California State University San Marcos
College of Education

EDAD 618
Leading for Assessment and Accountability
(4 Units)
Fall 2011
CRN# 41126

Mondays, 4:30 - 8:30 PM
University Hall 337

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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 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 CTC Program Standards.

COURSE PREREQUISITE:

Consent of Program Coordinator

COURSE DESCRIPTION

This course provides an opportunity for the Educational Administration candidate to learn how to identify, generate, make sense of, and use data to make decisions about teaching and learning. The effective use of student assessment data from the classroom, specialized services, and system-wide sources is addressed in establishing and using accountability systems to increase student achievement and communicate to many audiences.

COURSE STANDARDS and OBJECTIVES

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

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)]

- develop tools for culturally proficient practices. [4(a)]

Skills
The candidate will:

- become a critical consumer of educational research and 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 technological applications, 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, providing appropriate services in different settings to English learners, enhancing the learning for GATE students, 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 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)]

- inspire others to higher levels of performance, commitment, and motivation.[11(f)]

CALIFORNIA TEACHERS OF ENGLISH LEARNERS (CTEL)

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 partially met through the infusion of content and experiences within the credential program, as well as additional coursework. Students successfully completing this program receive partial credit for a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

Candidates will develop knowledge, skills, and dispositions consistent with these CTEL standards:
Standard 6: Assessment of English Learners
Standard 9: Culture and Cultural Diversity and Their Relationship to Academic
    Achievement
Standard 10: Culturally Inclusive Instruction

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, 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. Should the student have extenuating circumstances, s/he should contact the instructor as soon as possible.
Students who miss more than 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 early grading feedback, students may make improvements on assignments and may resubmit an assignment for additional grade consideration before the deadline date. 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;
- Understand the purpose and the population served by various assessment instruments;
- Compare accountability models at the federal, state and local level;
- Research peer reviewed articles to determine best practices in closing the accountability achievement gap;
- Develop a case study by collecting and analyzing student achievement data at a local school site;
- Develop a student achievement improvement plan based on a gap analysis of the student achievement data; and
- Design and deliver a PowerPoint or similar presentation of an improvement plan to the class.

Required texts and readings:

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

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

California standards for the teaching profession: resources for professional practice. Retrieved from www.cde.org or your local school district or site office.

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

Assignment	Due date	Grade points
Participation and engagement: Students are expected to engage in class assignments and discussions based on their knowledge of texts and assigned readings.	**On-going**	**15**
Current events: Three times during the semester, students will contribute to an online threaded discussion on current events related to school accountability at both the local and national level.	**Sept. 12** **Oct. 31** **Nov. 21**	**15**
Sharing expertise: Students will select a current assessment instrument or technology tool for data collection where they have expertise or want to gain expertise. They will bring examples of assessments and the methods for evaluating and scoring the assessments to share with the class.	**On-going**	**15**
Annotated bibliography: Students will research and write a peer reviewed annotated bibliography (between 5 and 7 entries) of "best practices" for student academic improvement from the perspective of the leader. Each annotation should be between 50 and 100 words. 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.	**September 26**	**15**
Write a **case study or ethnography** that includes: **Part one**: 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.	**October 17**	**10**
Part two: Compare school or district data you collected with the "best practices" research from your (or your colleague's) annotated bibliography.	**November 7**	**10**
Develop a culturally proficient action plan Write an 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	**November 28**	**10**

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.		
Power Point or other type presentation: Prepare and present a 10 minute presentation of your Action Plan as you would for a Board meeting. Bring handouts to share with classmates.	**November 28 or December 5**	**15**

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

EDAD 618
Culture of Teaching and Learning: Leading for Assessment and Accountability
Fall, 2011
Weekly Schedule

Session/Date	Activities/Assignments	Resources/Materials for discussion
Session 1 August 29 4:30- 6:30 pm	• Share summer break experiences • Activities to develop a cohort leadership vision • EDAD 626A field study expectations • Review of Program Standards (CPSELs)	Course Syllabus
September 5 Labor Day	• No class	
Session 2 September 12	• School data for improvement • English learners assessment lecturette • Preview Annotated Bibliography (Due September 19)	Read: Leading with data, Chapters 1, 2 Due: Current events sharing online
Session 3 September 19	• Linking data to goals and planning • Special Ed students and assessment lecturette	Read: Leading with data, Chapter 3, 4
Session 4 September 26	• Formative assessments • CAHSEE/AP/IB lecturette • Preview Case Study: Part One	Read: Leading with data, Chapter 5 Due: Annotated Bibliography, online current events posting and response to classmates
Session 5 Oct 3	• Multiple measures • Alternative assessments/IB • STAR assessment lecturette	Read: Leading with data, Chapter 6 STAR reports data
Session 6 October 10	• Involving the community in data based decision making • Preview Case Study:	Read: Leading with data, Chapter 7 Mid semester class evaluation

	Part Two	
Session 7 October 17	• Analyzing data • Grading to standards • GATE / GATE EL and assessment	Read: Leading with data, Leading with Data, Chapter 8, 9, 10 Due: Case Study: Part One. Submit on Moodle
Session 9 October 24	• How the standards movement turned into the testing movement • Preview Action Plan and final presentation (Due Nov. 28, Dec. 5)	Read: Ravitch, Chapters 1 and 2
Session 10 Oct 31 **Class online**	**Class Blog** • Using data for decision making	Current events sharing
Session 11 November 7	• Measure or punish	Read: Ravitch, Chapter 6 Due: Case Study: Part Two, submit on Moodle
Session 12 November 14	• The Trouble with Accountability • What Would Mrs. Ratliff Do?	Ravitch Chapter 8, 9
Session 13 November 21 **Class online**	**Cougar Course Blog** • Current events	Current events sharing online
Session 14 November 28	Lessons Learned • Final steps: half the presentations of the Action Plan	Read: Ravitch, Chapter 11 Due: Written Action Plan on Moodle, Due: EDAD 626A Field Experience Reports
Session 15 December 5 Final session	• Final steps: the other half of the class presentations of the Action Plan Final comments and reflections.	Due: Final presentations and handouts