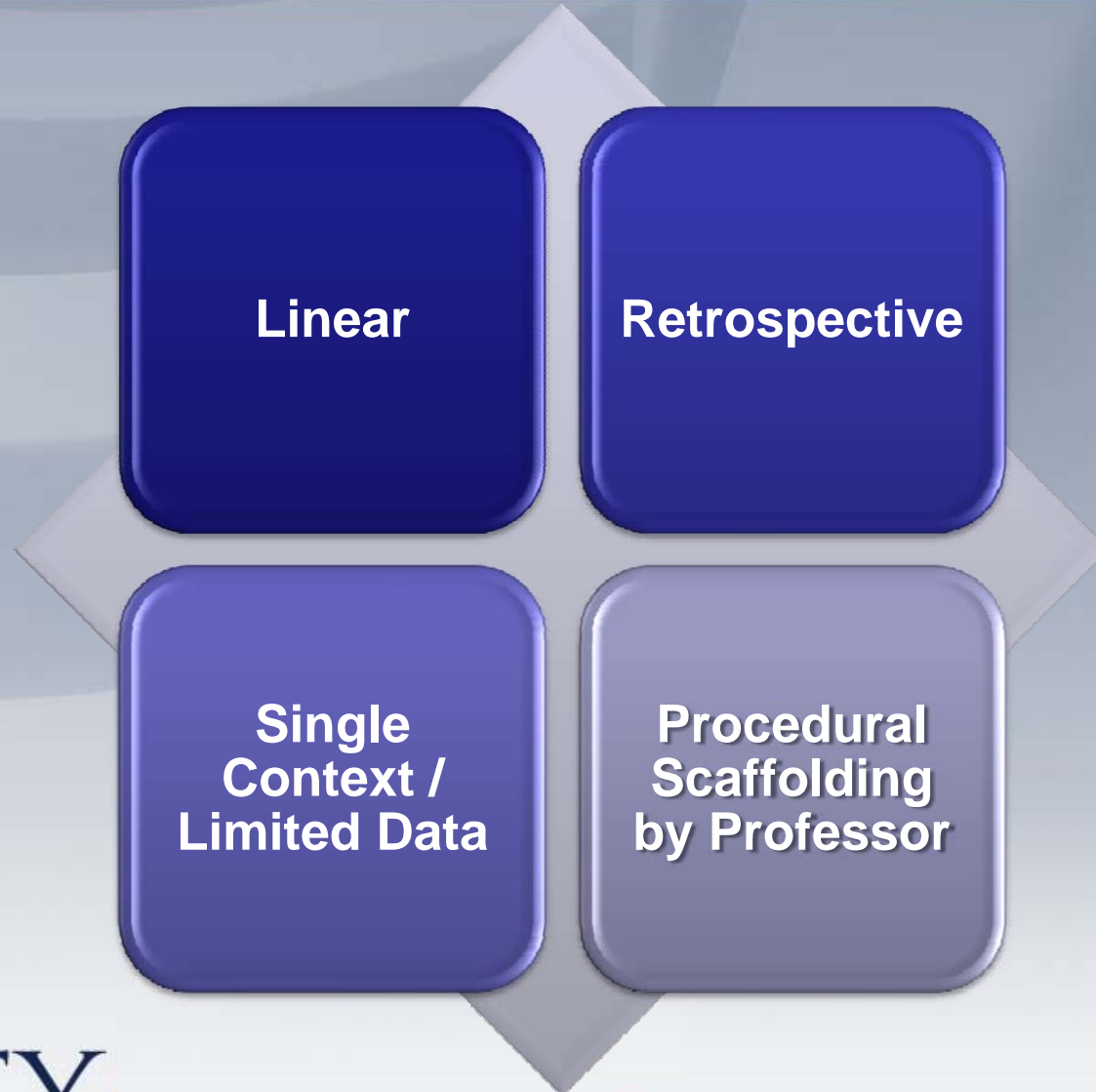
# etips

ETIPS is presently in beta version and is being implemented by a testbed of Virginia university professors.

It should be available to other universities by **Fall 2009.**



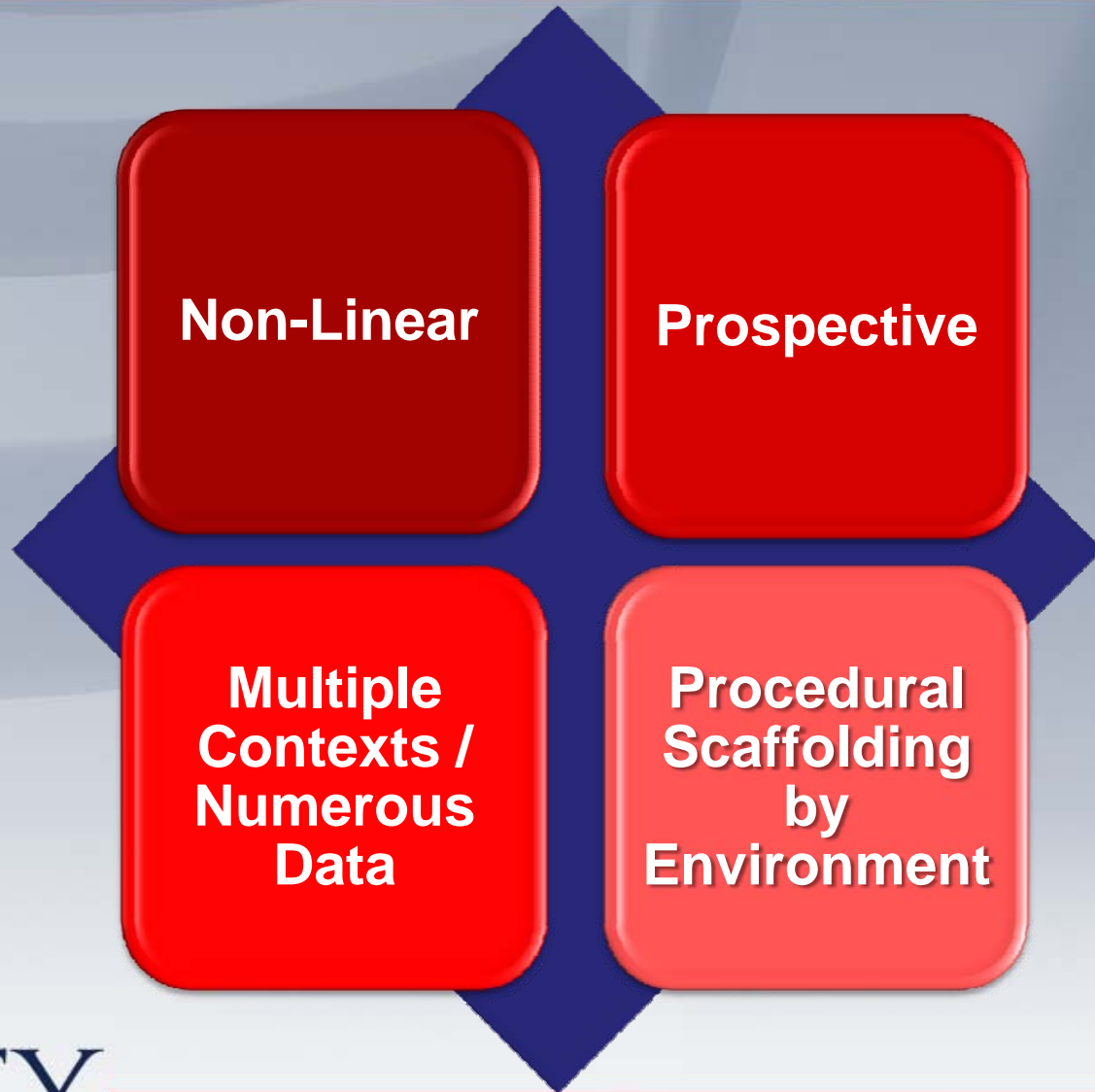
# Traditional Text-Based Cases





# ETIPS Cases

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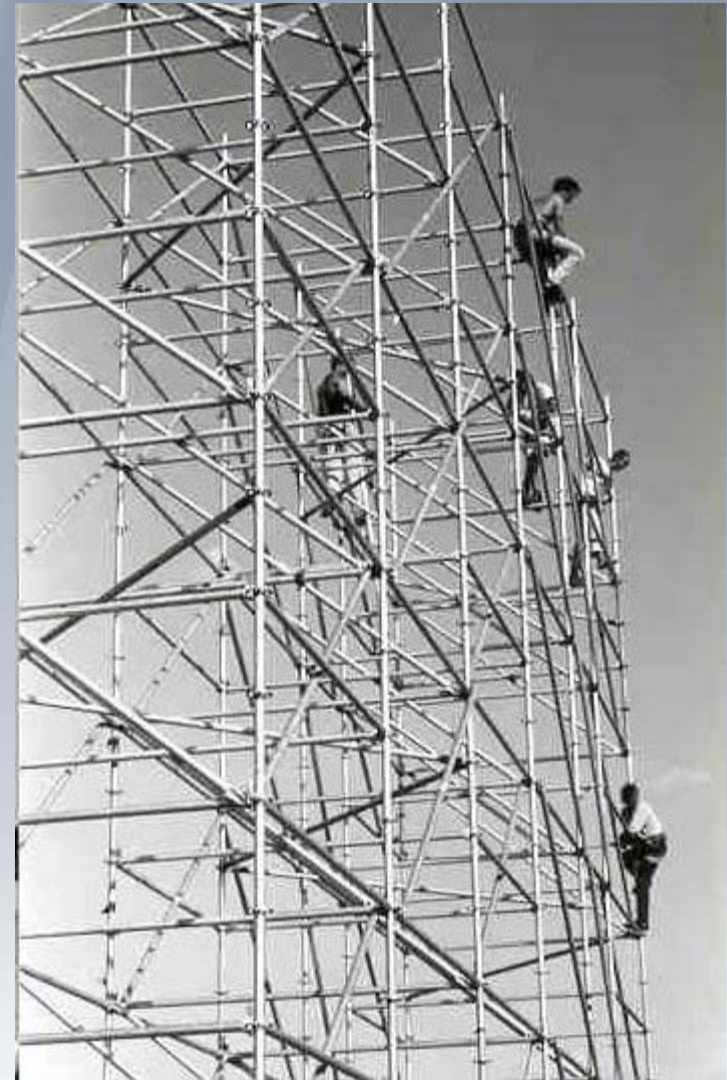
# Scaffolding

## Decision-Making Scaffold

- Issue
- Criteria
- Alternatives
- Decision

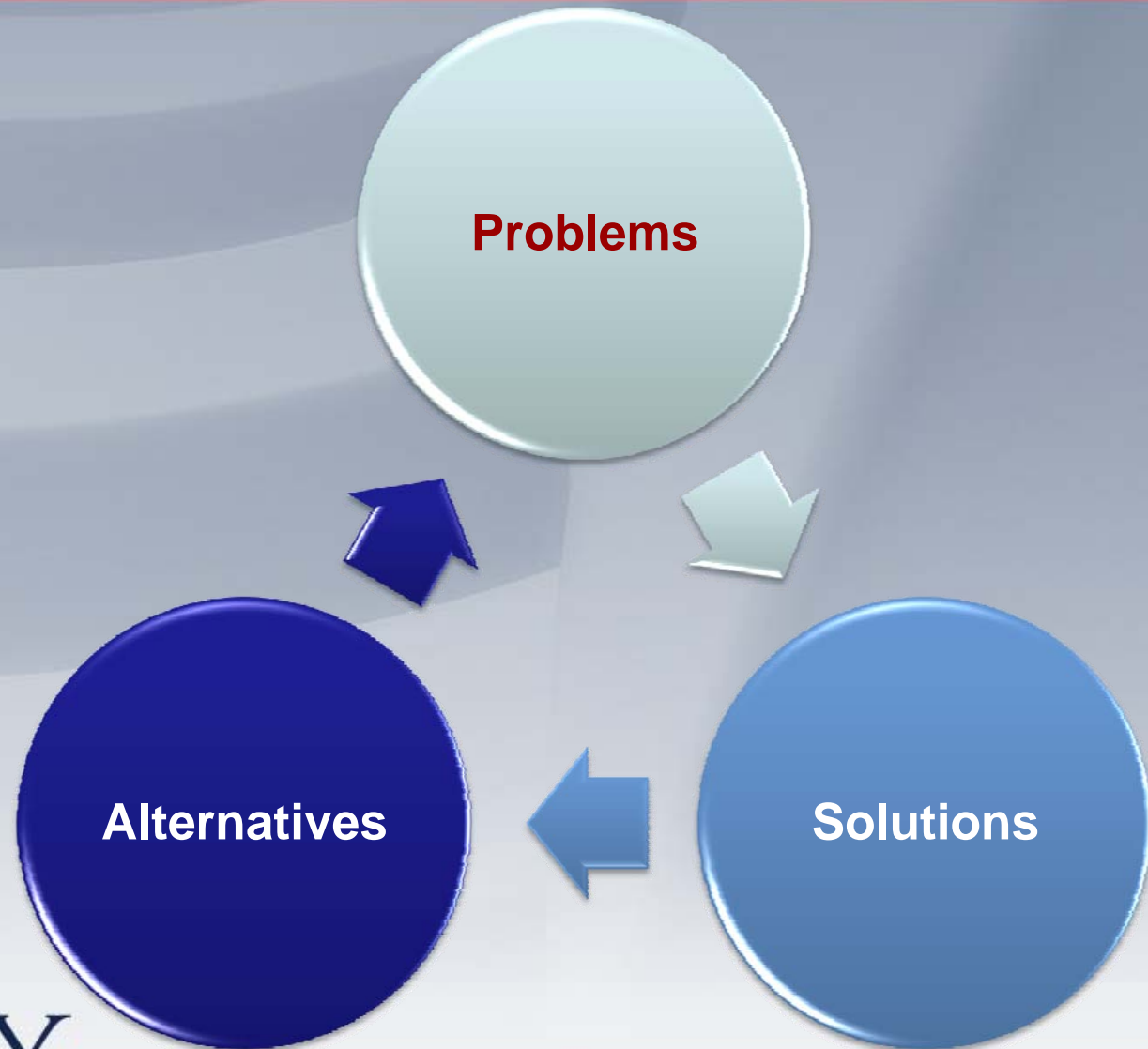
## Data Exploration Scaffold

- Public website data
- Internal intranet



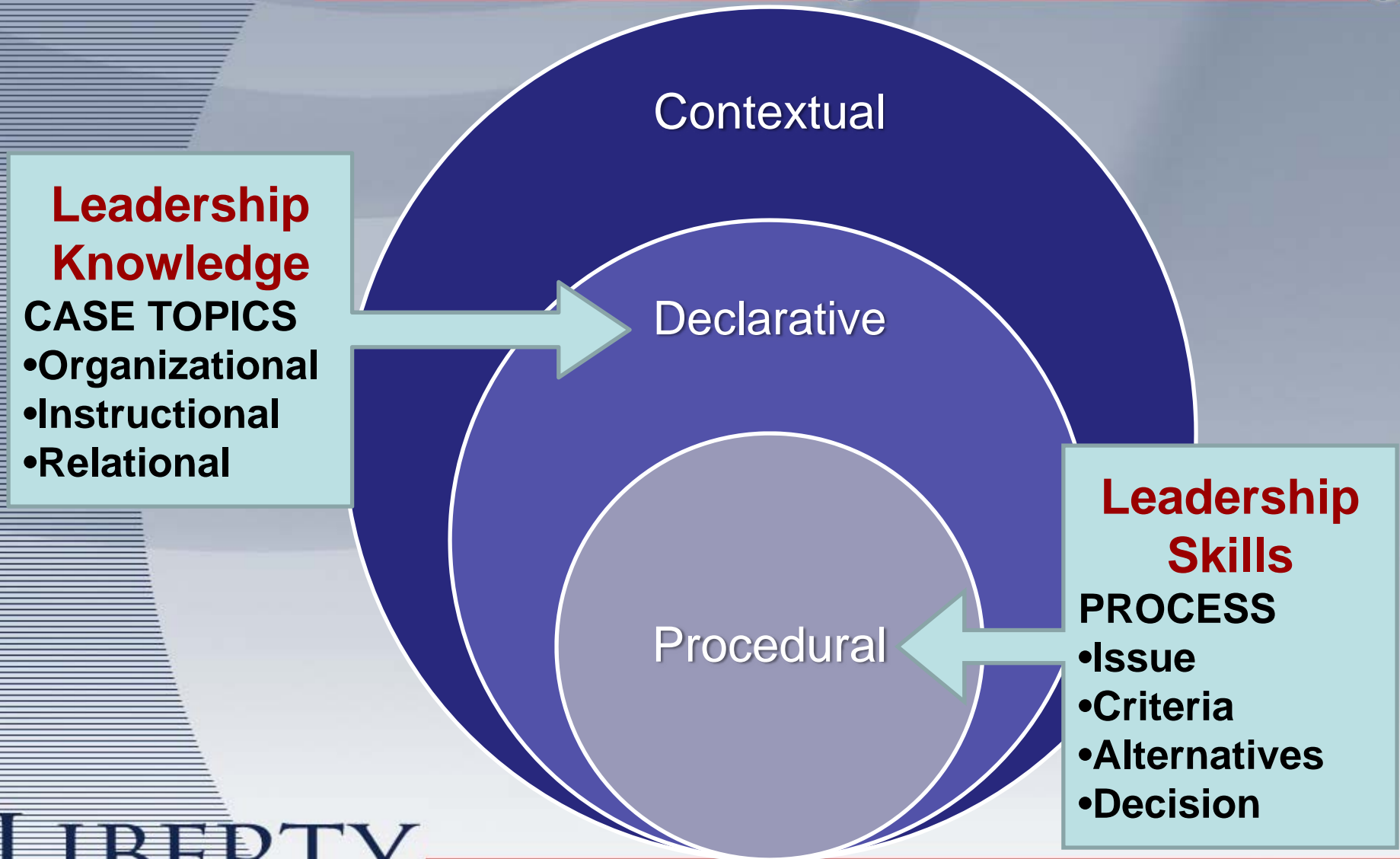
# Iterative Practice

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# Case-Based Knowledge & Reasoning





# 10 Possible Scenarios

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## Instructional Leadership

- Student Sub-Group Achievement
- Instructional Innovation
- Positive School Culture
- Professional Development Planning

## Organizational Leadership

- School Excellence & Future Direction
- Resources & Mission Alignment
- Self-Study for School Improvement
- HR Staffing & Development

## Relational Leadership

- Cultural Sensitivity & Responsiveness
- School & Family Engagement





# ISLLC Integration into Case Topics

- **Instructional Leadership**
  - #2: Culture of Teaching & Learning
- **Organizational Leadership**
  - #1: Vision of Learning
  - #3: Management of Learning
- **Relational Leadership**
  - #4: Relationships with Community





# 9 Possible Contexts for Each Problem

**90  
Possible  
Scenarios**

## Elementary Schools

**Low  
Performance**

*Rural*

**Average  
Performance**

*Suburban*

**High  
Performance**

*Urban*

## Middle Schools

**Average  
Performance**

*Rural*

**High  
Performance**

*Suburban*

**Low  
Performance**

*Urban*

## High Schools

**High  
Performance**

*Rural*

**Low  
Performance**

*Suburban*

**Average  
Performance**

*Urban*



# Procedural Steps

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1. Identify the **ISSUE**
2. Identify guiding principles as **CRITERIA**
3. Identify **ALTERNATIVES**
  - Opportunities
  - Constraints
4. Select the best alternative **DECISION** for the context



# Data Sources for Problem Solving

- **School Website**
  - Public information
  - “Behind-the-scenes” commentary
- **In-House Intranet**
  - “Confidential” student & staff data
    - e.g., discipline records, faculty supervision...
  - Policies
  - Budget

# ETIPS Demonstration

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- <http://leadership.etips.info/>

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# How the Professor Sets up the Assignment on ETIPS





# Register / Login

» [LOGIN](#) | [CONTACT US](#)

**etips** Educational Theory into Practice Software



Make critical thinking visible.

» **About ETIPS**

» **Why ETIPS**

- » Adaptable
- » Easy to use
- » Reality-based
- » Assessment-based
- » Research-based
- » Compare ETIPS

## Try ETIPS

Email address:

Password:

**LOGIN**

First time users register below:

[NEW FACULTY »](#) [NEW STUDENT »](#)

## Educational Theory into Practice »

» ETIPS cases present interactive, multimedia, digital learning resources that develop decision-making skills for teachers and school leaders.

» ETIPS cases offer students multiple and varied opportunities to apply educational theory to real-world instructional issues.

» ETIPS cases offer innovative embedded assessment tools that make students' critical thinking visible with automated graphical feedback.

» ETIPS cases can be readily integrated into a variety of education courses for both teachers

## Case Topics »



ETIPS cases provide opportunities for students to practice applying principles of effective teaching and leadership to varied, real-world issues.

- » Organizational leadership
- » Instructional leadership
- » Relational leadership
- » Technology leadership



# Select Topic

» MY ACCOUNT | CONTACT US | LOGOUT

**etips** Educational Theory into Practice Software

CASES

ASSIGNMENTS

USING ETIPS

TROUBLESHOOTING

1. **Select a topic...**

2. Select a subtopic

3. Select a setting

4. Review your selections

5. Create an assignment

## Case Topics

### Instructional Leadership

Select this topic »

### Organizational Leadership

Select this topic »

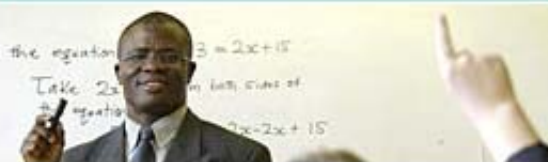
### Relational Leadership

Select this topic »



Instructional leadership focuses upon the culture of teaching and learning for students and teachers.

[Read more](#) »



Organizational leadership is concerned with setting the vision for and managing learning.

[Read more](#) »



Relational leadership attends to collaborations among the school, families, and the community.

[Read more](#) »

# Select Subtopic

1. Select a topic
2. **Select a subtopic**
3. Select a setting
4. Review your selections

## Organizational Leadership case subtopics

### School Excellence & Future Direction



Collaborate with stakeholders to set school direction for excellence.

[Read more](#) »

Select this subtopic »

### Resources & Mission Alignment



Align the human, financial, and time resources with the school mission.

[Read more](#) »

Select this subtopic »

### Self-study for School Improvement



Examine the school to identify areas for improving teaching and learning.

[Read more](#) »

Select this subtopic »

### HR Staffing & Development



Shape the school faculty to meet evolving needs of students.

[Read more](#) »

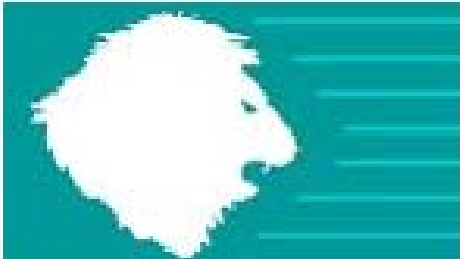
Select this subtopic »



# Select Context

## Elementary School Cases

### Roosevelt



Rural, Grade 2,  
includes the  
content area of  
language arts.

This is a  
*low-performing*  
school, with many  
problems.

[Read more](#) >>

Select this setting



### Seneca



Suburban, Grade  
5, includes the  
content area of  
Science at Grade 5.

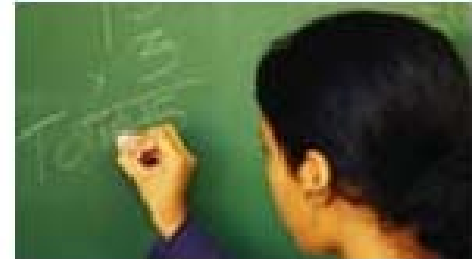
This is a  
*mid-performing*  
school, with a few  
problem areas.

[Read more](#) >>

Select this setting



### H. Usher



Urban, Grade 2,  
includes the  
content area of  
language arts.

This is a  
*high-performing*  
school, with very  
few problem areas.

[Read more](#) >>

Select this setting



# Create the Assignment for Students

CASES

ASSIGNMENTS

USING ETIPS

TROUBLESHOOTING

1. Select a topic...

2. Select a subtopic...

3. Select a setting...

4. Review your selections...

5. Create an assignment

Next step: [Select more cases](#) or [Create an assignment with these cases](#)

## Your selected cases

1.
  - ◊ Topic: [Organizational Leadership](#)
  - ◊ Subtopic: [School Excellence & Future Direction](#)
  - ◊ Setting: [Seneca Elementary School](#)
  - ◊ [Remove this selection](#)





# Provide Assignment Details

## 5. Create an assignment

### Create Assignment

**Assignment Name:**

The name should identify this assignment for you and your students (e.g. your course name, your name, etc.)

**Start Date:**

MM/DD/YY

**Due Date:**

MM/DD/YY

**Note:** these dates appear only as information for your students, they do not control when assignments appear or are closed to students.

**Assignment Code:**

The assignment code must be a unique identifier for the assignment, and should be short and easy to remember. In order for students to access this assignment, you must give them this assignment code to enter after login. They must enter it exactly; it is not case sensitive, but spaces count, as does punctuation.

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# How the Student Progresses through the Decision-Making Process



# Introduction



Educational Theory into Practice Software **STUDENT VIEW**

[« MY CASES](#) | [MY ACCOUNT](#) | [HELP](#) | [LOGOUT](#)

**CURRENT CASE:** SCHOOL EXCELLENCE & FUTURE DIRECTION - SENECA

**PURPOSE:** COLLABORATE WITH STAKEHOLDERS TO SET SCHOOL DIRECTION FOR EXCELLENCE

INTRODUCTION

STEP 1. ISSUE

STEP 2. CRITERIA

STEP 3. ALTERNATIVES

STEP 4. DECISION

## Assignment Introduction:

This ETIPS assignment your instructor has created for you is a case centered on a key ideas about organizational leadership that you are to practice applying while making a professional decision. In this case you are presented with a specific school setting, or context, where you assume the role of an educator and then use the key ideas to guide you in responding to the decision-making challenge presented in the case. As you complete this case, keep in mind these aspects of organizational leadership:

- developing and supporting a vision for teaching and learning;
- communicating the vision; and
- coordinating the effective management of resources such as time, people, and materials to ensure teaching and learning.

**Q:** Before you begin, consider why is leadership on this topic important? What kinds of decisions would such leadership involve? Can you give an example of when you encountered a need for this type of leadership?

## Case Scenario

Imagine that you are a member of the leadership team at Seneca Elementary School, in a suburban location. A new principal has just been hired who connected well with individuals in both the central office staff and the local community during the interviews. Many people viewed the school as simply drifting along and expressed a desire for her to take the school to the next level. During the first administrative team meeting, the new principal has asked for opinions from team members on future directions that would be shared and supported by the community. Your task is to identify the primary issue(s) that need to be addressed and the action steps to take in order to develop areas of excellence within the school.



# Explore the School's Website


SCHOOL

INTRANET

VIEW ALL NOTES

Your page notes

SENECA  
ELEMENTARY SCHOOL



About Seneca

Students

Staff

Curriculum and Assessment

Technology Infrastructure

School Community Connections


Professional Development


Standards

Instructional Sequence

Computer Curriculum


Classroom Pedagogy and Assessment

 Talk

 Clipping

Classroom Pedagogy & Assessment

At Seneca Elementary we strive to bring out the best in each child and to build a collaborative partnership between our teachers, students, and parents. We hope the links to the webpages of teachers below will help you understand more about the teaching and learning philosophies of Seneca teachers and the wonderful things our students are learning!



# Explore the School's Intranet

SCHOOL

INTRANET

VIEW ALL NOTES

Your page  
notes

**SENECA**  
ELEMENTARY SCHOOL

SCHOOL INTRANET

Student Data

Staff Data

Policies

Financial Records

Welcome to the Seneca Elementary School Intranet.



# Step 1: Identify Issues

*Which one is at the heart of the matter?*



## Decision Making Step 1: Identify the issue that needs to be addressed

In identifying the issue that needs to be addressed, effective decision makers carry out the following steps to ensure that they are getting at the heart of the issue.

- Consider many possible explanations of what is going on, including inherent assumptions within each
- Deduce fundamental underlying nature of problem
- Seek an appropriate amount and nature of data in order to make decision
- Identify the desired goals that define the scope and scale of necessary decision
- Deduce additional data needed
- Identify the team of people who should become involved

**Q 1:** Consider what is going on at the school. Generate 3-5 explanations that you think could account for this. Check the one that you believe is at the heart of the issue.

[illegible]

# Identify Necessary Data Sources

## *Of the 44 sources, which 8 most closely relate to the heart of the issue?*

**Q 2:** Identify eight key data sources that led you to conclude what the heart of the issue is.

### School Site

About the School	Students	Staff	Curriculum and Assessment	Technology Infrastructure	School Community Connections	Professional Development
<input type="checkbox"/> Mission Statement	<input type="checkbox"/> Demographics	<input checked="" type="checkbox"/> Demographics	<input checked="" type="checkbox"/> Standards	<input type="checkbox"/> School Wide Facilities	<input type="checkbox"/> Family Involvement	<input type="checkbox"/> PD Plan
<input type="checkbox"/> School Improvement Plan	<input type="checkbox"/> Performance	<input checked="" type="checkbox"/> Mentoring	<input checked="" type="checkbox"/> Instructional Sequence	<input type="checkbox"/> Classroom Based Facilities	<input type="checkbox"/> Business Involvement	<input type="checkbox"/> Resources
<input type="checkbox"/> Facilities	<input type="checkbox"/> Schedule	<input checked="" type="checkbox"/> Leadership	<input checked="" type="checkbox"/> Computer Curriculum	<input type="checkbox"/> Community Facilities	<input type="checkbox"/> Higher Education Involvement	<input type="checkbox"/> Leadership
	<input type="checkbox"/> Student Leadership	<input checked="" type="checkbox"/> Faculty Schedule	<input checked="" type="checkbox"/> Classroom Pedagogy and Assessment	<input type="checkbox"/> Technology Support Staff	<input type="checkbox"/> Community Resources	<input type="checkbox"/> Learning Community

# Step 2: Identify Criteria

## What guiding principles, dispositions, etc., need to be considered?

INTRODUCTION

STEP 1. ISSUE

STEP 2. CRITERIA

STEP 3. ALTERNATIVES

STEP 4. DECISION

Decision Making Step 2: Identify the guiding principles you will apply as criteria to the decision making process

Three main knowledge bases can be considered when determining the principles that will serve as the criteria for planned actions. A good decision maker will do the following:

- ◆ Identify appropriate guiding professional (declarative) knowledge
- ◆ Identify appropriate guidance to be derived from school goals and mission
- ◆ Identify dispositions that influence thinking

**Q 1:** How will the school goals and mission serve you as criteria for your decision?

**Q 2:** What principles of professional (declarative) knowledge will serve as your criteria for making a decision? Indicate your top three:

# Step 3: Identify 3 Alternatives

*What opportunities & constraints exist for each alternative?*

INTRODUCTION

STEP 1. ISSUE

STEP 2. CRITERIA

STEP 3. ALTERNATIVES

STEP 4. DECISION

1. Describe an alternative

Your Answer:

Check which criteria are aligned with this alternative.

**ENABLERS:** What school characteristics make the implementation of this alternative **MORE** feasible?

**CONSTRAINTS:** What school characteristics make the implementation of this alternative **LESS** feasible?

# Step 4: Decide and Plan

*Which alternative is best? Set direction.  
Develop people & organization.*

INTRODUCTION

STEP 1. ISSUE

STEP 2. CRITERIA

STEP 3. ALTERNATIVES

STEP 4. DECISION

**Q 1:** Click the radio button of the correspondingly numbered choice below to indicate which of the two alternatives you listed in Step 3 you are selecting as your plan of action to take.

- ☒ Alternative 1
- ☐ Alternative 2
- ☐ Alternative 3

**Q 2:** Setting Direction: How will you articulate the direction you have set in order to create shared meanings, and your performance expectations for moving in this direction? What data will you collect/monitor in order to help your leadership team track the school's progress and performance for this direction?

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**Q 3:** Developing People: How will you develop people's capacity to move in this direction? What support and opportunities to learn are needed?

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**Q 4:** Developing the Organization: What will make the organization work to help you achieve movement in this direction? What are the entire range of conditions and incentives necessary in the school in order to fully support rather than inhibit stakeholders moving in the direction you've set?



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Handout and PowerPoint available  
at [http://works.bepress.com/samuel\\_smith/](http://works.bepress.com/samuel_smith/)