

Course & Section Nos.	EDAD 618A-01
Course Title	Leading Assessment and Accountability
Class Roster No.	CRN 41002
Course Day(s)	Tuesdays
Time	4:30 - 8:30 PM
Course Location	San Marcos Elementary, Rm 114
Semester / Year	Fall 2016
Instructor	Carol Van Vooren, Ed. D.
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Office 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

Candidates learn how to identify, generate, and use data to make decisions about pedagogy and adjustment of instructional policies and procedures through the lens of student success and equity. The effective use of assessment data from the classroom, as well as from system-wide sources, in establishing and using accountability systems is addressed.

Course Prerequisite:

Continued progress in the Educational 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 dispositions 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

Required Texts

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

COURSE LEARNING OUTCOMES

Upon successful completion of this course, candidates will be able to:

- 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.

Expected Dispositions for the Education Professional

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. Candidates in the Ed Admin program have 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 Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

PROGRAM STUDENT LEARNING OUTCOMES (PSLOS)

The Master of Arts in Education Program assesses four (4) Program Student Learning Outcomes (PSLO).

PSLO 1: Professional Dispositions (EDAD 610, EDAD 618A, & EDAD 620)

PSLO 2: Leadership Skills (Professional Portfolio)

PSLO 3: Analyze Research (EDUC 622)

PSLO 4: Integrate Research (EDUC 698)

SCHEDULE/COURSE OUTLINE

Session/Date	Topic	Assignment	Due Date
Session 1 Aug 30	<ul style="list-style-type: none"> Activities to develop a cohort leadership vision EDAD 626A field study, EDAD 618A expectations Final portfolio discussion Review of Program Standards (CAPEs) Vista Unified research project outlined 	Annotated Bibliography	Sept 6
Session 2 Sept 6	<ul style="list-style-type: none"> Discuss: Leading with data, Chapters 1, 2 School data for improvement English learners and LTELS assessment lecturette Vista Unified research project roles and responsibilities 	Current event blog Case Study Your Site: Part 1	Sept 13 Sept 13
Session 3 Sept 13	<ul style="list-style-type: none"> Linking data to goals and planning Special Ed students and assessment lecturette 	Discuss: Leading with data, Chapter 3, 4 Investigate: Special Education cum file	
Session 4 Sept 20	<ul style="list-style-type: none"> Formative assessments CAHSEE/AP/IB lecturette Preview Case Study: Part One 	Case Study: Vista Unified Discuss: Leading with data, Chapter 5, 6 Current event blog	Case Study Part One Due: Sept. 27 Current event blog Due: Sept 27
Session 5 Sept 27	<ul style="list-style-type: none"> Multiple measures Alternative assessments/IB STAR assessment lecturette 	Discuss: Leading with data, Chapter 7	
Session 6 Oct 4	<ul style="list-style-type: none"> Involving the community in data based decision making 	Case Study: Vista Unified Discuss: Leading with data, Leading with Data, Chapter 8, 9, 10	Case Study Part Two Due: Oct. 11
Session 7 Oct 11	<ul style="list-style-type: none"> Analyzing data Grading to standards GATE / GATE EL and assessment 		

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

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	15
Current events: Two 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. Respond to two other postings.	Sept 13 Sept 27	10
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.	On-going, sign up for a date	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 6	10
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.	September 13	10
Vista Unified data collection participation: Part one: Students will support a request from the Superintendent of Vista Unified to collect data and on the activities and time that elementary principals in the district are engaged in on a daily basis.	September 27	15
Vista Unified data collection participation: Part two: Students will write a report of the Vista Unified Elementary principal that he or she collects data on to be included in a case study report to the Superintendent.	October 11	15
Total		100

Note: All assignments must be submitted electronically on Cougar Courses on or before due dates and times.

Grading Standards

The assignments will be scored based on the 100 point scale above. 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%

Final Exam Statement

There is no final exam in this course.

School of Education/Course 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).*

Policy on Late/Missed Work

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 grade consideration before the deadline date. Late assignments will lose one point for each day they are late.

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 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.

Credit Hour Policy Statement

Per the University Credit Hour Policy:

Courses with face-to-face instruction (including activity and laboratory modes of instruction) students are expected to spend a minimum of two hours outside of the classroom each week for each unit of credit engaged in learning.

All University Writing Requirement

This course meets the university's writing requirement of at least 1700 words for a two unit class. 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.

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.