



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

Course & Section Nos.	EDAD 618A
Course Title	Leading Assessment and Accountability
Class Roster No.	41002
Course Day(s)	Tuesdays
Time	4:30pm-8pm
Course Location	San Marcos Elementary
Semester / Year	Fall 2018
Instructor Dr. Carol Van Vooren	
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Office	TBD
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 (2016):

CAPEs:

1. Developing a student-centered vision of teaching and learning
5. Promoting effective curriculum, instruction, and assessment

CalAPA

Cycle 1

Required Texts

Bryk, A., Gomez, L., Grunow, A., & LeMahieu, P. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press.

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 six (6) Program Student Learning Outcomes (PSLOs), also known as the California Professional Standards for Educational Leaders (CPSELs). These will be measured by the California Administrative Performance Assessments (CalAPA) and the Summative Digital Portfolio.

By the end of the program, new educational leaders will:
1. Facilitate the development and implementation of a shared vision of learning and growth of all students.
2. Shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
3. Manage the organization to cultivate a safe and productive learning and working environment.
4. Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.
5. Make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.
6. Influence political, social, economic, legal and cultural contexts affecting education to improve educational policies and practices.
7. Analyze current research literature and explain how findings can be applied in a practical educational setting.

SCHEDULE/COURSE OUTLINE

Session/Date	Topic	Assignment	Due Date
1. August 28	<ul style="list-style-type: none"> • Introduction to class and logistics • Assessment, Accountability, Data and Improvement...Oh My! • User Centered and Data Driven Decisions • CA Dashboard and SBAC • Thoughts on closing the achievement gap via the use of the dashboard/SBAC data • The annotated bibliography (3-5 articles) • APA refresher 	<p>Assignments: Write a brief and share one insight from accountability data as it relates to your school’s mission and vision.</p> <p>Read: Chapter 1: Leading with Data Learning to Improve</p> <p>Discussion Board: How might a <i>User Centered Data Driven Framework</i> help close the achievement gap?</p>	September 11

		Respond to one colleague's posting.	
2. September 4	<ul style="list-style-type: none"> The annotated bibliography (3-5 articles focused on target area) Research of best practices to improve demographic groups in one of 6 defined areas of instruction PLC's: How to lead an effective Professional Learning Community. 	<p>Read: Chapter 2: Leading with Data Learning to Improve</p> <p>Assignments: Post initial annotated bibliography in one of the 6 defined Targeted groups.</p> <p>Watch: Watch video on Leading Effective Learning Communities.</p> <p>Discussion Board: Note one performance variation of a target group and share your thoughts on what conditions promote it. Respond to one colleague's posting.</p>	September 11
3. September 11	<p>School data for improvement</p> <ul style="list-style-type: none"> English learners and LTELS assessment Fishbone Analysis of English learners The annotated bibliography: social networking to grow collective knowledge within our group. CA Dashboard English Learners 	<p>Read: Chapter 3: Leading with Data Learning to Improve</p> <p>Assignment: Submit for grading Annotated Bibliography paper with 3-5 articles in target area.</p> <p>Discussion Board: Create a simple Driver Chart Based on 1 Aim for EL at your site and post. Respond to one colleague's posting.</p>	September 18
4. September 18	<ul style="list-style-type: none"> Linking data to goals and planning Special Education students and assessment Fishbone Analysis of Students with Disability Preview the mini literature review CA Dashboard Students with Disabilities (SWD) 	<p>Read: Chapter 4: Leading with Data Learning to Improve</p> <p>Discussion Board: Create a simple Driver Chart based on one aim for SWDs and post. Respond to one colleague's posting.</p> <p>Assignment: Post a brief of the focus (theme) for</p>	September 25

		mini literature review and a reflection of how this theme connects to current evidence.	
5. September 25	<ul style="list-style-type: none"> Formative and summative assessments CA Dashboard Students Economically Disadvantage (SED) Fishbone Analysis of SED Update on field study progress Comparing Definitions of Assessments: <ul style="list-style-type: none"> ELA/ELD Framework SBAC CCSS ELA & Math Case Study 	Read: Chapter 5: Leading with Data Watch: Margaret Heritage Formative Assessment Discussion Board: How might the definition of formative assessment, as defined by Heritage, support teachers to lead with data? What is a challenge and a benefit? Respond to one colleague's posting. Assignment: Outline of Mini Literature Review and bibliography.	October 2
6. October 2	<ul style="list-style-type: none"> Multiple measures Alternative assessments Preview data collection CA School Dashboard Equity Report 	Read: Leading with Data (Chapters 6, 7) Assignment: Literature Review Watch: How do schools promote equity among students? Discussion Board: Post a reflection on Pedro Noguera definition of equity and the data evidenced in your school's equity report.	October 9
7. October 9, 2017	<ul style="list-style-type: none"> Local Control Funding and Involving the community in data based decision making 	Read: Leading with Data (Chapter 8) Assignment: Case Study Discussion Board: Post Diagram-Data based Causal Analysis of Site System and brief reflection. Respond to one colleague's posting.	October 16
8. October 16	Final Discussions and Presentations of Learning		

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments

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

Assessments	Due date	Grade points
<p>Participation: Students will complete a Discussion Boards from the readings to participate in a group discussion. The discussion will be led by a prompt, but may evolve into something deeper. Contribute to the discussion for each module. One original post and one peer responses are required for each discussion post.</p>	<p>Weekly with the first post due by 11:55 PM on Sunday</p> <p>Weeks 1-8</p>	<p>40 points</p>
<p>Assignments: Students will complete 3 assignments throughout the 8 modules. The assignments will consist of annotated bibliographies, literature review, and case studies.</p> <p>Assignment 1: Annotated bibliography: Use three annotated bibliographies to write a brief literature review with an intro, a review of the 3 articles, and a summary. Post in assignments.</p> <p>Assignment 2: Literature review: Using the bibliography sources from your annotated bibliography group and continuing to research more articles, write a 2-3 page literature review on best practices with at least 3 citations and references. For those of you also in 694-2, this will be the launching of your thesis literature review.</p> <p>Assignment 3: Case Study: Using the same theme as your literature review, collect and summarize assessment data from one demographic student group at your school site or district that is lower than the school average. Use existing data that is part of normal school activity. For those of you also in 694-2, this will be the launching of your thesis data collection.</p>	<p>Weeks 3, 6, and 8</p> <p>September 18</p> <p>October 9</p> <p>October 16</p>	<p>15 points</p> <p>20 points</p> <p>25 points</p>
Total		100

Note: All assignments must be submitted electronically on Cougar Courses on or before due dates and times. Multiple faculty will be reviewing, grading, and commenting on your work.

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 = 90-100%
- B = 80-89%
- C = 70-79%

Final Exam Statement

There is no final exam in this course.

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).*

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 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.

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact 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. Alternatively, 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.