



**EDAD 618**  
**Culture of Teaching and Learning: Leading for Assessment and Accountability**  
**CRN #45822**  
**Mondays**  
**4:30 - 8:30 PM**  
**San Marcos Elementary School, Room 203**  
**Fall 2013**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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| Hours:     | By Appointment           |

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**School of Education Mission & Vision Statement**  
*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
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**Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
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## COURSE DESCRIPTION

Candidates learn how to identify, generate, and use data to make decisions about pedagogy and adjustment of instructional policies and procedures. The effective use of assessment data from the classroom, as well as from system-wide sources, in establishing and using accountability systems is addressed. *May not be taken for credit by students who have received credit for EDAD 636. Enrollment restricted to students who have obtained consent of Program Coordinator.*

VAN VOOREN: This course provides an opportunity for the Educational Administration candidate to learn how to identify, generate, and use data to make decisions about pedagogy and adjustment of instructional policies and procedures. The effective use of assessment data from the classroom, as well as from system-wide sources, in establishing and using accountability systems is addressed.

### **Course Prerequisite:**

Admission into the university and Ed Admin program, successful completion of semesters one and two of the four semester program, and approval of the program coordinator.

### **Course Objectives:**

1. Investigate and report on assessment, data collection, and data analysis and its alignment with and promotes the mission and vision of the candidates' school.
2. Demonstrate knowledge of the changing political, fiscal, and student needs in the Era of Accountability, including Common Core assessment and reporting.
3. Demonstrate written and oral communication to express data outcomes, especially that of disenfranchised groups, to the various stakeholders.
4. Develop and present a plan of school improvement for a documented achievement gap based on researched data in a school case study.
5. Deliver professional development by training cohort peers on the wide variety of testing instruments used in the schools such as the California English Language Development Test (CELDT), psychological tests, and tests of basic skills.

## Required Texts

Goldring, E. and Berends, M. (2009) *Leading with data: Pathways to improve your school*. Thousand Oaks, CA: Corwin Press.

Select one of the following two titles and join a reading collaborative:

Ravitch, D. (2010) *The death and life of the great American school system*. New York, NY: Basic Books.

Zhao, Y. (2009). *Catching up or leading the way: American education in the age of globalization*. Alexandria, VA: ASCD.

## Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive a credential with authorization to teach English learners. *(Approved by CCTC in SB 2042 Program Standards, August 02)*

CTEL candidates will need to upload their graded CTET signature assignment (with a passing grade or rubric indicating passing grade for assignment) to their CTET electronic portfolio upon completion of this course. The CTET Program Coordinator will then review the candidate's CTET standards in their electronic portfolio in order to fulfill their certification requirements for the California State Department of Education. For further clarification, please contact Ana Hernandez, CTET Program Coordinator, at [ahernand@csusm.edu](mailto:ahernand@csusm.edu)

## STUDENT LEARNING OUTCOMES

### *Preliminary Administrative Services Tier I Credential Program:*

The course objectives, assignments, and assessments have been aligned with the CTC Program Standards for The Preliminary Administrative Services Credential called the “standards of quality and effectiveness for administrative services credentials” that can be retrieved from <http://www.ctc.ca.gov/educator-prep/standards/svc-admin-handbook.pdf>.

This course is designed to help candidates seeking a California administrative credential to develop the skills, knowledge, and attitudes necessary to assist schools and district in implementing effective programs for all students. The candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. In addition, the candidate will be required to formally address the requirements of the following standards.

### Category III (Demonstration of Effective Leadership)

|   |    |
|---|----|
| Standard 10 Vision of Learning  | 35 |
| Standard 11 Student Learning and Professional Growth                      | 36 |
| Standard 12 Organizational Management for Student Learning                | 37 |
| Standard 13 Working with Diverse Families and Communities                 | 38 |
| Standard 14 Personal Ethics and Leadership Capacity                       | 39 |
| Standard 15 Political, Social, Economic, Legal and Cultural Understanding | 40 |

### California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: <http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html>

### Assessment of Professional Dispositions

Assessing a candidate’s dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance – *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate’s Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

### School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, a student must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

### **Students with Disabilities Requiring Reasonable Accommodations**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

### **All University Writing Requirement**

This course meets the university's writing requirement of at least 2500 words. Students are expected to use academic writing style consistent with graduate level courses. Written assignments will include out of class assignments as well as in class assignments.

### **CSUSM Academic Honesty Policy**

"Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole."

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

#### **Plagiarism:**

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

#### **Use of Technology:**

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

#### **Electronic Communication Protocol:**

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

## Course Requirements

The following factors will be considered in determining a final grade:

| Assignment   | Due date                       | Grade points |
|--|--------------------------------|--------------|
| <b>Participation and engagement:</b><br>Students will complete a brief KWL chart each week to pose an inquiry with a small team in class discussions based on assigned readings.   | On-going                       | 15           |
| <b>Current events:</b><br>Three times during the semester, students will contribute to an online threaded discussion on current events related to K-12 assessments and evaluation at the local, national, or international level. Respond to two other postings.   | Sept. 16<br>Oct. 21<br>Nov. 25 | 15           |
| <b>Sharing expertise:</b><br>Students will select a current assessment strategy, instrument, or technology tool for informing teachers and leaders about student abilities and bring examples to share with the class.   | On-going                       | 15           |
| <b>Annotated bibliography:</b><br>Students will research and write an annotated bibliography (between 5 and 7 entries) from peer reviewed sources of “best practices” for student academic improvement/success from the perspective of the leader. Each annotation should be between 50 and 100 words. Two of the sources can be non-peer reviewed. Students will use APA format for the citations and include an introductory and a summary paragraph in the paper. This will be posted on Moodle to share with classmates as a resource for future papers. | September 23                   | 10           |
| Write a <b>case study or ethnography</b> that includes:<br><b>Part one:</b> Collect and summarize assessment data from one demographic student group at your school site or district that is lower than the school average. Indicate how this group is served and if there are support programs in place.<br><b>Part two:</b> Compare school or district data you collected with the “best practices” research from your (or your colleague’s) annotated bibliography.   | October 14<br><br>November 4   | 10<br><br>10 |
| <b>Develop a culturally proficient action plan</b><br>Write a culturally proficient action plan from the Single Plan for Student Achievement format that addresses the gaps revealed in your research of your demographic group. Focus on improving student achievement through instructional strategies that meet the needs of all learners. If your school is a model of student achievement with no gap in achievement scores, write how your current data and support systems exemplify good instruction.  | November 25                    | 10           |
| <b>Power Point or other type presentation:</b><br>Prepare and present a 5 minute summary of your Action Plan as you would for a Board meeting. Bring handouts to share with classmates.  | December 2                     | 15           |
| <b>Total</b>   |                                | <b>100</b>   |

Note: All assignments must be submitted electronically on Cougar Courses on or before due dates and times.

## Grading Standards

Final course grades will be based on the following grading scale:

A = 93% - 100%

A- = 90% - 92%

B+ = 87% - 89%

B = 83% - 86%

B- = 80% - 82%

C+ = 77% - 79%

C = 73% - 76%

C- = 70% - 72%

D = 60% - 69%

F = below 60

### **Grading Policy**

Assignments are given based on expectations of “mastery” of the content and academic format for the assignments. Based on the instructor’s early grading feedback, students may make improvements on assignments and may resubmit an assignment for additional grade consideration before the deadline date. Late assignments will lose one point for each day they are late.

### Schedule/Course Outline

| Session/Date   | Activities/Assignments   | Resources/materials for discussion in that week's class  | IB Leadership pilot assignment replacement |
|--|--|--|--|
| <b>Session 1</b><br><b>August 26</b>                         | <ul style="list-style-type: none"> <li>• Activities to develop a cohort leadership vision</li> <li>• EDAD 626A field study expectations</li> <li>• Review of Program Standards (CAPEs)</li> <li>• Preview Annotated Bibliography (Due September 16)</li> </ul> | Course Syllabus  |  |
| <b>Session 2</b><br><b>September 2</b>                       | <b>(no class)</b><br><b>Labor Day</b>  |  |  |
| <b>Session 3</b><br><b>September 9</b>                       | <ul style="list-style-type: none"> <li>• School data for improvement</li> <li>• English learners and LTELS assessment lecturette</li> </ul>  | Discuss: Leading with data, Chapters 1, 2  |  |
| <b>Session 4</b><br><b>September 16</b>                      | <b>Cougar Course Blog</b> <ul style="list-style-type: none"> <li>• Linking data to goals and planning</li> <li>• Special Ed students and assessment lecturette</li> </ul>  | Discuss: Leading with data, Chapter 3, 4   |  |
| <b>Session 5</b><br><b>September 23</b>                      | <ul style="list-style-type: none"> <li>• Formative assessments</li> <li>• CAHSEE/AP/IB lecturette</li> <li>• Preview Case Study: Part One</li> </ul>   | Discuss: Leading with data, Chapter 5<br>Due: Annotated Bibliography, online current events posting and response to classmates |  |
| <b>Session 6</b><br><b>September 30</b>                      | <ul style="list-style-type: none"> <li>• Multiple measures</li> <li>• Alternative assessments/IB</li> <li>• STAR assessment lecturette</li> <li>• Lab time to find and chart data</li> </ul>   | Discuss: Leading with data, Chapter 6<br><br>STAR reports data   |  |
| <b>Session 7</b><br><b>October 7</b>                         | <ul style="list-style-type: none"> <li>• Involving the community in data based decision making</li> <li>• Preview Case Study: Part Two</li> </ul>  | Discuss: Leading with data, Chapter 7<br>Mid semester class evaluation   |  |
| <b>Session 8</b><br><b>October 14</b>                        | <ul style="list-style-type: none"> <li>• Analyzing data</li> <li>• Grading to standards</li> <li>• GATE / GATE EL and assessment</li> </ul>  | Discuss: Leading with data, Leading with Data, Chapter 8, 9, 10<br><br>Due: Case Study: Part One. Submit on Moodle             |  |
| <b>Session 9</b><br><b>October 21</b><br><b>Class online</b> | <b>Cougar Course Blog</b> <ul style="list-style-type: none"> <li>• Special Education cum file investigation</li> <li>• Current events in assessment and accountability</li> </ul>  | Blog sharing online  |  |
| <b>Session 10</b><br><b>Oct 28</b>                           | <ul style="list-style-type: none"> <li>• How the standards movement turned into the testing movement</li> <li>• Preview Action Plan and final presentation (Due Nov. 28, Dec. 5)</li> </ul>  | Read: Ravitch, Chapters 1 and 2  | Discuss: Zhao, Chapters 1 and 2            |

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| <b>Session 11</b><br><b>November 4</b>   | <ul style="list-style-type: none"> <li>• Measure or punish</li> <li>• The American and Chinese school systems</li> </ul>                         | Discuss: Ravitch, Chapter 6<br><br>Due: Case Study Part Two, submit on Moodle                        | Discuss: Zhao, Chapters 3 and 4<br>Due: Case Study Part Two, submit on Moodle |
| <b>Session 12</b><br><b>November 11</b><br><b>No Class</b><br><b>Veteran's Day</b>         | <ul style="list-style-type: none"> <li>•</li> </ul>  |  |   |
| <b>Session 13</b><br><b>November 18</b>  | <ul style="list-style-type: none"> <li>• The challenges of globalization</li> <li>• The problem with accountability</li> </ul>                   | Discuss: Chapter 8, 9  | Discuss: Zhao, Chapters 5 and 6   |
| <b>Session 14</b><br><b>November 25</b><br><b>Class Online</b><br><b>Thanksgiving week</b> | <b>Cougar Course Blog</b> <ul style="list-style-type: none"> <li>• Current events</li> </ul>   | Current events sharing online<br>Read: Ravitch, Chapter 11<br><br>Due: Written Action Plan on Moodle | Read: Zhao, Chapters 8 and 9<br><br>Due: Written Action Plan on Moodle        |
| <b>Session 15</b><br><b>December 5</b><br><b>Final session</b>                             | <ul style="list-style-type: none"> <li>• Final steps: the presentations of the Action Plan</li> <li>• Final comments and reflections.</li> </ul> | Due: Final presentations<br><br>Due: EDAD 626A Field Experience Reports                              | Due: Final presentations<br><br>Due: EDAD 626A Field Experience Reports       |