

SYLLABUS FOR: EAD 274 <i>Instructional Systems and Leadership for Equity</i>	
Semester: Spring 2020 Session dates: Tues Jan 21, Mon Jan 27, Mon Feb 3, Tues Feb 11 , Tues Feb 18, Feb 24, March 2.	Educational Leadership and Administration Program Department of Educational Leadership California State University, Fresno
Course Name: Instructional Systems and Leadership in Equity	Instructor Name: Dr. Jessica Hannigan
Units: 3	Office Location/Hours: Kremen Building Room 389 Mondays 12-4 or via appointment
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Location: Clovis Unified Professional Learning Center	Telephone: 559-273-7747

Course Catalogue Description

This course is designed to equip candidates with the knowledge and skill to create systemic and systematic responses to address the diverse levels of student need and use evidence of student learning to create and deeply embed a culture of equity and continuous improvement.

Prerequisites

The prerequisite for this course is successful completion of one semester of EAD courses. This is one of two courses completed in semester two of the three-semester program. Program course progression: EAD 261, EAD 272, EAD 280T, EAD 274, EAD 262, EAD 263, EAD 269.

Required course materials

Required Texts

Buffman, A., Mattos, M. & Malone, J. (2017) *Taking Action: A Handbook for RTI at Work™ (How to Implement Response to Intervention in Your School)*. Solution Tree

Hannigan, J. & Hauser, L. (2015) *The PBIS Tier One Handbook: A Practical Approach to Implementing the Champion Model*. Corwin

Skrla, L., McKenzie, K.B., & Scheurich, J. (2009). *Using Equity Audits to Create Equitable and Excellent Schools*. Corwin Press

Supplemental:

Conzemius, Anne & O’Neill, Jan. (2014). *The Handbook for SMART School Teams* (2nd ed.) Solution Tree.

Hannigan, J. & Hannigan, J. (2018). *The PBIS Tier Two Handbook: A Practical Approach to Implementing Targeted Interventions*. Corwin.

Hannigan, J. & Hannigan, J. (2018). *The PBIS Tier Three Handbook: A Practical Approach to Implementing Individualized Interventions*. Corwin.

Class shared folder resource

https://drive.google.com/drive/folders/1_wUqKWvWJMIxSPSyXxhYBqSr5JgA-SAc?usp=sharing

Student Learning Outcomes

California Administrator Performance Expectations (CAPEs) applied to ensure effective educational leaders strive for equity of educational opportunity and culturally responsive practices that promote student academic success and well-being.

1. Development and Implementation of a Shared Vision -

Need correct version - they need to be consistent with the program course matrix

CAPE 1A: Developing a Student-Centered Vision of Teaching and Learning

CAPE 1B: Developing a Shared Vision and Community Commitment

CAPE 1C: Implementing a Vision

2. Instructional leadership

CAPE 2B: Promoting Effective Curriculum, Instruction and Assessment

CAPE 2C: Supporting Teachers to Improve Instruction

5. Ethics and Integrity

CAPE 5A: Reflective Practices

CAPE 5B: Ethical Decision-Making

CAPE 5C: Ethical Action

6. External Context and Policy

CAPE 6A: Understanding and Communication Policy

CAPE 6B: Representing and Promoting the School

CAPE Matrix by COURSE (12.18) *I=Introduce; P=Practice; A=Assessed*)

California Administrator Performance Expectations (CAPEs)	EAD 261	EAD 272	EAD 280T	EAD 274	EAD 262	EAD 263	EAD 269
<i>CAPE 1A: Develop Student-Centered Vision of Teach & Learn</i>	<i>I, P, A</i>	<i>P, A</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 1B: Develop Shared Vision</i>	<i>I, P</i>					<i>P, A</i>	<i>P, A</i>
<i>CAPE 1C: Implementing a Vision</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 2A: Personal and Professional Learning</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>			<i>P, A</i>
<i>CAPE 2B: Promoting Effective Curriculum, Instruction and Assess</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>			<i>P, A</i>
<i>CAPE 2C: Supporting Teachers to Improve Instruction</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>			<i>P, A</i>
<i>CAPE 2D: Feedback on Instruction</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>			<i>P, A</i>
<i>CAPE 3A: Operations and Resource Management</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 3B: Managing Organizational Systems and Human Resources</i>	<i>I, P</i>		<i>P, A</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>
<i>CAPE 3C: School Climate</i>	<i>I, P</i>		<i>P, A</i>				
<i>CAPE 3D: Managing the School Budget</i>	<i>I, P</i>					<i>P, A</i>	<i>P, A</i>
<i>CAPE 4A: Parent and Family Engagement</i>	<i>I, P</i>					<i>P</i>	<i>P, A</i>
<i>CAPE 4B: Community Involvement</i>	<i>I, P</i>					<i>P</i>	<i>P, A</i>
<i>CAPE 5A: Reflective Practice</i>	<i>I, P</i>	<i>P, A</i>		<i>P, A</i>			<i>P, A</i>
<i>CAPE 5B: Ethical Decision-Making</i>	<i>I, P</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 5C: Ethical Action</i>	<i>I, P</i>			<i>P</i>	<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 6A: Understanding and Com Policy</i>	<i>I, P</i>				<i>P, A</i>	<i>P, A</i>	<i>P, A</i>
<i>CAPE 6B: Representing and Promoting the School</i>	<i>I, P</i>	<i>P, A</i>	<i>P, A</i>		<i>P, A</i>	<i>P, A</i>	<i>P, A</i>

Competency Task Assignments

Important Note: Additional detailed information for each competency task is available at the end of this syllabus and will be provided during class.

Competency Task 1 (CT1): Equity Audit

Evidence/Direct Measure:

- Written Narrative: Data Collection Summary
- Written Narrative: Equity Gap Analysis, Potential Causes and Problem Statement

Tasks:

- Select an area of interest related to student learning and/or well-being.
- Collect and analyze multiple sources of quantitative data for the school across three years (i.e., previous year, two years ago, and three years ago).
- Examine quantitative data for equity-related patterns and/or trends in your area of interest.
- Based on this analysis, identify a focus area related to equity that you will follow up with in the next steps of the investigation.
- Identify three sources of qualitative data to further investigate your focus area of interest, and collect data from each source.
- Summarize and provide a rationale for selecting your chosen quantitative and qualitative data sources.
- Conduct an equity gap analysis.
- Based on your equity gap analysis, determine the potential causal factors (institutional and/or structural) influencing the equity gaps you have identified.
- Based on your analysis, identify an educational area of need at the school and develop a problem statement that culminates from your data collection and equity gap analysis.
- Based on the problem statement and identified area of educational need, develop potential strategies for equitable school improvement.

Competency Task 2 (CT 2): MTSS- Academic

Evidence/Direct Measure

- Written Action Plan- Academic MTSS

Tasks

- Assess current academic instructional practices and support systems
- Plan improvement or implementation of a tiered system of support that meets the academic needs of all students

Competency Task 3 (CT 3): MTSS- Social-Emotional

Evidence/Direct Measure

- Written Action Plan- Social-Emotional MTSS

Tasks:

- Assess current social-emotional practices and support systems
- Plan improvement or implementation of a tiered system of support that meets the social-emotional needs of all students

Assignment and Examination Schedule

Grading

Each major assignment/learning project will receive a grade. Grading will be as follows:

A = 90-100%	Outstanding achievement; exceeds expectations
B = 80-89%	Graduate quality; meets expectations
C = 70-79%	Below expectations
F = Below 70%	Does not meet program requirements

Grading criteria and scoring rubrics are available for all major tasks (assignments). Candidates should review grading criteria and rubrics prior to completing and submitting assignments.

- The candidate must earn 80% on every signature, exam and major assignment/learning project to earn a grade of “B” (Graduate quality; meets expectations) in the course.
- *The candidate will be required to correct/re-do and resubmit any assignments or exam receiving less than 80 % of total points possible.*
- Should a candidate choose not to redo and resubmit a major assignment/learning project and or an exam to earn 80%, the candidate will earn a final grade of “C” or below. An average score below 70% will earn a grade of “F” (Does not meet program requirements).

Major Assignments (Tasks)	Possible Points	Met	Not Met	
		90%	80%	Below 80%
Competency Task 1: Equity Audit	50	45	40	Below 40
Competency Task 2: MTSS-Academic	30	27	24	Below 24
Competency Task 3: MTSS-Social-Emotional	30	27	24	Below 24
Exam	15	13	12	Below 12
Participation*	25	22	20	Below 20
E-Portfolio	Pass/ Fail	Pass	Pass	Fail
Total Points Possible	160	144	128	Below 128

* Participation includes attendance, discussions, presentations, collaborations and activities

For free tutoring on campus, contact the [Learning Center](http://www.fresnostate.edu/studentaffairs/lrc/) (<http://www.fresnostate.edu/studentaffairs/lrc/>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052. Our campus has developed [SupportNet](http://www.fresnostate.edu/studentaffairs/supportnet/) (<http://www.fresnostate.edu/studentaffairs/supportnet/>) to connect students with specific campus resources promoting academic success. I have agreed to participate in this program and may refer you to it if you need the services provided by SupportNet to succeed in this course."

Grading policy:

This course is built on a competency/performance based learning and assessment system. Students are reassessed and resubmit assessment products/competency tasks until they meet the indicator(s) for competent. Instructors provide effective feedback as well as design and deliver additional learning experiences to support each student in achieving competence. For competency task due dates, students should refer to the Competency Tasks Evidence Upload to Blackboard Schedule.

PROGRAM POLICIES

Grades: Earning a "C" grade in a master's course in the Educational Leadership and Administration program is not considered to be a satisfactory grade. The first "C" obtained places a student on probation and the second "C" acquired will mean dismissal for the student. If a grade below a "C" is earned, the course must be retaken without replacement (meaning the original grade received remains on the transcript and is included in GPA calculations).

E-Mail and Blackboard: Students are expected to use a Fresno State e-mail account and Blackboard. Students should check their Fresno State email a couple times a week, preferably several days before the class and frequently during the entire semester. Most course communications will be conducted through Blackboard; therefore, students should access the course of focus on Blackboard at least twice a week throughout the 18-month program. Students will be required to utilize electronic tools routinely to access, upload, download, view media, and share documents and materials. All competency tasks must be uploaded on Blackboard to receive credit. Students are expected to read the Blackboard 9.1 Student, which can be accessed at <http://www.fresnostate.edu/academics/blackboard/students>. For help with any one Blackboard task, students should access On Demand Video Tutorials at <http://www.fresnostate.edu/academics/blackboard/students/student-tutorials.html>. To resolve access problems, contact Technology Services Center at <https://help.fresnostate.edu/content/email.php>. For Blackboard support, refer Blackboard at <http://www.fresnostate.edu/academics/blackboard/students/>.

Class Meeting Structure and Attendance: Class sessions are learning laboratories – interactive learning sessions. Many of the activities and much of the work conducted in face-to-face class meetings depend on the interaction of students and the faculty leader; therefore, attendance is required at **all** class meetings. Candidates are expected to actively participate in class dialogue and discussions and demonstrate leadership

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during activities, exercises and discussions. Emergencies and unusual situations that could cause an absence should be *discussed in advance, if possible*, with the instructor. Make-up for any absence should be contracted with the instructor. If excessive absence, a final course grade of “B” is the highest grade attainable.

UNIVERSITY POLICIES AND SERVICES

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: “Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration).
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.fresnostate.edu/technology>) or University Bookstore(<http://www.kennelbookstore.com>) In the curriculum and class assignments,

students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page <https://library.fresnostate.edu/info/copyright-policy><http://libguides.csufresno.edu/copyright>

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re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

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Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

SUBJECT TO CHANGE STATEMENT

This syllabus and schedule are subject to change in the event of extenuating circumstances.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:
<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

COURSE ASSIGNMENT AND ACTIVITY SCHEDULE

This course section is presented as a 7-week Seminar. To participate fully in the seminar and to appropriately prepare for all assignments, it is critical that all *Advanced Preparation* assignments and activities be completed and completed on time. It is also anticipated in-class group activities will require planning and collaboration outside designated class time.

Course Assignment and Activity Schedule

Date	Content Focus
Session 1	Equity, RtI, MTSS
Session 2	Equity Audits
Session 3	MTSS Academic
Session 4	MTSS Academic
Session 5	MTSS Social-Emotional
Session 6	MTSS Social-Emotional
Session 7	Final Presentations and Exam

Important Note: *This syllabus and Course Assignment Schedule are subject to change. If you are absent from class, it is your responsibility to check on announcements and make up missed assignments while you were absent.*

Content Exam. Candidates will complete a written exam to demonstrate understanding of concepts and topics covered in the course, including criteria for planning, PDSA, theory of action, targets, and goals.

e-Portfolios. Candidates will maintain an e-Portfolio to showcase assignments and serve as a depository for research, best practice examples, protocols and processes. The research section will include a listing of annotated references. Protocols and processes will include examples and/or products.

Additional Assignments may include presentations, scenarios, snapshots, role-playing and other assignments designed to provide practice of leadership skills, such as data analysis, reflection, planning, problem solving and decision making.

Course Assessment

As part of the ongoing assessment of the effectiveness of this course, there is an expectation that students will access the activities, processes and assignments used to support learning outcomes. The instructor will distribute this assessment protocol, and your honest feedback will assist in continuing to make this course relevant for future students.

EAD 274 Course Assignments:

EAD 274: Instructional Systems and Leadership for Equity **Competency Task 1: School-Level Sub-Group Equity Audit** ***(CAPEs 1A; 1C; 2B; 3B; 5B; 5C)***

Competency Task 1 (CT1): Equity Audit

Evidence/Direct Measure:

- Written Narrative: Data Collection Summary
- Written Narrative: Equity Gap Analysis, Potential Causes and Problem Statement

Tasks:

- Select an area of interest related to student learning and/or well-being.
- Collect and analyze multiple sources of quantitative data for the school across three years (i.e., previous year, two years ago, and three years ago).
- Examine quantitative data for equity-related patterns and/or trends in your area of interest.
- Based on this analysis, identify a focus area related to equity that you will follow up with in the next steps of the investigation.
- Identify three sources of qualitative data to further investigate your focus area of interest, and collect data from each source.
- Summarize and provide a rationale for selecting your chosen quantitative and qualitative data sources.
- Conduct an equity gap analysis.
- Based on your equity gap analysis, determine the potential causal factors (institutional and/or structural) influencing the equity gaps you have identified.
- Based on your analysis, identify an educational area of need at the school and develop a problem statement that culminates from your data collection and equity gap analysis.
- Based on the problem statement and identified area of educational need, develop potential strategies for equitable school improvement.

Competency Task Overview:

Candidate will conduct an audit of an actual school site to determine the current degree of equity achieved for English Learners, students of poverty or other student sub-group that has experienced multi-year gaps in academic achievement. The audit will examine student achievement and may include an analysis of available curriculum, student access to programs, master scheduling, staffing, instructional practices, staff training and disbursement of resources (time, technology, materials, facilities, people, expertise), as well as school-wide data systems used to inform teaching and learning and perception survey and interview data. Multi-year data will be collected, to understand patterns across time. Potential causes of equity gaps will be discussed. Based on the analysis, candidate will identify an educational area of need at the school and develop a problem statement that culminates from the data collection and equity gap analysis. Based on the problem statement and identified area of educational need, candidate will develop potential strategies for equitable school improvement.

EAD 274 Course Assignments:

EAD 274: Instructional Systems and Leadership for Equity
Competency Task 2: Response to Intervention (MTSS)-
Academic
(CAPEs 1A; 1C; 3B; 5B; 5C; 6A)

Competency Task 2 (CT 2): MTSS- Academic

Evidence/Direct Measure

- Written Action Plan- Academic MTSS

Tasks

- Assess current academic instructional practices and support systems
- Plan improvement or implementation of a tiered system of support that meets the academic needs of all students

Competency Task Overview

Candidate will examine academic interventions available at a selected school site. Candidate will develop a 3-tiered academic MTSS to increase student academic performance. The MTSS plan will include desired outcomes based on findings. The plan detail measureable next step actions to support academic skill development, to act preventively, accelerate learning and intervene to assist in closing the achievement gaps among income, gender and ethnic subgroups.

EAD 274 Course Assignments:

EAD 274: Instructional Systems and Leadership for Equity **Competency Task 3: Multiple Tiered System of Support (MTSS) - Social-Emotional** *(CAPEs 1A; 1C; 2B; 3B; 5B; 5C; 6A)*

Competency Task 3 (CT 3): MTSS- Social-Emotional

Evidence/Direct Measure

- Written Action Plan- Social-Emotional MTSS

Tasks:

- Assess current social-emotional practices and support systems
- Plan improvement or implementation of a tiered system of support that meets the social-emotional needs of all students

Competency Task Overview

Candidate will examine social-emotional skill development practices and behavior interventions available at a selected school site and develop a 3-tiered social-emotional behavior support MTSS plan with desired outcomes based on findings. The plan will detail measureable next step actions to support social emotional skill development, to act preventively and to intervene to increase student academic performance and assist in closing the achievement gaps among income, gender and ethnic subgroups.