


Sp19 TEAL-6060-LO1 Syllabus

TEAL 6060

Instructional Leadership: Assessment for Curricular Accountability

Instructor & Contact Information

	<p>Instructor: Alyson L. Lavigne, PhD</p> <p>Office: EDUC 394</p> <p>Phone: 435-797-4144</p> <p>Email: alyson.lavigne@usu.edu</p> <p>Office hours: by appointment</p>
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Course Description

TEAL 6060, Instructional Leadership: Assessment for Curricular Accountability, will introduce prospective school leaders to instructional leadership practices in a climate of accountability for curriculum results using various assessment tools and approaches. The course is designed to provide an understanding of the contemporary issues in curricula and assessments. From this course, you should develop a better understanding of the dual concern for practice and research. The importance of research is established for developing knowledge of the research on teaching and assessment practices that improve student learning. However, it is not enough just to know about the research because this information needs to be put into practice. Therefore, this course attempts to link that research to possibilities for practice.

Course Objectives

Students in this course will learn how assessment can be used to measure one of the products of teaching practices--student achievement outcomes. Part of this process includes understanding research-based assessment practices as well as challenging non-research based beliefs, assumptions, or practices. Students will use this knowledge to assess assessment practices and tools and to make recommendations for future practice. With the role of instructional leadership in mind, this course will prepare students to be assessment leaders who are particularly strong in formative assessment, fostering a culture of decision-making for instructional improvement.

Course Level Objectives: The goals of this course are to help students:

1. identify the characteristics of an effective, balanced assessment system.
2. understand how to support teachers in improving their assessment practice in the classroom.
3. identify professional development opportunities that foster school-wide assessment literacy.
3. learn about assessment technology tools.
4. understand how analyzing data from assessments, particularly formative assessments, can be used to improve teaching and student learning.
5. understand the advantages and disadvantages of implementing standards-based grading.
6. acquire assessment strategies that engage at-risk learners.
7. demonstrate knowledge of how students learn and a commitment to student learning.
8. hone their instructional leadership skills as it pertains to assessment.
9. analyze relevant research that pertains to curriculum, instructional, and assessment practices.
10. write effectively for scholarly and professional communication.

Utah Educational Leadership Objectives:

The course addresses the following Utah Educational Leadership Standards (2018):

- 2.1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and values of the school, support success in post-secondary education, and embody high expectations for all students.
- 2.2. Build a professional culture of trust and collaboration, engaging teachers in sharing information, analyzing outcomes, and planning improvement.
- 2.5. Ensure instructional practice is consistent with knowledge of student learning and development and effective pedagogy.
- 2.7. Guide and support teachers in collecting and appropriately using varied sources of information and data to evaluate student learning, effective teaching, and program quality
- 2.8. Ensure available technologies are used to enhance instruction and create opportunities for student learning.

6.1. Develop licensed faculty's and staff members' professional knowledge, skills, and practice through a variety of opportunities for learning and growth, guided by understanding of professional and adult learning and development.

6.3. Engage faculty and staff in systematic processes of sustainable and continuous school and classroom improvement.

7.2. Ensure each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

IDEA Objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends)

3. Learning how to apply course material (to improve thinking, problem solving, and decisions)

4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

9. Learning how to find and use resources for answering questions or solving problems

Course Delivery

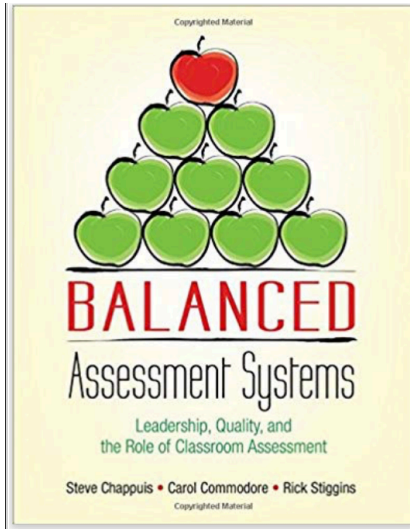
This class is a 14-week course consisting of 13 modules that are delivered online.

Modules consist of weekly readings, PowerPoint, WebEx, and/or Panopto presentations, and activities (e.g., online or live discussions, assignments, group presentations) that address a particular theme or set of objectives.

Readings

There is one required text for this course:

	Chappuis, S., Commodore, C., & Stiggins, R. (2017). <i>Balanced assessment systems: Leadership,</i>
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quality, and the role of classroom assessment.
Thousand Oaks, CA:
Corwin.

Additional readings will be made available in Canvas weekly modules.

Technology

This course utilizes integrated technology throughout the coursework to the extent that mastery of their use is required for successful completion of the course.

Technology tools which you will need to master to successfully complete the program include:

- 1) Canvas Course management system
- 2) Adobe Connect or compatible video conferencing system
- 3) Microsoft Word or a compatible commonly used word processing program
- 4) Microsoft PowerPoint or a compatible commonly used presentation program
- 5) E-mail
- 6) Digital Video Projector
- 7) Internet and web page navigation (You will not be required to create or manage web-sites)
- 8) WebEx

Please contact the instructor if you are experiencing challenge with technology. You may also consider contacting the USU IT Service Desk at 435-797-4357. If you have a Canvas-related problem you can contact the USU CIDI Team at 435-797-9506 (M-F, 8am-5pm).

Graded Course Work

Assessment Analysis Assignment

The Assessment Analysis Assignment is the key assessment for this course and equates to **20 field**

experience hours. In this key assessment, students will learn about, analyze, and evaluate a school's use of assessments based on effective, research-based, balanced assessment practices. Students will develop a protocol for collecting assessment data, and collect and analyze assessment data and technology tools at the school level, including data from conducting an assessment audit, as well as at the teacher-level, including data from a selected classroom within the chosen school.

Following a mastery approach to assessment, students will have the opportunity to revise and improve upon their work in order to achieve mastery. Over the course of the semester, students will complete three parts of the assignment (Part 1: Review of the Literature, Part 2: Methods, Part 3: Results), submitting each part for a grade and feedback. For the final, students will combine all of their three parts with revisions for submission for the final for this course in addition to a final part that includes recommendations. Students may earn back points on earlier submissions of Parts 1, 2, and 3, and must achieve a score of 80% or higher on their final. More detailed guidelines and rubrics are available on Canvas.

Content Module Presentations

Presentation of material will be modeled by the instructor during the first weeks of the course. Following the first few weeks, students will be asked to sign up to present the material for future weeks in pairs or groups (depending on class size). Presentations should last no more than 15 minutes and can be conducted in any way that students see fit as long as it can be shared digitally via Canvas. Since many students are located throughout the state, using a format that allows for multiple individuals to participate simultaneously, share and discuss materials, and for that participation to be recorded is vital (e.g., Adobe Connect, WebEx, Google Hangout, Skype). More detailed guidelines and a rubric are available on Canvas.

Canvas Module Discussions

In most modules, you will be required to respond to a question or topic posted by the instructor and/or your peers. For each week, discussion topics and/or questions will become available when the module or week opens, at 8:00am on Monday. **With the exception of Discussion #1 which is an introduction that follows a slightly different format**, a first (Post 1), initial post must be made by all students by 11:59pm on Thursday. A second post (Post 2), responding to a classmate's post must be made between Friday and 11:59pm on Sunday. **If you must post early, please contact the instructor in advance. All posts must be, at a minimum, seven sentences long.** Your posts for a given discussion week are worth a combined total of 10 points. **There will be 12 discussions over the course of the semester, students are required to participate in 8 discussions. All students must participate in Discussion #1.** More detailed guidelines and a rubric are available on Canvas.

Please note that Turnitin is utilized in this course. Turnitin is a plagiarism detection service which compares work submitted in this course to sources in Turnitin's database which includes web sources and previously submitted assignments. For more information on Turnitin see:

<https://www.turnitin.com/blog/does-turnitin-detect-plagiarism>
(<https://www.turnitin.com/blog/does-turnitin-detect-plagiarism>).

Late Work Policy

For all work in this course, I will automatically deduct 10% for any and all late work.

Grading Scale

Item	Points	% of Final Grade
8 Discussions	80	27%
Assessment Analysis – Part 1	30	10%
Assessment Analysis – Part 2	30	10%
Assessment Analysis – Part 3	30	10%
Assessment Analysis - FINAL	100	33%
Group Module Presentation	30	10%
TOTAL	300	100%

The final course grade will be based on the accumulation of points that can be converted to a percentage using the following scale*:

Grade	Points	%
A	279-300	93-100%
A-	270-278	90-92%
B+	261-269	87-89%
B	249-260	83-86%
B-	240-248	80-82%

C+	231-239	77-79%
C	219-230	73-76%
C-	210-218	70-72%
D+	201-209	67-69%
D	180-200	60-66%
F	179 and below	59% and below

*A+ and D- are not grades accepted by the university.

University Policies & Procedures

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 (<http://www.usu.edu/hr/files/uploads/Policies/403.pdf>) further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize.

A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University's Student Code. Acts of academic dishonesty include but are not limited to:

- **Cheating:** using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance

includes:

- Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
 - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
 - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
 - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
 - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification:** altering or fabricating any information or citation in an academic exercise or activity.
 - **Plagiarism:** representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: ARTICLE VI. University Regulations Regarding Academic Integrity (<https://studentconduct.usu.edu/studentcode/article6>)

Sexual Harassment/Title IX

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and USU Policy 339 (<http://www.usu.edu/policies/339>) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s Affirmative Action/Equal Opportunity (AA/EO) Office (<http://aaeo.usu.edu>) for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment (USU Policy 305 (<http://www.usu.edu/policies/305/>)), and has designated the AA/EO Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a

minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

Students with Disabilities

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) (<http://www.usu.edu/drc/>) as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu (<mailto:drc@usu.edu>)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

Diversity Statement

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: <https://studentaffairs.usu.edu> (<https://studentaffairs.usu.edu/>), (435) 797-1712, studentservices@usu.edu (<mailto:studentservices@usu.edu>), TSC 220
- Student Legal Services: <https://ususa.usu.edu/student-association/student-advocacy/legal-services> (<https://ususa.usu.edu/student-association/student-advocacy/legal-services>), (435) 797-2912, TSC 326,
- Access and Diversity: <http://accesscenter.usu.edu> (<http://accesscenter.usu.edu/>), (435) 797-1728, access@usu.edu (<mailto:access@usu.edu>); TSC 315
- Multicultural Programs: <http://accesscenter.usu.edu/multiculture> (<http://accesscenter.usu.edu/multiculture>), (435) 797-1728, TSC 315
- LGBTQA Programs: <http://accesscenter.usu.edu/lgbtqa> (<http://accesscenter.usu.edu/lgbtqa/>), (435) 797-1728, TSC 3145
- Provost's Office Diversity Resources: <https://www.usu.edu/provost/diversity> (<https://www.usu.edu/provost/diversity/>), (435) 797-8176

You can learn about your student rights by visiting:

The Code of Policies and Procedures for Students at Utah State

University: <https://studentconduct.usu.edu/studentcode> (<https://studentconduct.usu.edu/studentcode/>)

Grievance Process

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: Article VII (<https://studentconduct.usu.edu/studentcode/article7>).

Full details for USU Academic Policies and Procedures can be found at:

- Student Conduct (<http://www.usu.edu/studentconduct>)
- Student Code (<https://studentconduct.usu.edu/studentcode/>)

- Academic Integrity (<https://studentconduct.usu.edu/studentcode/article6>)
- USU Selected Academic Policies and Procedures (<http://www.usu.edu/provost/faculty-life/syllabus.cfm>)
- USU Academic Policies and Procedures (<http://catalog.usu.edu/content.php?catoid=4&navoid=546>)
- Academic Freedom and Professional Responsibility Policy (<http://www.usu.edu/hr/files/uploads/Policies/403.pdf>)

Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.

Please note: The instructor reserves the right to be responsive to student learning and modify this syllabus as needed for the learners' needs and interests.

Course Schedule

WEEK/DATE	MODULE	TOPIC	READING	LEARNING TASKS
1 – Jan 7	1	The Balanced Assessment System	Chappuis et al. (2017) pp. 1–5 Gong (2010)	Discussion #1 - Introductions Review Syllabus Explore Canvas Site
2 – Jan 14	2	Purposes, Types, and Levels of Assessment	Chappuis et al. (2017) pp. 6–14 Popham (2016) Guskey (2018) Brookhart et al. (2008)	Discussion #2 Review Canvas Discussion Guidelines & Rubric Presentation Sign-Ups
3 – Jan 21	3	Balance	Chappuis et al. (2017) pp. 15–31	Discussion #3
4 – Jan 28	4	Standards	Chappuis et al. (2017) pp. 36–39 Rose (2009)	Discussion #4 Group Module Pres #1
5 – Feb 4	5	Quality	Chappuis et al. (2017) pp. 47–51 Gronlund (1998)	Discussion #5 Group Module Pres #2
6 – Feb 11	6	Equity	PICK 1: Gay (2010) Kirova & Henning (2013) Skiba et al. (2013)	Assessment Analysis Part 1: Literature Review DUE Discussion #6 Group Module Pres #3

7 – Feb 18	7	Sharing Assessment Results: Students	Chappuis et al. (2017) pp. 52–60 Stiggins (2007)	Discussion #7 Group Module Pres #4
8 – Feb 25	8	District, School, & Classroom Level Assessment Assessment	Chappuis et al. (2017) pp. 89–102	Assessment Analysis Part 2: Methods DUE Discussion #8 Group Module Pres #5
9 – Mar 4	9	Analysis: Data Collection	–	–

USU SPRING BREAK MARCH 11 – 15				
10 – Mar 18	10	Assessment Savvy Teacher Practices	Chappuis et al. (2017) pp. 86–87 Erkens (2009)	Discussion #9 Group Module Pres #6
11 – Mar 25	11	for High-Quality, Balanced, & Equitable Assessment Systems	Chappuis et al. (2017) pp. 65–71 Mandinach & Jackson (2012)	Discussion #10
12 – Apr 1	12	Leadership for High-Quality, Balanced, & Equitable Assessment Systems	Chappuis et al. (2017) pp. 73–85. Stiggins (2017)	Discussion #11
13 – Apr 8	13	Continuous Improvement	Crawford et al. (2008)	Assessment Analysis Part 3: Results DUE Discussion #12
14 – Apr 15	–	Course Wrap-Up	–	ASSESSMENT ANALYSIS PAPER DUE SUNDAY, APR 28TH 11:59PM