

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

**EDAD 618 Culture of Teaching and Learning:
Leading for Assessment and Accountability
(4 Units)
Fall 2009
CRN# 41288**

**Tuesdays, 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 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, is addressed in establishing and using accountability systems to increase student achievement.

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

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)

CALIFORNIA TEACHERS OF ENGLISH LEARNERS (CTEL)

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, 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 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 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 address student achievement data as well as system wide data and resource identification; and
- Design a PowerPoint presentation to be made to a school board and/or the class.

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. Students will participate in a Professional Learning Community where they will be part of a team to share expertise on an area of assessment.</p>	<p>On-going</p>	<p>20%</p>
<p>2. #1-Annotated Bibliography: Write annotations (between 7 and 10) of current research of “best practices” for school improvement for all students from the perspective of a leader. Each annotation should be between 50 and 100 words. Use APA format for citations and include an introductory and a summary paragraph.</p>	<p>September 21</p>	<p>20%</p>
<p>3. Write a Case Study or ethnography that includes: # 2 Part One: collect demographic data from your school site or district; select one demographic group for the focus of this case study. # 3 Part Two: comparing school or district data with “best practices” research from your annotated bibliography; focus the comparison on the particular demographic group in Part One.</p>	<p>October 19 November 9</p>	<p>10% 10%</p>
<p>3. # 4 Develop a Culturally Proficient Action Plan that addresses the gaps revealed in Part Two; focus on improving student achievement through instructional strategies that meet the needs of all learners. This paper will fulfill the 2500 word written requirement of the class.</p>	<p>November 23</p>	<p>20%</p>
<p>5. # 5 Power Point Presentation: Prepare and present a 10 minute PowerPoint summary of your Action Plan. Prepare the presentation as you would for a Board meeting presentation. Bring handouts to share. (3 per page)</p>	<p>November 30 or December 7</p>	<p>20%</p>

Note: All assignments must be submitted on or before due dates.

Required texts and readings:

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

What Works in Schools: Translating Research into Action, by Robert Marzano, 5th ed. ASCD: Alexandria, VA

The Culturally Proficient School: An implementation guide for school leaders, by Randall B. Lindsey, Laraine M. Roberts and Franklin Campbell Jones, 5th ed. Corwin Press: Thousand Oaks, CA

Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning, by Mike Schmoker, 6th ed. ASCD: Alexandria, VA

EDAD 618
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 Fall, 2009
 Tentative schedule

Session/Date	Activities/Assignments	PLC Expertise	Resources/Materials
Session 1 August 31	<ul style="list-style-type: none"> • Introductions • Course overview: syllabus, WebCT, texts, etc. • Preview assignment #1 Annotated Bibliography (Due September 21) • EDAD626A Expectations • Review of Program Standards (CPSELs) • Making connections: Personal leadership vision • Context map • Instructional leadership • Developing a Professional Learning Community within the class. • Class notes: Assessment and accountability in today's schools 		Course Syllabus CPSELs handout Assignment #1 rubric Context Maps Sign ups for PLC presentations
Session 2 Session: September 7	Labor Day – Campus closed		Overview all textbooks. Begin the annotated bibliography.
Session 3 September 14	<ul style="list-style-type: none"> • Class notes: Beginning literacy; a skills-based continuum. • Text-based discussion: Schmoker Chapters 1-7 • Preview assignment # 2 Case Study: Part One (Due October 14) 	English Learners and Assessment	Reading: Schmoker Chapters 1-7 Revised context maps Team 1 hand-outs Assignment #2 rubric

Session 4 September 21	<ul style="list-style-type: none"> • Class notes: Building collaborative teams • Text-based discussion: Schmoker Chapters 8-10 	Special Education and Assessment	Reading: Schmoker Chapters 8-10 Due: Annotated Bibliography Submit on WebCT
Session 5 September 28	<ul style="list-style-type: none"> • Class notes: Parent and community involvement • Text discussion: Marzano Chapters 1-7 • Cognitive Coaching: Small groups 	GATE Assessment and GATE for Eng Learners	Reading: Marzano Chapters 1-7
Session 6 Oct 5	<ul style="list-style-type: none"> • Preview assignment #3 Case Study: Part Two (Due November 2) • Text-based discussion: Lindsey's Chapters 1-3 • Class notes: Do we really mean <i>All</i>? • Values, beliefs, and assumptions about who learns and how to make connections 	STAR detailed info	Reading: Lindsey, Chapters 1-3 Assignment #3 rubric
Session 7 October 12	Web CT On line threaded discussion: Marzano Chapters 8 -11		Reading: Marzano Chapters 8-11
Session 8 October 19	<ul style="list-style-type: none"> • 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 	CAHSEE/AP tests	Reading: Lindsey Chapters 4-5 Cognitive Coaching maps Due: # 2 Case Study: Part One Submit on WebCT
Session 9 October 26	<ul style="list-style-type: none"> • Preview assignment #4 Action Plan and PPT presentation (Due Nov. 23,30) • Class notes: Differentiated instruction and grading 	Site based formative and summative assessments	Reading: Marzano Chapters 12-18 Assignment #4 rubric

	<p>to standards</p> <ul style="list-style-type: none"> • Text-based discussion: Marzano Chapters 12-18 		
<p>Session 10 Nov 2</p>	<p>Web CT</p> <ul style="list-style-type: none"> • On-line threaded discussion: Lindsey's Chapters 6 and 7 		Lindsey's Chap. 6-7
<p>Session 11 November 9</p>	<ul style="list-style-type: none"> • Class notes: Intervention strategies 	Fitness assessment	Due #3 Case Study: Part Two Submit on line
<p>Session 12 November 16</p>	<ul style="list-style-type: none"> • Small groups working on Action Plans and presentations using coaching map 	Technology to manage assessment data	Coaching maps
<p>Session 13 November 23</p>	Web CT		Due #4 Written Action Plan Submit on WebCT
<p>Session 14 November 30</p>	Final steps: The Ppt presentation of the Action Plan (First half of the presentations)		Due: #5 Ppt and handouts
<p>Session 15 December 7 Final session</p>	<p>Due #5 Final steps: The Ppt presentation of the Action Plan- 10 minutes each (remainder of presentations)</p> <p>Final comments and reflections.</p>		<p>Due: #5 Ppts and handouts</p> <p>Due: EDAD 626A Field Experience Reports</p>

Furlough Days

Due to the devastating effects of current budget crisis in California, all faculty have been furloughed nine days each semester of this academic year, representing a 9.23% reduction in both workload and compensation. A furlough is an unpaid day off on a faculty member's regularly-scheduled workday. In order to satisfy legal and ethical requirements of the California Labor Code, I am required to submit formal certification that I will not work on my furlough days. I am prohibited from teaching, conducting scholarly research, consulting with students, responding to email or voicemail, providing assignment feedback, or participating in any CSU work-related activities on my furlough days. Furlough dates vary by professor; my Fall Semester furlough dates are [here or in the course syllabus schedule].

The CSU faculty agreed to take furlough days in order to preserve jobs for as many CSU employees as possible, and to serve as many students as possible, in the current budget crisis. The agreement that governs faculty furloughs acknowledges that "cuts of this magnitude will naturally have consequences for the quality of education that we can provide." Within the furlough context, I will make every effort to support your educational experience at CSUSM. Visit CSUSM Budget Central [<http://www.csusm.edu/budgetcentral/>] to learn about the state budget crisis and how it impacts your educational opportunities. To avoid the continued loss of higher education availability in California, exercise your right to voice an opinion. Contact information for state legislators and the governor are provided at Budget Central.

Furlough plans may be altered after the beginning of the semester as a result of administrative actions or other emergencies, thus subsequent revisions to this syllabus may occur.

My nine furlough days for the fall semester will be:
September 8, 18
October 16, 23
November 6, 23, 24, 25
December 18

Please see the university website for reduced services furlough days (every other Friday) for the university.