

## ***Faculty Instructional Guide – Online***

### ***ELM 7860: Assessment and Accountability***

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#### **University Mission Statement**

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant’s educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant’s faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

#### **The California School of Education (CSOE)**

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education’s mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission:** CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision:** To develop and promote transformative educational experiences that optimize human potential.

**Goals:** The California School of Education has a set of overarching goals that drive the direction of the School’s programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.

5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.
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### Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L= Leadership: Innovation with Accountability**

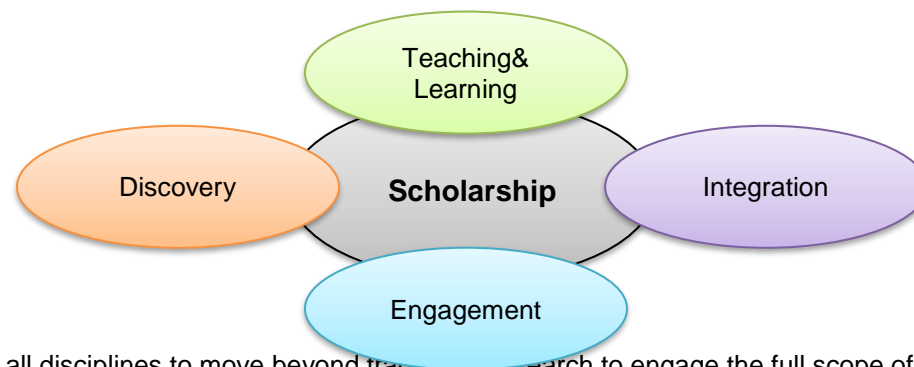
**E= Engagement: Active Learning**

**A=Application: Theory to Practice**

**D=Dedication: Inclusive Excellence**

### Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory. CSOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;  
Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;  
Application – Taking the new knowledge acquired and utilizing to solve society's problems; and  
Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Faculty recognize the insider knowledge that candidates bring to courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

### California Administrator Performance Expectations (CAPE)

- 1A: Developing a Student-Centered Vision of Teaching and Learning
- 1B: Developing a Shared Vision and Community Commitment
- 1C: Implementing the Vision
- 2A: Personal and Professional Learning
- 2B: Promoting Effective Curriculum, Instruction, and Assessment
- 2C: Supporting Teachers to Improve Practice
- 2D: Feedback on Instruction
- 3A: Operations and Resource Management
- 3B: Managing Organizational Systems and Human Resources
- 3C: Managing the School Budget
- 4A: Parent and Family Engagement
- 4B: Community Involvement
- 5A: Reflective Practice
- 5B: Ethical Decision-Making
- 5C: Ethical Action
- 6A: Understanding and Communicating Policy
- 6B: Representing and Promoting the School

### California Administrator Performance Assessment (CalAPA)

- [Leadership Cycle 1](#): Analyzing Data to Inform School Improvement and Promote Equity
- [Leadership Cycle 2](#): Facilitating Communities of Practice
- [Leadership Cycle 3](#): Supporting Teacher Growth



### Course Description

The course provides an opportunity for the candidate to learn how to select, monitor, analyze and evaluate data to improve student learning. The coursework focuses on the implementation of state adopted academic content standards, frameworks and instructional materials as well as assessment and accountability systems. In the course, candidates develop an assessment and accountability plan for their school.

### Course Learning Outcomes

- **CLO1:** Define both accountability and assessment as compared to an educational organization.
- **CLO2:** Compare and contrast the different assessment methods available to educators today.
- **CLO3:** Analyze the technological tools available to educators today to evaluate instructional programs to support student learning.
- **CLO4:** Utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques for the effective assessment of student learning.
- **CLO5:** Apply the correct assessment measure in accordance with your organizational needs to promote student learning.
- **CLO6:** Interpret the historical data surrounding student assessment.
- **CLO7:** Create an accountability teaching system based on your student’s learning standards.

### Standards Alignment

California School of Education (CSOE)		California Commission on Teacher Credentialing	
CLO	Theoretical Framework	CAPE	CaIAPA Cycle Integration

			when applicable
<b>CLO1:</b> Define both accountability and assessment as compared to an educational organization.	Application	1C;2A.2B; 2A; 2D; 5A	
<b>CLO2:</b> Compare and contrast the different assessment methods available to educators today.	Application	1C;2A.2B; 2A; 2D; 5A	1
<b>CLO3:</b> Analyze the technological tools available to educators today to evaluate instructional programs to support student learning.	Engagement	1C;2A.2B; 2A; 2D; 5A	1
<b>CLO4:</b> Utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques for the effective assessment of student learning.	Leadership	1C;2A.2B; 2A; 2D; 5A	
<b>CLO5:</b> Apply the correct assessment measure in accordance with your organizational needs to promote student learning.	Application	1C;2A.2B; 2A; 2D; 5A	
<b>CLO6:</b> Interpret the historical data surrounding student assessment.	Application	1C;2A.2B; 2A; 2D; 5A	1
<b>CLO7:</b> Create an accountability teaching system based on your student's learning standards.	Integrate	1C;2A.2B; 2A; 2D; 5A	3

### Candidate Expectations

**Respectful Speech and Actions:** As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior:** This program is a graduate-level professional program, and each member of the program, both candidates and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect with their interactions with other candidates, staff, and faculty. Candidates will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

### Expected In-class (Online) and Preparation Time per Week

Weeks	In-Class (Online) Time (Discussions, interactions, delivering presentations, viewing lectures, exams)	Preparation Time (reading, major assignments, homework)
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Week 1	5.5 hours	12 hours
Week 2	4 hours	11 hours
Week 3	5 hours	12 hours
Week 4	5 hours	11 hours
Week 5	4 hours	11 hours
Week 6	5 hours	11 hours
Week 7	5 hours	11 hours
Week 8	5 hours	11 hours

**Note.** Expected weekly time is calculated at the number of hours per unit, times the number of units, divided by the number of weeks in the course for the following:

- Online time:  $(15 \times \# \text{ of units}) / \# \text{ of weeks}$
- Preparation time:  $(30 \times \# \text{ of units}) / \# \text{ of weeks}$

**Required Course Materials**

Abedi, J. Adamson, F (2014). *Next Generation Assessment: Moving Beyond the Bubble Test.* Jossey-Bass, Inc.  
 ISBN-13: 978-1118456170  
 ISBN-10: 1118456173

Darling, L. (2014). *Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning* Jossey-Bass, Inc.

ISBN-13: 978-1118456187  
 ISBN-10: 1118456181

**Instructor Policies**

**Late Assignments**

If assignments are not posted by 11:59 p.m. Pacific Standard Time (PST) on the day they are due they are considered late. Technological issues are not considered valid grounds for late assignment submission. In the event of a server outage, students should submit assignments to the instructor directly through email and when systems are restored, submit those assignments according to syllabus instructions.

Unless an Incomplete/In Progress grade has been granted, learner assignments submitted after the last day of class will not be accepted.

**Feedback**

Each week, your instructor will provide grades/scores and comments on assignments within 4 days of the last day of the week unless you instructor notifies you otherwise.

### **Syllabus/Schedule**

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

### **University Administrative Policies & Student Resources**

Administrative policies and students resources for the university can be accessed in the most current catalog posted on the university website <http://catalog.alliant.edu/index.php>.

### **Academic Code of Conduct and Ethics**

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

### **Disability Accommodations Request**

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

### **Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty**



In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

### Technology Requirements and Support

Answers to the most common issues are found in the Canvas Guides which are accessible by clicking "Help" link located on the canvas course Web Page.

For any other Canvas or technical issues please contact the Alliant Help Desk by email at: [Helpdesk@alliant.edu](mailto:Helpdesk@alliant.edu) or by phone at: 1-844-313-4357.

Additionally, students have access to Starfish, an early alert & connect system used to communicate concerns and facilitate access to extensive academic support systems. Starfish can be accessed by clicking on the Starfish icon located on the left-hand side of the canvas course Web Page.

### Course Grading Criteria

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be based on the points in these categories:

Artifact Categories		% of Grade
I.	Class Participation and Collaboration	25
II.	Measurable Artifacts <ul style="list-style-type: none"> <li>• Artifacts and Presentations</li> <li>• Current Trends Reflections</li> </ul>	50
III.	Competency-Based Artifact <ul style="list-style-type: none"> <li>• Signature Assignment 7860</li> </ul>	25
<b>Total</b>		100

### Assignments

#### Course Requirements and General Description of Assignments:

The assignments and readings are Theory and practice & principles of adult learning theory are aligned to the California Administrator Performance Expectations (CAPEs).

**I. Current Trends Reflections/Artifacts** (*Measurable Artifact*)

Candidates read scholarly research trends and respond using various tools to promote constructive interpersonal and communication skills.

**II. Leadership in Observing, Assessing and Supporting Individual Teacher Effectiveness** (*Measurable Artifact*)

Candidates demonstrate their instructional leadership skills to plan for a teacher observation, observe, analyze observation and student data, provide feedback and plan support for an individual teacher.

**III. Signature Assignment 7860** (*Professional Competency-Based Artifact*)

Candidates develop a plan for assessing learning at their school (or school of their choice). The plan should include the following components:

1. Description of the ideal state for Candidate achievement at your school
2. Description of the equity gap between the ideal state and the current state. Use the CalAPA Cycle 1 Equity Gap template for data collection and analysis.
3. Description of your specific plan to close/eliminate the gap
4. Reflective Practice of how you will monitor progress during the implementation of the plan in the following areas: 1) Vision for learning, 2) Candidate learning and professional growth, 3) Organizational management for Candidate learning, 4) Working with diverse families and communities, 5) Personal ethics and leadership capacity, and 6) Political, social, economic, legal and cultural understanding.
5. Reflective Practice to explain the decisions that you made regarding data:
  - A. How are these data indicators relevant to the vision for the school?
  - B. Describe how these data indicators are relevant to understanding equity issues at the school.

- C. Define each equity gap you have identified through your data analysis including:
- The priority Candidate group or groups that are affected by the equity gap.
  - The services, resources, and/or outcomes within which there are equity gaps.
  - Research that supports your data analysis and finding, as appropriate.

## Week 1: The Rationale for Assessment

Course Learning Objective(s)	Theoretical Framework	CAPE
<b>CLO1:</b> Define both accountability and assessment as compared to an educational organization.	Application	1C;2A.2B; 2A; 2D; 5A
<b>CLO2:</b> Compare and contrast the different assessment methods available to educators today.	Application	1C;2A.2B; 2A; 2D; 5A
<b>Readings &amp; Resources:</b>		
<p><b>Textbook(s) &amp; Resource(s):</b>                      Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i>                      Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i></p> <p><b>Video Resource(s):</b>                      Watch <a href="#">How to Fix a Broken School? Lead Fearlessly, Love Hard</a></p>		
<b>Discussion Thread(s):</b>		
<p><b>Respond</b> to the prompt: Why is Assessment an important tool for a school culture? Choose one (1) Assessment strategy and discuss how it would help your school site. Respond to a Minimum of 2 of your peers (see rubric).  <b>Reference</b> Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i>                      Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i></p> <p><b>Post</b> your initial response to the discussion forum by deadline.  <b>Apply</b> the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  <b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p>		
<b>Measurable Artifacts:</b>		
<p><b>Objective:</b> Candidates will define their personal leadership goals and identify the priorities that will drive their vision to reach their goals.  <b>Complete:</b> Shared vision and Goal Setting Activity</p>		

## Week 2: Assessment Past, Present, Future

Course Learning Objective(s)	Theoretical Framework	CAPE
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<p><b>CLO2:</b> Compare and contrast the different assessment methods available to educators today.</p>	<p>Application</p>	<p>1C;2A.2B; 2A; 2D; 5A</p>
<p><b>CLO3:</b> Analyze the technological tools available to educators today to evaluate instructional programs to support student learning.</p>	<p>Application</p>	<p>1C;2A.2B; 2A; 2D; 5A</p>
<p><b>Readings &amp; Resources:</b></p>		
<p><b>Textbook(s) &amp; Resource(s):</b>                  Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i>                  Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i>  <b>Video Resource(s):</b>                  Watch <a href="#">Excellence with Equity: Closing the Achievement Gap</a></p>		
<p><b>Discussion Thread(s):</b></p>		
<p><b>Respond</b> to the prompt: As an Administrator, which technological tool would you use to assess your student population. Why did you choose that tool? Respond to a Minimum of 2 of your peers (see rubric).  <b>Reference</b> Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i>                  Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i>   <b>Post</b> your initial response to the discussion forum by deadline.  <b>Apply</b> the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  <b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p>		
<p><b>Measurable Artifacts:</b></p>		
<p><b>Objective:</b> Candidates will explore their school community with a series of interviews to further develop their goals for developing a vision.  <b>Complete:</b>                  Review Code of Ethics                  Cartoon: "Just pretend we're not here, Mr. Robinson"                  The "One True Performance Evaluation Rating Scheme"--Humor                  Lecture and slides: "A Plan for Teacher Evaluation"</p>		

**Week 3: Performance Assessment: The State of the Art**

Course Learning Objective(s)	Theoretical Framework	CAPE
<b>CLO3:</b> Analyze the technological tools available to educators today to evaluate instructional programs to support student learning.	Application	1C;2A.2B; 2A; 2D; 5A
<b>CLO4:</b> Utilize the principles of systems management, organizational development, problem solving, and collaborative decision-making techniques for the effective assessment of student learning.	Leadership	1C;2A.2B; 2A; 2D; 5A
<b>Readings &amp; Resources:</b>		
<p><b>Textbook(s) &amp; Resource(s):</b>                      Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i>                      Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i></p> <p><b>Video Resource(s):</b></p>		
<b>Discussion Thread(s):</b>		
<p><b>Respond</b> to the prompt: How would you organize your staff to implement effective assessments of student learning? What techniques would you use? Respond to a Minimum of 2 of your peers (see rubric).  <b>Reference</b> Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i>                      Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i></p> <p><b>Post</b> your initial response to the discussion forum by deadline.  <b>Apply</b> the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  <b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p>		
<b>Measurable Artifacts:</b>		
<p><b>Objective:</b> Candidates will work with school members to establish BIG goals.  <b>Complete:</b>                      Establish Curriculum Map and Backwards Design                      Improvement and Intervention Strategies</p>		

### Week 4: Performance Management: Valid for All?

Course Learning Objective(s)	Theoretical Framework	CAPE
<b>CLO3:</b> Analyze the technological tools available to educators today to evaluate instructional programs to support student learning.	Application	1C;2A.2B; 2A; 2D; 5A

<p><b>CLO5:</b> Apply the correct assessment measure in accordance with your organizational needs to promote student learning</p>	<p>Integrate</p>	<p>1C;2A.2B; 2A; 2D; 5A</p>
<p><b>Readings &amp; Resources:</b></p>		
<p><b>Textbook(s) &amp; Resource(s):</b>                  Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i>                  Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i>  <b>Video Resource(s):</b>                  Watch <a href="#">Bridging the Gap in Academic Achievement</a></p>		
<p><b>Discussion Thread(s):</b></p>		
<p><b>Respond</b> to the prompt: As an Administrator, how do you know if you are using the correct assessment strategy for your school site? Respond to a Minimum of 2 of your peers (see rubric).  <b>Reference</b> Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i>                  Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i>  <b>Post</b> your initial response to the discussion forum by deadline.  <b>Apply</b> the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  <b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p>		
<p><b>Measurable Artifacts:</b></p>		
<ul style="list-style-type: none"> <li><b>Objective:</b> Candidates will explore responsibilities for communicating the curriculum and assessment plan to staff, parent(s)/guardian(s), and community.</li> </ul> <p><b>Complete:</b>                  Emphasize process over content - adult learning is problem-centered rather than content-oriented; make it immediately relevant to their work and/ or personal lives</p> <ul style="list-style-type: none"> <li>Remember you are a facilitator/ resource - remember that your staff comes with a wide variety of levels of experience; incorporate those backgrounds into your presentation and give them opportunities to draw upon their own self-concept.</li> </ul>		

### Week 5: Supporting Teacher Learning

Course Learning Objective(s)	Theoretical Framework	CAPE
<p><b>CLO5:</b> Apply the correct assessment measure in accordance with your organizational needs to promote student learning.</p>	<p>Application</p>	<p>1C;2A.2B; 2A; 2D; 5A</p>
<p><b>CLO6:</b> Interpret the historical data surrounding student assessment.</p>	<p>Integrate</p>	<p>1C;2A.2B;</p>

		2A; 2D; 5A
<b>Readings &amp; Resources:</b>		
<b>Textbook(s) &amp; Resource(s):</b> Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i> Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i>		
<b>Video Resource(s):</b> <b>Watch</b>		
<b>Discussion Thread(s):</b>		
<p><b>Respond</b> to the prompt: Why is historical data important to student assessment? Respond to a Minimum of 2 of your peers (see rubric).</p> <p><b>Reference</b> Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i>                  Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i></p> <p><b>Post</b> your initial response to the discussion forum by deadline.</p> <p><b>Apply</b> the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.</p> <p><b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p>		
<b>Measurable Artifacts:</b>		
<p><b>Objective:</b> Candidates will work in learning communities with staff to gather feedback to better develop goals.</p> <p><b>Complete:</b>                  Give your staff clear reasons for your assessments</p>		

## Week 6: Developing Structures That Work

Course Learning Objective(s)	Theoretical Framework	CAPE
<b>CLO5:</b> Apply the correct assessment measure in accordance with your organizational needs to promote student learning.	Application	1C;2A.2B; 2A; 2D; 5A
<b>CLO7:</b> Create an accountability teaching system based on your student’s learning standards	Integrate	1C;2A.2B; 2A; 2D; 5A
<b>Readings &amp; Resources:</b>		
<b>Textbook(s) &amp; Resource(s):</b> Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i>		



<p>Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i></p> <p><b>Video Resource(s):</b>  <a href="#">Watch The Power of the Professional Learning Community</a></p>
<p><b>Discussion Thread(s):</b></p> <p><b>Respond</b> to the prompt: How is a structured accountability teaching system based on your student’s learning standards important to the school climate? Respond to a Minimum of 2 of your peers (see rubric).  <b>Reference</b> Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i>                  Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i></p> <p><b>Post</b> your initial response to the discussion forum by deadline.  <b>Apply</b> the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.  <b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p>
<p><b>Measurable Artifacts:</b></p> <p><b>Objective:</b> Candidates will utilize leadership strategies for better planning.  <b>Complete:</b></p> <ul style="list-style-type: none"> <li>• Engagement Activity</li> <li>• Exploration</li> <li>• Explanation</li> <li>• Extension</li> <li>• Elaborate/ Evaluation</li> </ul>

### **Week 7: Investing in Assessments of Deeper Learning**

<b>Course Learning Objective(s)</b>	<b>Theoretical Framework</b>	<b>CAPE</b>
<b>CLO5:</b> Apply the correct assessment measure in accordance with your organizational needs to promote student learning.	Application	1C;2A.2B; 2A; 2D; 5A
<b>CLO6:</b> Interpret the historical data surrounding student assessment.	Application	1C;2A.2B; 2A; 2D; 5A
<b>CLO7:</b> Create an accountability teaching system based on your student’s learning standards.	Integrate	1C;2A.2B; 2A; 2D; 5A
<b>Readings &amp; Resources:</b>		
<p><b>Textbook(s) &amp; Resource(s):</b>                      Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i></p>		

<p>Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i></p> <p><b>Video Resource(s):</b>  <b>Watch</b></p>
<p><b>Discussion Thread(s):</b></p> <p><b>Respond</b> to the prompt: Does historical data determine future learning outcomes? Why or Why not? Respond to a Minimum of 2 of your peers (see rubric).</p> <p><b>Reference</b> Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i>                  Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i></p> <p><b>Post</b> your initial response to the discussion forum by deadline.</p> <p><b>Apply</b> the RISE model in responding to one classmate’s post. Please respond to a post that has not yet received a response from a peer.</p> <p><b>Respond</b> to the RISE questions and suggestions to your initial post by deadline.</p>
<p><b>Measurable Artifacts:</b></p> <p><b>Objective:</b> Candidates will prioritize their goals for their school site.</p> <p><b>Complete:</b>                  Case Studies:</p>

### **Week 8: Building Assessments for Deeper Learning**

<b>Course Learning Objective(s)</b>	<b>Theoretical Framework</b>	<b>CAPE</b>
<b>CLO5:</b> Apply the correct assessment measure in accordance with your organizational needs to promote student learning.	Application	1C;2A.2B; 2A; 2D; 5A
<b>CLO6:</b> Interpret the historical data surrounding student assessment.	Application	1C;2A.2B; 2A; 2D; 5A
<b>CLO7:</b> Create an accountability teaching system based on your student’s learning standards.	Leadership	1C;2A.2B; 2A; 2D; 5A
<b>Readings &amp; Resources:</b>		
<p><b>Textbook(s) &amp; Resource(s):</b>                      Abedi, J. Adamson, F (2014). <i>Next Generation Assessment: Moving Beyond the Bubble Test</i>                      Darling, L. (2014). <i>Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning</i></p> <p><b>Additional Resource(s):</b> Sound Out: <a href="http://www.soundout.org/publications.html">http://www.soundout.org/publications.html</a></p>		
<b>Discussion Thread(s):</b>		

**Respond** to the prompt: After completing your readings, and this course, has your assessment philosophy changed? Respond to a Minimum of 2 of your peers (see rubric).

**Reference** Abedi, J. Adamson, F (2014). *Next Generation Assessment: Moving Beyond the Bubble Test*  
Darling, L. (2014). *Beyond the Bubble Test: how Performance Assessments Support 21<sup>st</sup> Century Learning*

**Post** your initial response to the discussion forum by deadline.

**Apply** the RISE model in responding to one classmate's post. Please respond to a post that has not yet received a response from a peer.

**Respond** to the RISE questions and suggestions to your initial post by deadline.

**Measurable Artifacts:**

**Objective:** Candidates will prioritize their goals for their school site.

**Complete:**

Monitoring Progress

Rubrics

**RISE Discussion Rubric**

**RISE (Reflect, Inquire, Suggest, Elevate) Model of Meaningful Feedback**

	<b>Exemplary 100%</b>	<b>Good 67%</b>	<b>Needs Improvement 33%</b>
<b>Initial Response to the Forum Topic</b> (up to 5 pts.)	Topic is addressed thoughtfully, supported by citations to experts and personal experience, and builds on prior posts.	Topic is addressed thoughtfully, but not thoroughly supported by citations to experts, personal experience, or previous posts.	Topic is addressed superficially and without evidence that prior posts were considered.
<b>Feedback to Peer’s Response to the Forum Topic</b> (up to 5 pts. for responses to classmates)	Thoughtful feedback included all levels of the RISE model and will result in a substantive improvement in the work if implemented.	Feedback was thoughtful but did not include specific suggestions and references for improvement.	Feedback was superficial and did not cover all levels of the RISE model.

**ELM 7860: Assessment & Accountability**

**Signature Assignment 7860** Candidates develop a plan for assessing learning at their school (or school of their choice). The plan should include the following components:

6. Description of the ideal state for Candidate achievement at your school
7. Description of the equity gap between the ideal state and the current state. Use the CalAPA Cycle 1 Equity Gap template for data collection and analysis.
8. Description of your specific plan to close/eliminate the gap
9. Reflective Practice of how you will monitor progress during the implementation of the plan in the following areas: 1) Vision for learning, 2) Candidate learning and professional growth, 3) Organizational management for Candidate learning, 4) Working with diverse families and communities, 5) Personal ethics and leadership capacity, and 6 ) Political, social, economic, legal and cultural understanding.
10. Reflective Practice to explain the decisions that you made regarding data:
  - D. How are these data indicators relevant to the vision for the school?
  - E. Describe how these data indicators are relevant to understanding equity issues at the school.
  - F. Define each equity gap you have identified through your data analysis including:
    - The priority Candidate group or groups that are affected by the equity gap.
    - The services, resources, and/or outcomes within which there are equity gaps.
    - Research that supports your data analysis and finding, as appropriate.

ELM 7810 EDUCATIONAL LEADERSHIP

Elements	Excellent	Moderate evidence	Minimal or no evidence
Candidates selection of data and patterns related to equity and to the school's vision and goals.	Candidates investigation cites relevant research that supports patterns and/or trends related to equity as found in their evaluation of quantitative data.	Candidate investigates the relationship between their focus area and the school's vision and goals, which may not be identifying an equity gap.	Candidates does not accurately identify patterns related to school equity issues and/or to the school vision and goals.
Current state of Candidate achievement	The plan describes specific data and how it was analyzed to identify the current state of Candidate achievement at the school. The analysis includes multiple measures of data.	The plan analyses the current state of achievement at the school.	The plan identifies the data that was analyzed to identify the current state of Candidate achievement at the school. The analysis relies heavily or solely on standardized test data.
Identifying the equity gap	The plan contains a thorough analysis of the data leading to the description of the equity gap. The analysis includes multiple measures of whole school and demographic data.	The plan contains a general analysis of the data leading to the description of the gap. The analysis may include multiple measures of whole school subgroup, and demographic data	The plan contains a limited analysis of the data leading to the description of the gap. The analysis relies heavily on standardized test data
Plan to improve Candidate learning	The plan is clearly connected to the analysis of data. The direction of the plan specifically addresses the areas of need found in the data analysis.	The plan is generally connected to the analysis of data. The direction of the plan addresses the areas of need found in the data analysis.	The plan is disconnected to the analysis of data in a very limited way. The direction of the plan does not address all the areas of need (either due to missing analysis or omission)
Monitoring Progress	The plan specifically describes how progress will be monitored in each of the six standards areas. The plan includes samples of assessment tools that will be utilized to measure progress.	The plan generally describes how progress will be monitored in each of these six standards areas. The plan may include samples of assessment tools that will be utilized to measure progress.	The plan describes how progress will be monitored in a limited way. Each of the six standards areas may not be monitored. The plan does not include samples of assessment tools that will be utilized to measure progress.
Communication	The plan describes in detail how data, planning, and progress reporting will be communicated with stakeholders. The plan describes multiple opportunities for two-way communication.	The plan describes in how data, planning, and progress reporting will be communicated with stakeholders. The plan describes opportunities for two-way communication	The plan describes generally how data, planning, and progress reporting will be communicated with stakeholders. The plan describes limited opportunities for two-way communication.