



EDAD 618 (2 UNITS)
Leadership for School Improvement
CRN #48837
Tuesdays
4:30 - 8:30 PM
KELL 5102
Fall 2014

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

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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
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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

COURSE DESCRIPTION

This course builds candidate skills and knowledge in selecting and using data to identify what is working, diagnosing needs, and identifying opportunities for school improvement leadership using appropriate and effective school improvement theories and strategies. The course provides multiple opportunities for each candidate to learn, practice, and reflect on school improvement leadership.

Course Prerequisite:

This course is part of continued progression in the Educational Administration program

Course Objectives:

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

Leadership Standards, CTC, 2013

California Administrative Performance Expectations:

Category C: School Improvement Leadership

CAPE 9: Working with Others to Identify Student and School Needs and Developing a Data-Based School Growth Plan

The principal understands and implements strategies to institute, manage, and evaluate a school change process, including facilitating the development of a data-based school growth plan. The principal involves, encourages and supports multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff and community goals for continuous improvement, and collaboratively design the school growth plan consistent with the school's vision and goals. The principal uses technology effectively to help support and manage the school growth and improvement processes.

CAPE 10: Implementing Change Strategies Based on Current, Relevant Theories and Best Practices in School Improvement

The principal is knowledgeable about theories and strategies as well as best practices related to school improvement and the management of change to accomplish the school growth plan. The principal determines an appropriate evaluation process to document progress towards achieving the school growth plan and is able to work collaboratively with others to identify and make needed changes based on multiple sources of data, including student outcomes.

CAPE 11: Identifying and Using Available Human, Fiscal, and Material Resources to Implement the School Growth Plan

The principal is knowledgeable about a wide range of resources to help implement the school growth plan, including but not limited to human, fiscal, and material resources. The principal identifies and seeks additional resources as needed from a variety of sources both within and outside of the local community to support the implementation of the school growth plan.

CAPE 12: Instituting a Collaborative, Ongoing Process of Monitoring and Revising the Growth Plan Based on Student Outcomes

The principal uses strategies for continuous progress monitoring of the school's growth plan and outcomes, and collaboratively engages others in the school community in using those data for updating the school growth plan as needed. The principal engages all members of the school community on an ongoing basis in reflecting about student outcomes.

Expected content knowledge:

- Theories and strategies for instituting, managing, and evaluating a school change process
 - Theories and strategies for communicating with and involving multiple constituencies in identifying student and school needs and in working with others to improve student learning opportunities and outcomes for all students, including English learners and students with special needs
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- Culturally responsive, research-based, student-centered classroom management and school-wide positive discipline intervention and prevention strategies that address the social and mental health needs of the child with the goal of keeping all students in school and on course toward graduation
- Strategies for involving multiple constituencies in sharing and using data to assess and diagnose instructional needs, define student, staff, and community goals for continuous improvement, problem solve, and collaboratively design a school growth plan consistent with the school's vision and goals
- Strategies for building staff capacity to bring about school improvement through implementing systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection and self-assessment relative to student outcomes
- Strategies for building community capacity to bring about school improvement through involving the community in school improvement activities and engaging with the community in ongoing reflection relative to student outcomes
- Use time and technology effectively to help manage the school improvement process
- Understand how to coordinate the identification, acquisition, development and use of internal and external resources, including human, fiscal, and material resources to provide support for implementing the school growth plan
- Strategies for continuous progress monitoring of the school's growth plan and outcomes, and for using those data for updating the school growth plan as needed

Specific Candidate Learning Objectives

As part of this course, candidates will:

- Demonstrate knowledge of the changing political, fiscal, and student needs in the Era of Accountability, including Common Core assessment and reporting.
- Demonstrate written and oral communication to express data outcomes, especially that of low-achieving demographic groups, to the various stakeholders.
- Use research-based data to develop and present a plan of school improvement for a documented achievement gap in a school case study.
- Deliver professional development on school improvement 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.

Marzano, R., Warrick, P., & Sims, J. (2014). *A handbook for high reliability schools*. Bloomington, IN: Marzano Research Laboratory.

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. The Preliminary Administrative Services Credential has added two additional dispositions: visionary and ready to lead. For each dispositional element, there are three levels of performance, with a range of 1-5 scoring - *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 three times over the course of the program: the beginning of the first semester, the beginning of the third semester, and the end of the fourth semester. 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
Participation and engagement: 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	25
Current events: Once during the semester, students will contribute to an online threaded discussion on current events related to K-12 school improvement. Respond to two other postings.	Oct. 21, Nov. 11, Nov. 25	5 points each = 15
Continue (from EDAD 618A) to write a case study or ethnography that includes: Part two: Compare school or district data you collected with the “best practices” research from your (or your colleague’s) annotated bibliography.		20
Develop a culturally proficient action plan Write a culturally proficient action plan from the Local Control Accountability Plan or 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.	Nov. 18	20
Power Point or other type presentation: Prepare and present a 5 minute summary of your Action Plan as you would for a leadership team at your school site. Bring handouts to share with classmates.	Dec. 2	20
Total		100

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
Session 1 Oct 14	What does a high-achieving school look like? <ul style="list-style-type: none"> • Components and factors • Luck or determination? • Sustainability What are the indicators of a high reliability school? Cougar Course Blog <ul style="list-style-type: none"> • Current events on leading school improvement 	Read: Marzano, Introduction and Chapter 1
Session 2 Oct. 21	What does a low achieving school look like? <ul style="list-style-type: none"> • Components and factors • Who gets the blame? What is a safe and collaborative culture? <ul style="list-style-type: none"> • How do we know? 	Read: Marzano, Chapter 2 Due: Case Study Part Two, submit on Moodle
Session 3 Oct. 28	What does a turn-around school look like? <ul style="list-style-type: none"> • Components and factors • Mindful pathways • What can be borrowed and replicated in a different context? What does effective teaching look like?	Read: Marzano, Chapter 3
Session 4 Nov. 4	Turn around school continued with articles, case studies, and a guest speaker What is a guaranteed and viable curriculum?	Read: Marzano, Chapter 4 Angelica Lopez, Asst. Supt Encinitas Union
Veteran's Day No school.	Cougar Course Blog <ul style="list-style-type: none"> • Current events on leading school improvement 	
Session 5 Nov. 18		Read: Marzano, Chapter 5 Due: Action Plan, Submit on Moodle
Thanksgiving Week No school.	Cougar Course Blog <ul style="list-style-type: none"> • Current events on leading school improvement 	Due: EDAD 626A Field Experience Reports
Session 7 Dec. 2	Presentations of the Researched Based Action Plan <ul style="list-style-type: none"> • Final comments and reflections 	Due: Final presentations