Engaging diverse communities through leading and learning for social justice.

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CALIFORNIA STATE UNIVERSITY SAN MARCOS

SCHOOL OF EDUCATION

Course Number	**EDAD 618A**
Course Title	**Culture of Teaching and Learning: Leading for Assessment and Accountability**
CRN Number	**42459**
Days	**Mondays, August 31 – October 23, 2015**
Time	**4:30-8:30 PM**
Course Location	**San Marcos Elementary School, Room 115**
Semester / Year	**Fall 2015**
Instructor	**Anthony Rosilez, Ph.D., J.D.**
Phone	**760.750.8284**
E-Mail	**arosilez@csusm.edu**
Office	**UH 424**
Hours	**By Appointment**

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

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

COURSE DESCRIPTION

Explores how school leaders identify, generate, and use data to make decisions about pedagogy and adjustment of instructional policies and procedures through the lenses of student success and equity. Addresses the effective use off assessment data from, the classroom as well as from system-wide sources, in establishing and using accountability systems.

May not be taken for credit by students who have received credit for EDAD 636.

Course Prerequisites

Admission to the university and the Education Administration Program

Course Objectives

The course objectives, assignments, student learning outcomes, and assessments have been aligned with the following CCTC standards:

Leadership Standards, CCTC, 2013

This course will provide opportunities for participants to develop their leadership knowledge, skills, and depositions under the following the California Category II Curriculum Standards:
- Program Standard 6: Visionary Leadership: actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school
- Program Standard 7: Instructional Leadership: knowledge of the standards and the ability to monitor teaching and give feedback
- Program Standard 8: School Improvement Leadership: increases his/her capacity to communicate and lead others in continuous improvement
- Program Standard 9: Professional Learning and Growth Leadership: model and facilitate PD, including collaboration
- Program Standard 10: Organizational and Systems Leadership: understand, align, and integrate organizational structures, including resource management
- Program Standard 11: Community Leadership: communicate about the school and share with a broad range of stakeholders.

California Administrator Performance Expectations, CCTC, 2013

Upon completion of the course, the candidate will demonstrate an understanding of effective leadership practices regarding the following CTC California Administrator Performance Expectations:

1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals
2. Developing a Shared Commitment to the Vision Among All Members of the School Community
5. Promoting Implementation of K-12 Standards, Pedagogical Skills, Effective Instructional Practices and Student Assessments for Content Instruction
6. Evaluating, Analyzing, and Providing Feedback on the Effectiveness of Classroom Instruction to Promote Student Learning and Teacher Professional Growth
7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors
9. Working With Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan
10. Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement
13. Modeling Life-Long Learning and Job-Related Professional Growth
15. Identifying and Facilitating a Variety of Professional and Personal Growth Opportunities for Faculty, Staff, Parents, and Other Members of the School Community in Support of the Educational Program

Specific Candidate Objectives

As part of this course, candidates will:
- Investigate and report on assessment, data collection, and data analysis and its alignment with and promotes the mission and vision of the candidates' school.
- Demonstrate written and oral communication to express data outcomes, especially that of disenfranchised groups, to the various stakeholders.
- 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.

Leadership Standards, CCTC, 2013

This course will provide opportunities for participants to develop their leadership knowledge, skills, and depositions under the following the California Category II Curriculum Standards:
- Program Standard 6: Visionary Leadership: actionable and sustainable vision of teaching and learning that is responsive to the changing context of a given school
- Program Standard 7: Instructional Leadership: knowledge of the standards and the ability to monitor teaching and give feedback
- Program Standard 8: School Improvement Leadership: increases his/her capacity to communicate and lead others in continuous improvement
- Program Standard 9: Professional Learning and Growth Leadership: model and facilitate PD, including collaboration
- Program Standard 10: Organizational and Systems Leadership: understand, align, and integrate organizational structures, including resource management
- Program Standard 11: Community Leadership: communicate about the school and share with a broad range of stakeholders.

California Administrator Performance Expectations, CCTC, 2013

Upon completion of the course, the candidate will demonstrate an understanding of effective leadership practices regarding the following CTC California Administrator Performance Expectations:
1. Developing and Articulating a Vision of Teaching and Learning for the School Consistent With the Local Education Agency's Overall Vision and Goals
2. Developing a Shared Commitment to the Vision among All Members of the School Community
3. Leading by Example to Promote Implementation of the Vision
4. Sharing Leadership with Others in the School Community to Help Accomplish the Vision
7. Demonstrating Understanding of the School and Community Context, Including the Instructional Implications of Cultural/Linguistic, Socioeconomic, and Political Factors
13. Modeling Life-Long Learning and Job-Related Professional Growth
16. Understanding and Managing the Complex Interaction of All of the School's Systems to promote Teaching and Learning

Credit Hour Policy Statement

Per the University Credit Hour Policy:
- Courses with face-to-face instruction (including activity and laboratory modes of instruction) must include a statement to the effect that students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning. (Note that for courses with a "lecture" mode of instruction over an entire semester, each unit of credit corresponds to an 'hour' of class-time and two hours of student learning outside of class. For activity and laboratory modes of instruction, depending on the particular instructional mode, each unit of credit corresponds to two or three 'hours' of class-time, and two hours of student learning outside of class.)
- Courses that are entirely on-line must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time (at least 45 hours for each unit of credit) that students will need to devote to each of these.

- Hybrid courses must describe to students how the combination of face-to-face time, out-of-class time associated with the face-to-face sessions, and on-line work will total at least 45 hours per unit of credit.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Readings as assigned and available on Cougar Courses. Depending on needs of class, other materials may be assigned.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOs)

See Leadership Standards and Performance Expectations included above.

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 final portfolio. Candidates are expected to meet the level of *initial target* during the program.

GENERAL CONSIDERATIONS

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates (course participants) are expected to attend all classes and participate actively. At a minimum, candidates (course participants) 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 candidate (course participants) have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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.

Refer to the full Academic Honesty Policy at:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (course participant) 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.

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 Disabled 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

In keeping with All-University Writing Requirement, this course will have a writing component of at least 2,500 words. This requirement will be met through the Annotated Journal Readings reports and responses, and Board Meeting Summary assignments.

Use of Technology

Candidates (Course participants) 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 AND GRADED COURSE COMPONENTS

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

Assignment	Due date	Grade points
Participation and engagement: Students will participate in a number of class activities requiring completion of assigned readings and preparation for discussion.	**On-going**	**15**
Annotated Bibliography: 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 21**	**20**
Assessment Presentation After doing research on school data, student groups will determine a particular assessment area of interest. They will then prepare to facilitate a lesson on the assessment system. Details and assessment system sign-ups will be discussed in class.	**September 28 or October 5**	**15**
Begin to 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 12**	**20**
Response to Intervention – Positive Behavior and Supports Activity: Students will collect response to intervention and school behavior support process information from a school/district. In a class session, October 7, students will participate in a data analysis activity. Students will then use the process and activity data to reflect upon leadership elements of response to intervention and behavior management practices. (More information to come.)	**October 12, Written reflection due October 19**	**15**
Total		**100**

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.

Policy on Late/Missed Work

All assignments must be submitted on or before due dates and times.
Students will be expected to complete all course requirements according to established deadlines and expectancies of graduate level students. Any assignment turned in late will receive a reduced grade. Points will be reduced by one point for each date the assignment is late.

Continued on next page.

SCHEDULE/COURSE OUTLINE

EDAD 618A, Culture of Teaching and Learning: Leading for Assessment and Accountability
Fall 2015

Session/Date	Activities/Assignments	Resources/materials for discussion in that week's class
Week 1 August 31, 2014	• EDAD 626A field study expectations • Self-report of Dispositions • Preview Annotated Bibliography (Due September 16) • Testing: To Be or Not To Be • Locating Achievement Data Activity	Course Syllabus http://www.ascd.org/publications/educational-leadership/mar99/vol56/num06/Why-Standardized-Tests-Don't-Measure-Educational-Quality.aspx http://edtrust.org/the-equity-line/too-much-testing-or-not-enough-quality-testing/
Week 2 September 7, 2014	**Labor Day – No classes**	
Week 3 September 14, 2014	• Sign-ups for assessment system facilitation • What makes a good assessment? • Data for individual student improvement • Analyzing student data (bring your data sets) •	Discuss: Readings as assigned.
Week 4 September 21, 2014	• Overview of Part I of Case Study • Looking closely at school-wide assessment data • Presenting data to various stakeholders • Time to work on assessment facilitation	Due: **Annotated Bibliography** Discuss: Readings as assigned.
Week 5 September 28, 2014	• English learners and LTELS • CAHSEE/AP/IB • GATE / GATE EL and assessment • • Formative assessment	Discuss: Readings as assigned.
Week 6, October 5, 2014	• Special Education • School Climate • Physical Education/Alternative Assessment/IB • • Grading to standards • Lab time to find and chart data	Discuss: Readings as assigned.
Week 7 October 12, 2014	• Multiple measures • RTI/PBIS Simulation	**Due: Case Study: Part One. Submit on Cougar Courses, October 12** Bring District/School RTI process materials, data to class

Session/Date	Activities/Assignments	Resources/materials for discussion in that week's class
Week 8 October 19, 2014	• Special Education cum file investigation • Involving the community in data based decision making • Communicating student data with parents • Current events in assessment and accountability • Preview Case Study: Part Two	Due: **RTI/PBIS Leadership Reflection, October 19.**

NOTES: