

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

**EDAD 618
Leading for Assessment and Accountability
(4 Units)
Fall 2012
CRN# 41643**

**Tuesdays, 4:30 - 8:30 PM
University Hall 337**

INSTRUCTOR:	Carol Van Vooren, Ed.D.
Office Location:	University Hall 317
Office Telephone:	(760) 750-8516
Email:	cvanvoor@csusm.edu
Office Hours:	Monday and Tuesday – 2:15 PM – 4:15 PM and by appointment

Mission Statement of the School of Education, CSU San Marcos

The mission of the School 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.

International Baccalaureate Advanced Certificate in Leadership:

This course will serve as a pilot in a course of study for the IB Advanced Certificate in Leadership Research course of study. This class will use rigorous investigative work to give educators and administrators a more profound understanding of IB leadership responsibilities and capabilities. It includes research within the context of IB leadership as well as deep reflection on personal leadership practice.

Dispositions

COURSE PREREQUISITE:

Consent of Program Coordinator

COURSE DESCRIPTION

This course provides an opportunity for the Educational Administration candidate and IB Leader (pilot program for a few individuals) to learn how to identify, generate, make sense of, and use assessment to make decisions about teaching and learning. The effective use of student assessments and data collection from the classroom, specialized services, and system-wide sources is addressed in establishing and using systems to improve student outcomes and communicate researched data and practices to many audiences.

COURSE STANDARDS and OBJECTIVES

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

Knowledge

The candidate will:

- learn how as a leader 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 as a leader to evaluate and improve the effectiveness of an instructional program through the use of data, data analysis and accountability systems. [6(c)(3)]
- develop tools for culturally proficient practices. [4(a)]
- critically evaluate current event school leadership data and discuss the relevance, values, and opposing sides in a collegial manner. [IB-1A, B, C]

- develop and demonstrate a range of skills needed to critically engage with the research literature and to build an understanding of the theoretical underpinnings of his or her own leadership practice. [IB-2 D-G]
- understand the processes involved in practice-based research, and to conduct educational inquiry in a systematic and rigorous manner. [IB- 3 H-K]

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. [CCTC-6(b)(2)] [IB-4L]
- 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)] {IB-4O}
- 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 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.

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and leading 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 Educational Administration credential has included two additional dispositions:

visionary and ready to lead. 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.

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.

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. 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:

- Through inquiry, engage in discussions and writing assignments that demonstrate your knowledge of the reading assignments;
- Understand the purpose of assessment instruments, alternatives to assessment, unique school values, and the politics of global competition and how this affects the K-12 curriculum;
- Compare accountability models at the international, federal, state, and local levels;
- Research peer reviewed articles and write annotated bibliographies to add to cohort resources to determine best practices in closing the achievement and talent gap between student groups;
- Develop a case study by collecting and analyzing student achievement data at a local school site or district office;
- Develop a student achievement improvement plan based on a gap analysis of the student data; and
- Design and deliver a PowerPoint or similar presentation of the improvement plan from your case study to your classmates.

Required texts and readings:

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

Choose one:

View of the American system:

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

View of the global system (IB leadership pilot students):

Zhao, Y. (2009). *Catching up or leading the way: American education in the age of globalization*. Alexandria, VA: ASCD.

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
<p>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.</p>	On-going	15
<p>Current events: Three times during the semester, students will contribute to an online threaded discussion on current events related to K-12 assessments and evaluation at the local, national, or international level.</p>	Sept. 11 Oct. 30 Nov. 20	15
<p>Sharing expertise: Students will select a current assessment strategy, instrument, or technology tool for informing teachers and leaders about student abilities and bring examples to share with the class.</p>	On-going	15
<p>Annotated bibliography: Students will research and write a peer reviewed annotated bibliography (between 5 and 7 entries) of “best practices” for student academic improvement/success 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 as a resource for future papers.</p>	September 25	15
<p>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. Part two: Compare school or district data you collected with the “best practices” research from your (or your colleague’s) annotated bibliography.</p>	October 16 November 6	10 10
<p>Develop a culturally proficient action plan Write a culturally proficient 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</p>	November 27	10

<p>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.</p>		
<p>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.</p>	<p>November 27 or December 4</p>	<p>15</p>

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, 2012
 Weekly Schedule

Session/Date	Activities/Assignments	Resources/materials for discussion in that week's class	IB Leadership pilot assignment replacement
Session 1 August 28 4:30- 6:30 pm	<ul style="list-style-type: none"> • Share summer break experiences • Activities to develop a cohort leadership vision • EDAD 626A field study expectations • Review of Program Standards (CPSELs) 	Course Syllabus	
Session 2 September 4	<ul style="list-style-type: none"> • School data for improvement • English learners assessment lecturette • Preview Annotated Bibliography (Due September 19) 	Read: Leading with data, Chapters 1, 2	
September 11	No class	Due: Current events sharing online	
Session 3 September 18	<ul style="list-style-type: none"> • Linking data to goals and planning • Special Ed students and assessment lecturette 	Read: Leading with data, Chapter 3, 4	
Session 4 September 25 4:30-6:30pm	<ul style="list-style-type: none"> • 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 2	<ul style="list-style-type: none"> • Multiple measures • Alternative assessments/IB • STAR assessment lecturette • Lab time to find and 	Read: Leading with data, Chapter 6 STAR reports data	

	chart data		
Session 6 October 9	<ul style="list-style-type: none"> Involving the community in data based decision making Preview Case Study: Part Two 	Read: Leading with data, Chapter 7 Mid semester class evaluation	
Session 7 October 16	<ul style="list-style-type: none"> 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 23	<ul style="list-style-type: none"> 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	Read: Zhao, Chapters 1 and 2
Session 10 Oct 30 Class online	Class Blog <ul style="list-style-type: none"> Special Education cum file investigation blog Current events 	Current events sharing	
Session 11 November 6	<ul style="list-style-type: none"> Measure or punish The American and Chinese school systems 	Read: Ravitch, Chapter 6 Due: Case Study: Part Two, submit on Moodle	Read Zhao, Chapters 3 and 4
Session 12 November 13	<ul style="list-style-type: none"> The problem with accountability The challenges of globalization 	Ravitch Chapter 8, 9	Read Zhao, Chapters 5 and 6
Session 13 November 20 Class online	Cougar Course Blog <ul style="list-style-type: none"> Current events 	Current events sharing online	
Session 14 November 27	Lessons Learned <ul style="list-style-type: none"> Global competence 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	Read Zhao, Chapters 8 and 9
Session 15	<ul style="list-style-type: none"> Final steps: the other 	Due: Final	

December 5 Final session	half of the class presentations of the Action Plan Final comments and reflections.	presentations and handouts	
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