



CALIFORNIA STATE UNIVERSITY  
**LONG BEACH**  
Educational Leadership

#### COURSE INFORMATION

- Course: **EDAD 655A, Instructional Leadership and Assessment**
- Term: **Spring 2020**
- Meeting Time: **TH, 5:45p – 8:30 p**  
(\*Class dates/times may be altered with advanced notice)
- Building/Rm#: **AS 233**

#### INSTRUCTOR INFORMATION:

*Note: Per University-wide policy, instructor will send information via your University email account only. This email address will also be used in BeachBoard for course communications.*

#### COLLEGE OF EDUCATION MISSION STATEMENT

The College of Education at CSULB is a learning and teaching community that prepares professional educators and practitioners who promote equity and excellence in diverse urban settings through effective pedagogy, evidence-based practices, collaboration, leadership, innovation, scholarship, and advocacy.

#### COURSE DESCRIPTION

Examines leadership of curriculum and instruction, especially the role of leaders in moving forward equitable best practices in an era of accountability. Heavy emphasis on using data to identify equity gaps and meeting the needs of diverse learners. Prerequisite: Admission to the Educational Administration program or consent of instructor. Letter Grade: A-F.

#### STUDENT LEARNING OUTCOMES

The following student learning outcomes are derived from the California Administrator Performance Expectations (CAPEs). By the end of this course, students will be able to:

1. Examine theoretical perspectives of curriculum and their impact on the development, implementation, and evaluation of curriculum in the context of the school in the 21<sup>st</sup> century
2. Collect, analyze, and use multiple sources of school data to determine, through ongoing monitoring, whether the school is accomplishing its mission and vision, and to propose best practices to address achievement and opportunity gaps (CAPE 1A, 1C)
3. Demonstrate understanding of how to support and promote effective instruction and a range of instructional methods, support practices that address the diverse educational needs of all students, and maintain high learning expectations for all students (CAPE 2B)
4. Use knowledge of TK-12 student academic content standards and appropriate instructional practices to lead curriculum and instruction (CAPE 2D)

5. Recognize personal and institutional biases, inequities, and discriminatory practices within the education system and the school site that can negatively impact staff and student safety and performance and address these biases through culturally responsive, positive restorative strategies that address diverse student needs (CAPE 3C)
6. Recognize any possible institutional barriers to student learning and use strategies that overcome barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender, gender identity, sexual orientation, or other sources of educational disadvantage or discrimination (CAPE 5B)
7. Explain how the school is part of larger district, state, federal, and global contexts that is influenced by political, social, economic, legal, and cultural factors related to curriculum, instruction, and accountability (CAPE 6A)

#### REQUIRED TEXTS

Frattura, E.M., & Capper, C.A. (2007). *Leading for social justice: Transforming schools for all learners*. Corwin Press.

*(Note: this is an anchor text for the program that students will have already purchased in their first semester and will cover Chapters 4, 8-10 in this course)*

Gay, G. (2018). *Culturally responsive teaching: Theory, practice, and research* (3<sup>rd</sup> ed.). Teachers College Press.

Glatthorn, A.A., Jailall, J.M., & Jailall, J.K. (2017). *The principal as curriculum leader*. Corwin.

*Note: The instructor reserves the right to assign supplementary readings. Please check BeachBoard regularly.*

#### SUGGESTED COURSE TEXTS

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American Psychological Association (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

## COURSE POLICIES AND REQUIREMENTS

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### CLASS PARTICIPATION

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This course is participatory and interactive. Your attendance and participation is critical to our collective success. Successful participation on the part of students includes:

- Attending all class meetings on time and in their entirety.
- Being prepared for each class meeting (completing readings, having questions in hand, etc.).
- Moving the conversation forward through asking questions, contributing examples/comments, constructively building on the ideas of others, and listening and responding to others' ideas.
- Being sensitive to your level of participation and to the engagement of your colleagues.
- Engaging in respectful, professional discourse at all times.

### ATTENDANCE

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Perfect attendance, punctuality and adherence to class hours, observance of class norms for participation, and thorough preparation for class are integral components of the learning process and expectations of this EDAD course. Course readings need to be completed prior to class, and assignments must be completed and submitted on time. All written assignments must adhere to APA format.

Students should be on time, present, and actively engaged in the course work during each class session. For detailed explanation of attendance and classroom expectations, please see Attendance and classroom participation requirements under the Course Assignments section of this syllabus.

### RESPECTING COLLEAGUES

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Please turn off your phone and any other devices that make noise or buzz enough to hear in the room. Disruptive behaviors such as text messaging, reading/sending e-mail, surfing the Internet, talking during lectures/discussions are rude. Please leave the room to take an important call instead of texting during class.

As professionals, we will communicate with each other in a professional manner. We may feel passionately about certain issues; however, passion is no substitute for facts and logical reasoning. Ad hominem remarks or disparaging comments about gender, race/ethnicity, religion, sexual orientation, and/or other sensitive issues are not acceptable. Respectful discourse is always expected.

### ACADEMIC HONESTY

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Students who engage in academic dishonesty (i.e., plagiarism, receiving improper assistance, cheating) are in violation of university policy. If you have any doubt about what constitutes academic dishonesty, please speak with the instructor before turning in your assignments.

## THE WRITING PROCESS

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The ability to communicate clearly and thoroughly in writing is an essential skill for any administrator or researcher. The instructor places a great deal of emphasis on this skill in this course. All work must be edited and demonstrate your best thinking, organization, and writing.

Writing is a process. No one produces a final draft in one sitting. Therefore, you are strongly encouraged to begin writing all assignments early and allow yourself plenty of time to get any additional support you may need (e.g., the Writing Center, peers) and go through the revision process. You should never submit your first draft as a final assignment. As you review and revise your work, ask yourself these questions:

- Does my paper contain all elements of the assignment? Is all the content there and is it clear, easy to understand?
- Is my paper coherent? Does it flow, with connections and transitions between paragraphs and sections? (Does it “hang together”?)
- How are the mechanics, spelling and grammar in the paper? Have I proofread for typos, extra spaces, misspelled words, etc.?
- What is the similarity percentage in my Turn It In originality report? Have I properly cited all sources? Have I only used direct quotations where absolutely necessary?

**Graduate level writing and APA formatting is expected on all assignments.** Please type all papers and use correct grammar, spelling, and punctuation. Properly cite sources using APA format (6<sup>th</sup> ed.). Your grade will be affected if more than a rare editing issue is present. **The instructor may stop reading any assignment that has multiple errors within the first two pages (without grading it) and return it to you for editing.**

## BEACHBOARD

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The syllabus, readings, and electronic versions of course documents, and other relevant material will be posted on BeachBoard. The instructor will post announcements on BeachBoard and use the Grades function. You should check BeachBoard regularly for announcements and materials. All assignments must be submitted by the due date to the Dropbox on BeachBoard.

## EMAIL

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Outside of class lecture and office hours, the instructor uses email as an official form of notification. Please make sure that you check your official CSULB email regularly. **Per University policy, all official course communications must come through your CSULB email address.**

## COURSE ASSIGNMENTS

### 1. **Equity and Achievement Research Paper (20 points)**

(SLO 5, 6, 7)

Based on course readings and additional scholarly literature, identify a significant equity issue (i.e., curriculum, instruction, programming, service delivery...) impacting student achievement and or well-being in education today and discuss its history, current implications (including cultural, political, social, economic, and legal), and proposed potential solutions as a leader. (For example, students with disabilities are often still not able to access the general education curriculum, and you could investigate MTSS and/or collaboration models as possible solutions to this.)

The paper should make explicit connections to content standards and curriculum, instructional strategies, and course readings. [Length 8-10 pages, APA style guide required]

**Due: February 13, 2019, to BB by 5:45 pm**

**Commented [EB1]:** CAPE 6A (I)

### 2. **Culturally Relevant Teaching Group Presentation (20 points)**

(SLO 3, 4, 5, 6)

Working with a group, present on culturally relevant/responsive teaching using a chapter from Geneva Gay's (2018) foundational text *Culturally Responsive Teaching*. You must augment this presentation with one recent peer-reviewed article related to culturally relevant/responsive teaching or leadership. Your group's presentation should share best practices in promoting schools' cultural responsiveness to the students and communities they serve. Presentation Duration: 40 minutes.

**Commented [EB2]:** CAPE 2B (I)  
CAPE 2D (I)  
CAPE 3C (I)

**Due:**

**Staggered group presentations-**

**March 19 – Chs 2, 3, 4**

**March 26 – Chs 5, 6, 7**

### 3. **Analyzing Data to Inform School Improvement and Promote Equity Case Study\* (30 points)**

**(Signature Assignment)**

(SLO 1, 2, 3, 4, 6)

**\*This assignment aligns to Cycle 1 of the CalAPA. The 4 steps mirror the 4 steps in the CalAPA.**

Students will complete a series of steps in an equity gap analysis that mirrors Cycle 1 of the CalAPA.

**Note: Students are expected to complete and submit Cycle 1 of the CalAPA alongside their work in 655A. According to the rubrics, Cycle 1 assesses the following CAPE: 1A, 1B, 1C, 2A, 3B, 3C, 5A, 5B, 6A, 6B**

■ **Step 1 (Investigate):** Examine trend data from your school to select an area of interest related to student learning and/or well-being. Analyze the quantitative data and identify a focus area where gaps/inequities emerge. Identify sources of qualitative data and collect qualitative data to further investigate the focus area.

■ **Step 2 (Plan):** Conduct an equity gap analysis within your chosen area. Define the equity gap by identifying the student group(s) affected and the services, resources, and/or outcomes within which there are gaps. Write a problem statement culminating from the data collection and analysis that defines an area of educational need.

■ **Step 3 (Act):** Based on the data analysis in Steps 1 and 2, develop at least three potential strategies for equitable school improvement related to student achievement and/or well-being (e.g., curriculum, instruction, inclusion, engagement, professional development, and/or assessment practices...).

■ **Step 4 (Reflect):** Critically reflect on your leadership capacity in this project on data analysis and planning for equitable school improvement.

Finally, be prepared to share a 5 minute "Ignite" PowerPoint presentation of your case study with the class. Directions provided.

**Due: Ignite Presentation of case study on April 30<sup>th</sup>.**

**Commented [EB3]:** CAPE 1A (A)  
CAPE 1C (A)  
CAPE 5A (A)  
CAPE 5B (A)  
CAPE 6B (A)

#### **4. Curriculum Analysis (In-Class Group Assignment) (20 points)**

(SLO 1, 3, 4, 5, 6)

In this structured group activity, select a curriculum that is familiar to group members and respond to a series of questions to write a written summary of the curriculum, tell the story of the curriculum, evaluate the curriculum, and put it in a leadership context. To do this, address each of the following:

□ **Question #1: Curriculum**

Briefly describe the curriculum you have selected.

□ **Question #2: Standards**

How do the standards connect to the selected curriculum?

□ **Question #3: Assessment and Accountability**

What state and district assessments relate to this curriculum?

□ **Question #4: Story**

Tell the story of how this curriculum was adopted in the school/ district.

□ **Question #5: Curriculum Analysis**

Using course readings and supplemental sources related to curriculum analysis, create a rubric that you would use to analyze a curriculum.

□ **Question #6: Leadership Reflection**

Students will place themselves in the role of principal and discuss leadership implications

**Due: In Class activity – May 7<sup>th</sup>.**

**5. Attendance & Class Participation (10% ongoing):** Since the class is interactively structured, you will be expected to participate to the best of your ability in all class activities. This includes attending class, fully engaging in class discussion, arriving on time and staying for the whole class, and completing all assignments on time.

A sign-in sheet will be available at every class session. It is your responsibility to inform the instructor of absences via email *in advance*. It is your responsibility to take proactive measures (checking BeachBoard, classmates, etc.) to obtain any information missed due to an absence. All students are afforded one "pass" due to extenuating circumstances (e.g., family/medical emergency, school-related function, etc.). **Given the importance of this class to your preparation and timely completion of the CalAPA, you will incur an automatic 2 point deduction for any subsequent absences/tardies.**

**List of Required Course Assignments**

Assignment	Linked to SLO	Points	Due Date
Assignment #1: <u>Equity &amp; Achievement Research Paper</u>	5, 6, 7	20	February 13, 2019, to BB by 5:45 pm
Assignment #2: <u>Culturally Relevant Teaching [Group Presentations]</u>	3, 4, 5, 6	20	Staggered group presentations: March 19 March 26
Assignment #3: <b>Analyzing Data to Inform School Improvement and Promote Equity Case Study* (Signature Assignment)</b>	2, 3, 4, 6	30	April 30, 2019, 11:59 PM PST to CTC AND BB.
Assignment #4 <u>Curriculum Analysis (In-Class Group activity)</u>	1, 3, 4, 5, 6	20	Due in Class
Assignment #5 Attendance and Participation		10	Ongoing

**GRADING**

In compliance with university policy, final grades will be based on at least three demonstrations of competence. Students will convey their understanding of course content and mastery of learning outcomes through their active and thoughtful engagement in classroom discussion and activities, timely submission of high quality individual/group written assignments, and professional presentation of individual/group reports.

All written assignments must adhere to APA format (6<sup>th</sup> ed.). It is expected that students will submit original work and properly cite all sources. All assignments will utilize the Turn It In feature of Dropbox which will generate an originality report.

Assessments will be weighted according to the points assigned each project, and students must submit all

work by 11:59 p.m. on the due date to receive a grade for the course using the following point scale:

**Grade Scale**

A = 90 – 100  
B = 80 – 89  
C = 70 – 79  
D = 60 – 69  
F = below 60

**LATE ASSIGNMENTS POLICY**

**Submit assignments by their assigned deadlines.** Late Penalty: All late assignments (submitted past the deadline) will incur an automatic 25% deduction.

**ATTENDANCE AND CLASS PARTICIPATION**

As stated earlier, perfect attendance, punctuality and adherence to class hours, observance of class norms for participation, and thorough preparation for class are integral components of the learning process and expectations of this EDAD course. Course readings are completed prior to class, and assignments are completed and submitted on time.

Remember that you are allotted one absence. It is your responsibility to inform the instructor(s) of absences via email *in advance*. It is your responsibility to take proactive measures (checking BeachBoard, classmates, etc.) to obtain any information missed due to an absence. If you are absent from class more than once, you will incur point deductions.

Special NOTE: Participation is broad and all encompassing. Your class participation grade may be reduced by failing to bring drafts of assignments to class on the date indicated on the syllabus as this will prevent you from fully participating and contributing to class activities.

**STATEMENT REGARDING STUDENTS WITH DISABILITIES**

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modification, special assistance, or accommodations offered are inappropriate or insufficient, he/she should seek the assistance of the Director of Disabled Student Services.

**ASSISTIVE TECHNOLOGY**

In keeping with the CSU Assistive Technology Initiative (Fall 2007), instructors are required to make their course syllabi and materials accessible to all students, including print and e-versions.

**POLICY FOR WITHDRAWAL**

Refer to the current California State University, Long Beach *Catalog of Undergraduate and Graduate Studies* for more detailed guidelines.

**INCOMPLETES**



Incompletes are strongly discouraged and granted only in cases of emergencies beyond the student's control. University policy states that at least 2/3 of assignments must be complete before an incomplete can be granted. Consult the CSULB Student Catalog for details of this policy.

COURSE CALENDAR\*

*\*Note: Instructor reserves the right to alter and or modify the content and scope of each class session*

**ALL READINGS FOR EACH SESSION TO BE COMPLETED BEFORE CLASS.**

Session/ Date	Topic	Readings to be Done in preparation for session:	Due
<p><b>#1</b> <b>Jan 23</b></p>	<p><b>Syllabus Review</b></p> <ul style="list-style-type: none"> <li>• Discuss CalAPA</li> <li>• Introduction to Texts</li> <li>• Introduction to Assignments</li> </ul> <p><b>What is Equity in the context of Education?</b></p> <p><b>Root Analysis Discussion: Structural vs. Institutional factors and the "Equity" Gap</b></p> <p><b>Preview Assignment #1 Equity Research Paper</b></p> <p><b>Preview Assignment #2 Culturally Relevant Teaching-Group Presentations</b></p> <p><b>Preview Signature Assignment (Assignment #3)</b> -Looking at Trend Data, Sources of Trend Data <b>(Participation Task for next week: Complete Data Inventory for your school. See handout)</b></p>	<p><b>Article: Equity Audits: A Practical Leadership Tool (Skrla et al.)</b></p>	
<p><b>Session/ Date</b></p>	<p><b>Topic</b></p>	<p><b>Readings to be Done in preparation for session:</b></p>	<p><b>Due</b></p>

<p><b>#2</b> <b>Jan 30</b></p>	<p><b>Library Research Workshop</b> (Presenter: Karin Griffin) -Research Guides -Database searches <b>Share Data Inventory task you completed</b></p> <p><b>Minilesson #1: Identifying Emerging Trends (Quant. Data)</b> (Participation Task for next week: Complete Initial Data Collection handout on various indicators of student achievement/well-being at your site)</p> <p>Sign up for Group Chapter Presentations (Ch. 2-7) from <i>Culturally Responsive</i> text</p>	<p>Ch. 1 from <i>Culturally Responsive</i> Text;  Ch. 4 from <i>Leading for social justice: Transforming schools</i> Text</p>	<p><b>Class Participation Task: Bring in Data Inventory</b></p>
<p><b>#3</b> <b>Feb 6</b></p>	<p>Small and Wholegroup discussion on Initial Data Collection Task (Handout on Various Indicators of Student Achievement/Well-being)</p> <p>Preview Assignment 3: Mini Lesson #2 -Conducting Preliminary Gap Analyses -Extended Data Collection Using Qualitative Inquiry (Participation Task for next week: Complete Extended Data Collection handout on qualitative data sources.)</p>	<p>Ch. 8 from <i>Leading for social justice: Transforming schools</i> Text</p>	<p><b>Class Participation Task: Bring in Completed Handout on Various Indicators of Student Achievement/ Well-being</b></p>
<p><b>#4</b> <b>Feb 13</b></p>	<p>Preview Assignment 3 Mini Lesson #2 continued... -Share and discuss Extended Data Collection handouts you completed -Analyzing and Reporting findings from Extended Data Collection (qualitative)</p> <p>For next Class Participation Task: Draft Instruments/Protocol Guides to use for Qualitative Data Collection. Bring Drafts to class.</p>		<p><i>DUE: Equity Research Paper to BB</i></p> <p><b>Class Participation Task: Bring in Completed Extended Data Collection Handout</b></p>
<p><b>Session/ Date</b></p>	<p><b>Topic</b></p>	<p><b>Readings to be Done in preparation for session:</b></p>	<p><b>Due</b></p>

<p>#5 Feb 20</p>	<p>Preview Assignment #3 -Share your Drafts of Instruments/Protocols to be used. -Be prepared to share <i>preliminary</i> insights from your qualitative data collection in two weeks.  -Minilesson #3: Summary and formal gap analysis of an equity issue  Re-Viewing Student Challenges to our teaching/leadership</p>	<p>Chs. 9 &amp; 10 from <i>Leading for social justice: Transforming schools</i> Text</p>	<p>Class Participation Task: Bring in Drafts of Qualitative Instruments/ Protocol Guide</p>
<p>#6 Feb 27</p>	<p>Preview Assignment #3 Minilesson #4: Identifying Potential Causes (Structural/Institutional factors) and Drafting Problem Statements  Reminder: For Class Participation Task next week, be prepared to share preliminary results from your Qualitative Data Collection  Meet in Groups to discuss upcoming Presentations on Culturally Relevant/Responsive Teaching text</p>		
<p>#7 Mar 5</p>	<p>Share Preliminary Results from Qualitative Data Collection  Preview Assignment #3 Minilesson #5: Drafting an Action Plan for School Improvement -identify improvement strategies -share with stakeholders  Continue meeting in Groups to discuss upcoming Presentations on Culturally Relevant/Responsive Teaching text</p>		<p>Class Participation Task: Bring in Preliminary Results from Qualitative Data Collection</p>
<p>Session/ Date</p>	<p>Topic</p>	<p>Readings to be Done in preparation for session:</p>	<p>Due</p>

<p>#8 Mar 12</p>	<p>Preview Assignment #3 Minilesson #6: Writing critical reflections -building leadership capacity for school improvement</p> <p>Continue meeting in Groups to discuss upcoming Presentations on Culturally Relevant/Responsive Teaching text</p>		
<p>#9 Mar 19</p>	<p>Group Presentations on <i>Culturally Relevant/Responsive Teaching</i> Ch. 2 Pedagogical Content Ch. 3 Power and Caring Ch. 4 Culture and Communication</p>		<p>Ch. 2-4 Presentations due</p>
<p>#10 Mar 26</p>	<p>Group Presentations on <i>Culturally Relevant/Responsive Teaching</i> Ch. 5 Pedagogical Content Ch. 6 Power and Caring Ch. 7 Culture and Communication</p>		<p>Ch. 5-7 Presentations due</p>
<p>Session/ Date</p>	<p>Topic</p>	<p>Readings to be Done in preparation for session:</p>	<p>Due</p>

Apr 2*	<p>Spring Recess (no classes)*</p> <p>(Continue working on Assignment #3...Steps 1, 2, 3, and 4. Be prepared to share Step 1 and Step 2 Drafts on April 9)</p>		
#11 Apr 9	<p>Structured Peer Feedback Activity for Assignment #3</p> <ul style="list-style-type: none"> <li>-Bring in Draft of Step 1 (“Investigate” phase) and 2 (“Plan”) to share and discuss</li> <li>-Rubric Analysis for Steps 1,2</li> </ul>		
#12 Apr 16	<p>Structured Peer Feedback Activity for Assignment #3</p> <ul style="list-style-type: none"> <li>-Bring in Draft of Step 3 (“Act”) to share and discuss</li> <li>-Rubric Analysis for Step 3</li> </ul>	<p>Read Chs. 2 &amp; 3 in <i>The Principal as Curriculum Leader</i></p>	
#13 Apr 23	<p>Structured Peer Feedback Activity for Assignment #3</p> <ul style="list-style-type: none"> <li>-Bring in Draft of Step 4 (“Act”) to share and discuss</li> <li>-Rubric Analysis for Steps 4</li> </ul> <p>Use constructive feedback to revise CalAPA assessment as needed in preparation for next week’s submission</p>	<p>Read Chs. 4, 5, 6 in <i>The Principal as Curriculum Leader</i></p>	

<p>#14 Apr 30</p>	<p><b>Reminder:</b>  <b>Submit CalAPA Leadership Cycle 1 to CTC by April 30<sup>th</sup> deadline 11:59 pm PST (Results reported on June 11)</b>  <b>Upload your completed CalAPA Assessment to BB as well.</b></p> <p><b>Leadership Cycle 1 PPT Presentations</b></p>	<p>Read Chs. 7, 8, 9 in <i>The Principal as Curriculum Leader</i></p>	
<p>#15 May 7</p>	<p><b>Wrap up Instructional Leadership Curriculum Analysis Activity</b></p>	<p>Read Chs. 10, 15, 16 in <i>The Principal as Curriculum Leader</i></p>	

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