

**California State University San Marcos
College of Education**

**EDAD 618 Culture of Teaching and Learning:
Leading for Assessment and Accountability
(4 Units)
Fall, 2007**

**Mondays, 4:30 - 8:30 PM
San Marcos Elementary School**

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Mission Statement of the College of Education, CSU San Marcos

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.

(Adopted by COE Governance Community, October, 1997).

Preliminary Administrative Services Credential Program:

The course objectives, assignments, and assessments have been aligned with the CTC Program Standards for The Preliminary Administrative Services Credential. 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 successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the requirements of the CTC Program Standards.

COURSE PREREQUISITE:

Consent of Program Coordinator

COURSE DESCRIPTION

This course provides an opportunity for the 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.

Specific program standards as required by CCTC are noted in the bracketed information at the end of each of the following course standards:

Knowledge

The candidate will:

- learn how to establish, support, and maintain high expectations and standards for the academic and social development of all students, the performance of staff and the contributions of all adults in the service of the shared vision of the school community. [6(a)(3)]
- learn how to evaluate the effectiveness of an instructional program through the use of data and accountability systems. [6(c)(3)]

Skills

The candidate will:

- become a critical consumer of educational research and to use research and site based data to design, implement, support, evaluate, and improve instructional programs and to drive the professional development of staff. [6(b)(2)]
- use data, including the use of technological applications, and to develop, manage, and evaluate strategies to improve student achievement. [6(b)(4)]
- learn how to communicate decisions based on relevant data and research about effective teaching and learning, leadership, management practices, equity, and access. [6(e)(2)]
- engage in discussions and successfully address authentic, complex school issues, including meeting the needs of students and staff with disabilities, evaluating employees, providing appropriate services in different settings to English learners, ensuring school safety, administering student behavior programs, and addressing issues of discrimination and/or harassment. [6(f)(3)]

Attitudes and Values

The candidate will:

- develop and refine a personal vision of education and instruction through multiple opportunities to reflect and by developing ways to engage self and others through reflective activities. [6(a)(1)]
- examine his/her personal attitudes and actions toward persons of different races, socio-economic status, cultures, religions and ethnic backgrounds as well as their attitudes toward sexual orientation and individuals with disabilities and reflect upon how their attitudes and actions support or diminish the goal to ensure that all students receive equitable access to education. [6(d)(6)]

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)

Students with Disabilities Requiring Reasonable Accommodations

Students 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 5205, 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 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."

Plagiarism:

As an educator, each student is expected to 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.

College of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the College of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible. Students who miss two class sessions or are late (or leave early) for more than three sessions cannot receive a grade of "A".

(Adopted by the COE Governance Community, December, 1997).

Grading Policy

Assignments are given based on expectations of "mastery" of the content and academic format for the assignments. Based on the instructor's feedback, students may make improvements on assignments and may resubmit assignment for additional grade consideration. Late assignments cannot be considered for "resubmission".

Formative and summative assessments will determine the candidate's ability to:

- Engage in discussions and writing assignments that reflect knowledge of reading assignments and text-based assignments
- Develop a plan to monitor student achievement at a grade level or in a department. Include both summative and formative assessment data, as well as process monitoring over time.
- Compare accountability models at the federal, state and local level
- Develop a case study to collect and analyze student demographic data;
- Write a gap analysis using student performance data with high performing schools data
- Develop a student achievement improvement plan based on a gap analysis. The action plan will addresses student achievement data as well as system wide data and resource identification.
- Design a PowerPoint presentation to be made to the school board.

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

Assignment	Due date	Grade percentage (100%)
<p>1. Participation and engagement: Students are expected to engage in class assignments and discussions based on knowledge of texts and assigned readings. The Context Map will be revised and updated.</p>	On-going	20%
<p>2. Annotated Bibliography: Write annotations (between 7 and 10) of current research of “best practices” for school improvement. Each annotation should be between 50 and 100 words. Use APA for citations. The annotated bibliography will include an introduction and a summary paragraph focused on evidence from the field of improving achievement for all students and closing the achievement gap.</p>	September 24	20%
<p>3. Write a Case Study or ethnography that includes: Part One: collect demographic data from your school site or district; select one demographic group for the focus of this case study. Part Two: comparing school or district data with “best practices” data and research from your annotated bibliography; focus the comparison on the particular demographic group in Part One.</p>	October 15 November 5	10% 10%
<p>3. Develop an Action Plan that addresses the gaps revealed in Part Two; focus on addressing student achievement through instructional strategies that meet the needs of all learners.</p>	November 19	20%
<p>5. Ppt Presentation: Prepare and present a 7 minute PowerPoint summary of your Action Plan. Prepare the presentation as you would for a Board meeting presentation.</p>	November 19 or November 26	20%

Note: All assignments must be submitted on or before due dates. Points are deducted for late assignments.

Required texts and readings:

California Standards for the Teaching Profession: Resources for Professional Practice www.cde.org or your local school district

California Professional Standards for Educational Leaders www.cde.org

The Learning Leader: How to focus school improvement for better results, by Douglas B. Reeves, 2006. ASCD: Alexandria, VA

The Culturally Proficient School: An implementation guide for school leaders, by Randall B. Lindsey, Laraine M. Roberts and Franklin Campbell Jones, 2005. Corwin Press: Thousand Oaks, CA

Failure is Not an Option: Six principles that guide student achievement in high-performing schools, by Alan M. Blankstein, 2004. Corwin Press: Thousand Oaks, CA

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Tentative schedule

Session/Date	Activities/Assignments	Resources/Materials
<p>Session 1 August 27, 2007</p>	<p>Course overview and review of Syllabus Preview of texts and assignments Review of Program Standards (CPSELs) Making connections: Personal Leadership Vision Context Map Instructional leadership What is your learning goal? What are your expectations/needs from this course?</p> <p>Preview of Fieldwork assignments: Proposals: September 17, 2007 Report: November 26, 2007</p>	<p>Course Syllabus CPSELs handout</p> <p>Context Maps</p>
<p>No class Session: September 3 Labor Day Holiday</p>	<p>Read and take notes on Reeves' Chapter 1-5. Prepared for next week's class discussions Revise your Context Map</p>	<p>Reeves, <i>The Learning Leader</i>, Chapters 1-5</p>
<p>Session 2 September 10, 2007</p>	<p>Preview assignment #1 Annotated Bibliography (Due September 24)</p> <p>Class notes: Leading for results: Assessment and Accountability Review Context Maps Text-based discussion: discussion of Reeves' Chapters 1-5</p>	<p>Assignment #1 and rubric (handout) Reeves' Chapters 1-5</p> <p>Revised Context Maps</p>
<p>Session 3 September 17, 2007</p>	<p>Text-based discussion: Reeves' Chapters 6-9 Class notes: What will it take? From research to action Cognitive Coaching: A process for mediating growth and change</p>	<p>Reeves' Chap. 6-9</p>
<p>Session 4 September 24, 2007</p>	<p>Preview assignment # 2 Case Study: Part One (Due October 15)</p> <p>Text-based discussion: Lindsey's Chapters 1-3</p>	<p>Case Study handouts Lindsey, et al, <i>The Culturally Proficient</i></p>

	<p>Class notes: Do we really mean <i>All?</i> Values, beliefs, and assumptions about who learns Cognitive Coaching: Small groups for in class practice</p> <p>Due: Annotated Bibliography</p>	<p><i>School</i>, Chap. 1-3 Cognitive Coaching maps</p>
<p>Session 5 October 1, 2007</p>	<p>Text-based discussion: Lindsey's Chapters 4 and 5 Class notes: Are we who we say we are? Standards for leadership action and Barriers to change Small group discussions and use of rubrics</p>	<p>Lindsey, Chap. 4-5 Leverage points and rubrics (handouts)</p>
<p>Session 6 October 8, 2007</p>	<p>Text-based discussion: Blankstein's Chapters 1-7 Class notes: Resistance to change: What does the literature say? Small group discussions and applications</p>	<p>Blankstein's <i>Failure is Not an Option</i>, Chap. 1-6</p>
<p>Session 7 October 15, 2007</p>	<p>Preview assignment #3 Case Study: Part Two (Due November 5, 2007)</p> <p>Text-based discussion: Blankstein's Chapters 8-10 In class use of Cognitive Coaching</p> <p>Due Case Study: Part One</p>	<p>Blankstein's 7-10 Cognitive Coaching maps</p>
<p>Session 8 October 22, 2007</p>	<p>Class notes: Data based decisions Small group Text-based discussion: Common themes of Reeves' and Blankstein and your literature reviews.</p>	<p>Reeves' and Blankstein's common themes</p>
<p>Session 9 October 29, 2007</p>	<p>Preview assignment #4 Action Plan and PPT presentation (Due Nov. 19-26, 2007)</p> <p>Guest speaker and small group discussions Assessment for Special Education Assessment for English Language Learners</p>	<p>Guest speakers panel</p>
<p>Session 10 November 5, 2007</p>	<p>Text-based discussion: Lindsey's Chapters 6 and 7 Class notes: Ways of talking</p> <p>Due Assignment #3 Case Study: Part</p>	<p>Lindsey's Chap. 6-7</p>

	Two	
Session 11 November 12, 2007	Small groups working on Action Plans and presentations using coaching map	Coaching maps
Session 12 November 19, 2007	Final steps: The Ppt presentation of the Action Plan- 7 minutes each Due Assignment #4 Written Action Plan	Ppts and LCD
Session 13 November 26, 2007	Final steps: The Ppt presentation of the Action Plan Due: Field Experience Reports	Ppt and LCD
Session 14 December 3, 2007 Final session	Final comments and reflections.	

Additional comments and notes: