

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

**EDAD 618 Culture of Teaching and Learning:
Leading for Assessment and Accountability
(4 Units)**

**Tuesdays, 4:30 - 8:30 PM
UH 442**

INSTRUCTOR:	Delores B. Lindsey, Ph.D.
Office Location:	University Hall #315
Office Telephone:	(760) 750-8544
Email:	dlindsey@csusm.edu
Office Hours:	Monday and Tuesday - 3:00 PM - 4:30 PM or by appointment

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 successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the requirements of the CTC Program Standards.

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, in establishing and using accountability systems is addressed.

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

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)]

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, evaluating employees, providing appropriate services in different settings to English learners, ensuring school safety, administering student behavior programs, 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)]

Objectives

Upon completion of this course, students will be able to:

- Compile abstracts and write a literature review of current “best practices” for school improvement. The review will be focused on evidence from the field of improving achievement for all students and closing the achievement gap.
- Write a Case Study or ethnography that includes:
 - Part One: collect demographic data from their school site or district; select one demographic group for the focus of this case study.
 - Part Two: comparing school or district data with “best practices” data and research; focus the comparison on the particular demographic group in Part One.
- Develop an Action Plan that addresses the gaps revealed in Part Two; focus on addressing student achievement through instructional strategies that meet the needs of all learners.

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)

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.

(Adopted by the COE Governance Community, December, 1997).

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.

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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."

Grading Policy

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

1. Attendance:

Students who miss two class sessions or are late (or leave early) for more than three sessions cannot receive a grade of "A". Due to the dynamic nature of this course, all students are expected to attend all classes and participate actively. Should a student miss more than 20% of class time, s/he may be dropped from the course at the discretion of the instructor. Students who have extenuating circumstances are urged to contact the instructor as soon as possible.

2. Participation and engagement:

Students are expected to engage in class assignments and discussions based on knowledge of texts and assigned readings.

3. Written assignments:

Writing assignments are given based on "mastery" of the content and academic format for the paper. Based on the instructor's feedback, students may make improvements on papers and may resubmit the paper for additional grade consideration. Late papers can not be considered for "resubmission".

4. Presentations:

Presentations are graded on oral presentation skills and content presented.

5. Due dates:

All assignments must be submitted on or before due dates. Points are deducted for late assignments.

Required texts and readings:

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

California Professional Standards for Educational Leaders www.cde.org

The Learning Leader: How to focus school improvement for better results, by Douglas B. Reeves, 2006. ASCD: Alexandria, VA

The Culturally Proficient School: An implementation guide for school leaders, by Randall B. Lindsey, Laraine M. Roberts and Franklin Campbell Jones, 2005. Corwin Press: Thousand Oaks, CA

Failure is Not an Option: Six principles that guide student achievement in high-performing schools, by Alan M. Blankstein, 2004. Corwin Press: Thousand Oaks, CA

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.
- Design a multi media presentation to be made to the school board.

Course sessions and assignments:

Context Map – Revise context maps from Semester one.

Cognitive coaching – In class coaching sessions

Assignment #1 Abstracts and Literature Review (Due September 26)

Assignment # 2 Case Study: Part One (Due October 17, 2006)

Assignment #3 Case Study: Part Two (Due November 7, 2006)

Assignment #4 Action Plan and PPT presentation (Due Nov. 21-December 5, 2006)

EDAD 618

Culture of Teaching and Learning: Leading for Assessment and Accountability
Fall, 2006

Session/Date	Activities/Assignments	Resources/Materials
Session 1 August 29, 2006	Course overview and review of Syllabus Preview of texts and assignments Review of Program Standards (CPSELs) Preview of Fieldwork assignments: Proposals: September 19, 2006 Report: November 28, 2006 Making connections: Personal Leadership Vision Context Map Instructional leadership What is your learning goal? Class discussion: Reeves' Chapters 1-5	Course Syllabus CPSELs handout Reeves, <i>The Learning Leader</i> , Chapters 1-5
Session 2 September 5, 2006	Preview assignment #1 Abstracts and Literature Review (Due September 26) Text-based discussion: Continue discussion of Reeves' Chapters 1-5 Class notes: Leading for results: Assessment and Accountability	Assignment #1 and rubric (handout) Reeves' Chapters 1-5
Session 3 September 12, 2006	Text-based discussion: Reeves' Chapters 6-9 Class notes: What will it take? From research to action Cognitive Coaching	Reeves' Chap. 6-9
Session 4 September 19, 2006	Preview assignment # 2 Case Study: Part One (Due October 17, 2006) Text-based discussion: Lindsey's Chapters 1-3 Class notes: Do we really mean <i>All</i> ? Values, beliefs, and assumptions about who learns Cognitive Coaching	Lindsey, et al, <i>The Culturally Proficient School</i> , Chap. 1-3

Session 5 September 26, 2006	Due: Abstracts and Literature review 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	Lindsey, Chap. 4-5 Leverage points and rubrics (handouts)
Session 6 October 3, 2006	Text-based discussion: Blankstein's Chapters 1-7 Class notes: Resistance to change: What does the literature say?	Blankstein's <i>Failure is Not as Option</i> , Chap. 1-6
Session 7 October 10, 2006	Preview assignment #3 Case Study: Part Two (Due November 7, 2006) Text-based discussion: Blankstein's Chapters 8-10 Cognitive Coaching	Blankstein's 7-10
Session 8 October 17, 2006	Due Case Study: Part One Text-based discussion: Common themes of Reeves' and Blankstein and your literature reviews. Class notes: Data based decisions	Reeves' and Blankstein's common themes
Session 9 October 24, 2006	Preview assignment #4 Action Plan and PPT presentation (Due Nov. 21- December 5, 2006) Cognitive Coaching	
Session 10 October 31, 2006	Guest speaker and discussion	
Session 11 November 7, 2006	Due Assignment #3 Case Study: Part Two Text-based discussion: Lindsey's Chapters 6 and 7 Class notes: Ways of talking Debates, discussions, and dialogues	Lindsey's Chap. 6-7
Session 12 November 14, 2006	Text-based discussion: Selected readings Class notes: Action plan development: Getting to Equity Small group discussions: What, so what, and now what: Planning the Presentation (ppt)	Selected readings

	Cognitive Coaching	
Session 13 November 21, 2006	Final steps: The presentation of the Action Plan	
Session 14 November 28, 2006	Final steps: The presentation of the Action Plan Field Experience reports due	
Session 15 December 5, 2006	Due Assignment #4 Written Action Plan	

Additional comments and notes: