

## CALIFORNIA STATE UNIVERSITY FRESNO

### EDUCATIONAL LEADERSHIP AND ADMINISTRATION PROGRAM

<b>SYLLABUS FOR: EAD 280T: Assessment Analysis &amp; Information Systems</b>	
Semester: Spring 2020 North Valley-CSUFresno	Educational Leadership and Administration Program California State University, Fresno
Course Name: EAD 280T: Assessment Analysis & Information Systems /Cal APA Cycle 2	Instructor's Name: Christina V Luna, Ed.D.
Units: 3	Office Location: Kremen 459 Zoom: <a href="https://fresnostate.zoom.us/j/7737173615">https://fresnostate.zoom.us/j/7737173615</a>
Time: 4:30-10:00 PM Class Meeting Dates: Thursdays April 15/16, April 23, April 30 and May 7 and 14	E-Mail: <a href="mailto:christinal@csufresno.edu">christinal@csufresno.edu</a> Website: Canvas
Location: Henry Madden Library Room: 2134	Office Hours: ZOOM by appointment Wednesday 5:00-8:00PM
<p><b>Required Textbooks:</b></p> <p>Ainsworth, L. (2015). Common Formative Assessment 2.0. How teacher teams intentionally align standards, instruction and assessment. Corwin Press.</p> <p>Supplemental/Recommended: Bolman, L. &amp; Deal, T. (2010). Reframing the Path to School Leadership: A Guide for Teachers and Principals. Corwin.</p> <p>APA Manual. 6th ed. American Psychological Association, Washington, D.C.</p> <p>California Administrator Performance Expectations (CAPES) on Canvas</p> <p><i>Leadership Cycle 2: Facilitating Professional Learning</i> Access on Canvas</p> <p>Video Guides (Training, Video Recording Video Editing, Video Compression) Access from Canvas</p>	

### Course Catalogue Description

This course focuses on building students' knowledge and skill in (a) developing, deploying, and sustaining a quality information management and performance measurement system and (b) analyzing and using performance data and information to drive next best step decisions and continuous system improvement.

## Summary of the Course

**Course description:** The collection, analysis, and display of complex data play critical roles in education and are the bases of this course. The Assessment analysis and Information systems course provides students with practical skills and a theoretical basis for approaching challenging data analysis problems. Students will learn how to develop and test models for making predictions, to search through large collections of data to find patterns, and to characterize the degree of certainty associated with discoveries made in the course. Skills and knowledge acquired in data analysis and assessment literacy are increasingly important and are highly relevant to leaders in education. The Aligned Curriculum Systems Model, holds that student achievement is optimized when the *written (intended) curriculum, taught (implemented) curriculum, tested (achieved) curriculum* and, *learned (demonstrated)* are aligned in content, context, cognition and rigor. Building an instructional system grounded in this model is a key responsibility of site and district instructional leaders. The tested curriculum is broader than the high stakes state-mandated assessments. The tested curriculum includes an array of informal and formal assessments many of these instruments designed by individual teachers or grade level/course teams (i.e. professional learning communities, data teams, accountable communities or instructional leadership teams. Students will engage in a collaborative professional learning experience in relationship to a school site problem of practice through a cycle of: Investigate, Plan, Act, and Reflect. The tenets of the course are designed to prepare students for successful submission and passing of the CalAPA, Cycle 2. EAD 280T and EAD 272 were designed as a looping sequence, concepts, SLOs and student expectations were designed on the looping context of instruction.

## DISCOVERE COURSE

This is a DISCOVERe course that incorporates the use of mobile device technology both in and out of class to promote active learning. You are expected to use your mobile device for course related activities, including reading, note-taking, group discussions, polls, presentations, exams, and other classroom activities. Whether you are purchasing a mobile device, leasing a mobile device or using one you owned prior to taking this class, [be sure you check this list of mobile devices approved for use](#) to ensure your mobile device that meets the minimum specifications.

Your mobile device must have the following required or [core apps](#) for this course

- Canvas
- Google Drive
- Google Docs
- Google Slides
- Google Spreadsheets
- Google Classroom
- Adobe Reader
- Pear Deck
- Prezi -optional
- Graphic Design (i.e., Canvas or SMORE)
- Others as noted in Canvas

It is your responsibility to charge your mobile device and make sure it's operational prior to each class. Most classes do not have sufficient outlets to charge your mobile device during class. You must come to class with a fully charged mobile device to ensure that you are able to complete all in-class activities.

Please take care of and keep your mobile device safe. It is your responsibility to maintain your mobile device throughout the course to fulfill the course requirements. You would be responsible to replace the mobile device should it become lost or stolen.

## DISCOVERE COURSE CONTINUED

- Purchasing a warranty is suggested to offset the cost of a broken mobile device. If the mobile device is not covered under warranty, you would be responsible to replace the mobile device if it is damaged beyond use.
- Jailbreaking or other modifications can void your warranty and cause significant performance problems. You are strongly discouraged from jailbreaking or performing any other unsupported modifications to your mobile device.

Fresno State is not responsible for maintenance, replacement, or repair of your mobile device.

## Prerequisites

The prerequisite for this course is Admittance to the Educational Leadership and Administration Program, and completion of EAD 261, 272 and following the course sequence.

## COURSE SPECIFICS

**The following are the overarching** California Administrator Performance Expectations (CAPEs) to be addressed in the context of this course

### **CAPE 1: Development and Implementation of a Shared Vision**

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

*CAPE 1B: Develop Shared Vision*

*CAPE 1C: Implementing a Vision*

### **CAPE 2: Instructional Leadership**

*CAPE 2A: Personal and Professional Learning*

*CAPE 2B: Promoting Effective Curriculum, Instruction, and Assessment*

*CAPE 2C: Supporting Teachers to Improve Instruction*

*CAPE 2D: Feedback on Instruction*

### **CAPE: 3: MANAGEMENT AND LEARNING ENVIRONMENT**

*CAPE 3A: Operations and Resource Management*

*CAPE 3B: Managing Organizational Systems and Human Resources*

*CAPE 3C: School Climate*

*CAPE 3D: Managing the School Budget*

### **CAPE 4: FAMILY AND COMMUNITY ENGAGEMENT**

*CAPE 4A: Parent and Family Engagement*

*CAPE 4B: Community Involvement*

### **CAPE 5: Ethics and Integrity**

*CAPE 5A: Reflective Practice*

*CAPE 5B: Ethical Decision-Making*

*CAPE 5C: Ethical Action*

### **CAPE 6: External Context and Policy**

*CAPE 6A: Representing and Promoting the School*

*CAPE 6B: Representing and Promoting the School*

## **COURSE GOALS**

The overarching goals for this course are to prepare administrative Candidates working in a PreK-12 system with the knowledge and skills to facilitate a collaborative professional learning environment for the purpose of improving teaching and learning. And for successful submission and passing of the CalAPA cycle 2.

## **STUDENT LEARNING OUTCOMES**

### **Derived from the CAPEs per the CTC**

- **DEVELOPMENT & IMPLEMENTATION OF A SHARED VISION**  
Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.
- **INSTRUCTIONAL LEADERSHIP**  
Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.
- **ETHICS AND INTEGRITY**  
Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.
- **EXTERNAL CONTEXT AND POLICY**  
Education leaders influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

**Dispositions:** The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: Candidates will increasingly reflect these dispositions in their work with students, families and communities.

1. **Reflection** - Candidates develop the dispositional tendency to reflect on their professional practice. We support the development of this disposition by having candidates regularly reflect on their learning and on their practice.
2. **Critical Thinking** - Candidates analyze situational contexts, resulting in more informed decision-making. We provide our candidates practice analyzing the implications of intrapersonal, interpersonal and contextual issues in educational settings.
3. **Professional Ethics** - Candidates learn to make well-reasoned ethical judgments We foster this disposition by teaching ethical decision-making that relies on reflection and results in professional action.

### **Course requirements and assignments:**

Student performance is assessed through three competency tasks and the Cal APA Leadership Cycle 2.

## CAPE Matrix by COURSE

**The following CAPES & CPSELS (California Performance Standards for Educational Leaders) are addressed in this course:**

**CPSELS: Standard 2: Instructional Leadership-Education leaders shape a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth. Personal and Professional Learning Culture-CPSELS: 2A-1, 2A-3, 2A4. Curriculum & Instruction-CPSELS: 2B-1, 2B-2, 2B-3, 2B-4.**

*(I=Introduce; P=Practice; A=Assessed)*

California Administrator Performance Expectations (CAPEs) CAPE Matrix by COURSE (I=Introduce; P=Practice; A=Assessed) 12.18	EAD 261	EAD 272	EAD 280T	EAD 274	EAD 262	EAD 263	EAD 269
CAPE 1A: Develop Student-Centered Vision of Teach & Learn	I, P, A	P, A	P, A		P, A	P, A	P, A
CAPE 1B: Develop Shared Vision	I, P					P, A	P, A
CAPE 1C: Implementing a Vision	I, P	P, A	P, A	P, A	P, A	P, A	P, A
CAPE 2A: Personal and Professional Learning	I, P	P, A	P, A	P, A			P, A
CAPE 2B: Promoting Effective Curriculum, Instruction and Assess	I, P	P, A	P, A	P, A			P, A
CAPE 2C: Supporting Teachers to Improve Instruction	I, P	P, A	P, A	P, A			P, A
CAPE 2D: Feedback on Instruction	I, P	P, A	P, A	P, A			P, A
CAPE 3A: Operations and Resource Management	I, P	P, A	P, A		P, A	P, A	P, A
CAPE 3B: Managing Organizational Systems and Human Resources	I, P		P, A	P, A		P, A	P, A
CAPE 3C: School Climate	I, P		P, A				
CAPE 3D: Managing the School Budget	I, P					P, A	P, A
CAPE 4A: Parent and Family Engagement	I, P					P	P, A
CAPE 4B: Community Involvement	I, P					P	P, A
CAPE 5A: Reflective Practice	I, P	P, A		P, A			P, A
CAPE 5B: Ethical Decision-Making	I, P	P, A		P, A	P, A	P, A	P, A

CAPE 5C: Ethical Action	I, P			P	P, A	P, A	P, A
CAPE 6A: Understanding and Com Policy	I, P				P, A	P, A	P, A
CAPE 6B: Representing and Promoting the School	I, P	P, A	P, A		P, A	P, A	P, A

**Course Requirements/Assignments:** This course section is presented as a 6-session 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.

### GRADING POLICY

Each major assignment/learning project will receive a grade. Grading criteria and scoring rubrics are available for all major assignments. It is recommended that students review grading criteria and rubrics prior to completing and submitting assignments.

- The candidate must earn a score of 3 on every signature and major assignment/learning project
- The candidate will be required to correct/re-do and resubmit any assignments or exam receiving less than a score of 3
- Should a candidate choose not to redo and resubmit a major assignment/learning project he candidate will earn a final grade of “C” or below.

Grades are assigned as follows:

- A/4 Outstanding achievement; exceeds expectations
- B/3 Graduate quality; meets expectations
- C/2 Below expectations -Redo Assignment Required
- F/1 Does not meet program requirements -Not Acceptable

Major Assignments (Tasks)	Exceeds	Met	Not Met
COMPETENCY TASK 1 Unwrapping the standards	4	3	2
COMPETENCY TASK 2 Data Mining and Analysis	4	3	2
COMPETENCY TASK 3 Facilitation of a Professional Learning Group based on a Problem of Practice	4	3	2
Session Participation * Google Docs/Google Slides/Reflections	30pts	25 pts	20 or below
Learning Reflection Assignments	15pts	15pts	10 or below

\* Participation includes attendance, discussions, presentations, collaborations, activities, and in-class reflections as noted in Canvas by session. See Attendance and Make up work policy below for details if class must be missed for extenuating circumstances.

**Program Policy:** For all candidates in the Educational Leadership and Administration Program in P-12 Courses – 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).

**Instructions for significant assignments:** If your course has a project, a paper or other significant assignment, please give detailed requirements and instructions how to complete them, such as length, fonts and/or number of references that must be used for the project/paper.

## COURSE POLICIES & SAFETY ISSUES

**Attendance and make-up work policy:** 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 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. If class is missed a written assignment may be required.

**Late work policy:** The goal for the course is **mastery learning** for success in a career for future school, district, and county administrators; thus, all work in the course must be completed to obtain a grade for credit in the course. Students with any missing assignments or activities at the week before the end of the semester will receive an Incomplete “IC” and will be required to set up a completion plan in order to receive credit for the course prior to graduation. If the graduation date occurs prior to completion of the missing work, students will need to re-enroll in the course and will not be able to graduate with their cohort group. Furthermore, students may not be assigned full point value for assignments initially turned in late. After one week, the highest score a student can receive for late work is a “B.”

Work may be redone throughout the course for demonstration of increased mastery and a new score, but communication to the instructor regarding assignment resubmission is to be initiated by the student with a plan for resubmission. The instructor has the final decision on whether or not the assignment may be re-submitted for a new grade.

**Adding and Dropping Classes:** Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at:

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

**Tolerance and Respect:** 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 and 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.

**Plagiarism Detection:** The campus subscribes to Turnitin and the SafeAssign plagiarism prevention service through Blackboard, and you will need to submit written assignments to Turnitin/SafeAssign. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work. Turnitin/SafeAssign Originality Reports **WILL be available for your viewing.**

## UNIVERSITY POLICIES AND SERVICES

For 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). Follow the link below to the online required syllabus policy statement page:

[http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements\\_001.doc](http://www.csufresno.edu/academics/documents/RequiredSyllabusPolicyStatements_001.doc)

**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.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.” If you are going to use this statement, include it here.

**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. 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](http://www.fresnostate.edu/home/about/copyright.html)

Blackboard course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, 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.

**For free tutoring on campus, contact the Learning Center** (<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

**Our campus has developed The Graduate Net** (<http://fresnostate.edu/academics/graduatenet/index.html>) to connect graduate students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by GraduateNet to succeed in your course. Students

are encouraged to explore the portal at their own pace and learn about the different resources Fresno State has to offer for graduate student success!

**Graduate Writing Studio at Fresno State:** Located in Henry Madden Library, 2119 on the 2<sup>nd</sup> floor, the Graduate Writing Studio offers workshops on documentation style (APA, MLA), literature reviews, academic writing, developing your scholarly voice, note-taking, EndNote, and more. These are all intended to help you be successful in your graduate journey! You will need your ID card to enter the room via a card reader. Visit their webpage for current workshops, hours, and contact information:

<http://fresnostate.edu/academics/gradstudies/graduatewritingstudio.html>

**Graduate Statistics Studio at Fresno State:** Also located in Henry Madden Library, 2119 on the 2<sup>nd</sup> floor, the Graduate Statistics Studio provides research and statistical consulting to all graduate students. They are able to meet with students on campus or online (via ZOOM). Visit their webpage for current workshops, hours, and contact information:

<http://fresnostate.edu/academics/graduatenet/students/statspage.html>

**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/>.

### **Graduate Handbook**

Information on graduate student information, deadlines, responsibilities, enrollment etc., can be found on the Division of Research and Graduate Studies web page. The web page is located at:

<http://fresnostate.edu/academics/gradstudies/requirements/>

## TENTATIVE COURSE SCHEDULE

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

### COURSE CALENDAR & ASSIGNMENT

**Course Assessments:** 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 280T includes three (3) major assignments** also referred to as Competency Tasks. which will be considered as content exams to demonstrate understanding of concepts and topics covered in the course, including criteria for planning, PDSA, theory of action, targets, and goals. Details for each assignment and the rubrics for assessment will be provided in Canvas and/or by the instructor in class:

- **COMPETENCY TASK 1**  
Unwrapping the standards
- **COMPETENCY TASK 2**  
Data Mining and Analysis
- **COMPETENCY TASK 3**  
Facilitation of a Professional Learning Group based on a Problem of Practice

**Additional Assignments:** Course assignments are not limited to the aforementioned; additional tasks 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 ASSIGNMENT AND ACTIVITY SCHEDULE

Date	Content Focus	Assignment Due	Advanced Preparation
Session 1/2 April 15/16	Introduction to the Course Norms and Expectations Syllabus Review Competency Tasks 1,2,3 and Rubric Review. Depth of Knowledge/Standards <i>CalAPA: PLCs, Learning Communities, function and purpose, Problem of Practice</i>	Learning Community Membership for Competency Tasks 1, 2, 3 Google Slide Deck  Suggested Reflection: How are Competency Tasks 1,2,3 related/integrated to identified Problems of Practice	FOR ALL SESSIONS: Students will need a computer or ipad with internet access  Students will need to bring required textbooks to class Syllabus and Competency Tasks 1-2-3
Session 3 April 23	Competency Task #1 Problem of Practice: Unwrapping the Standards <i>CalAPA: Video production and editing, tasks and rubric review</i>	*Competency Task #1 Review Problem of Practice from EAD 272-Discuss needed changes based on data discussions	Bring a Copy of Competency Task 1 and a copy of Identified Problem of Practice presentation from EAD 272
Session 4 April 30	Competency Task #1 Teacher Actions/Student Results-Data specific <i>CalAPA: Video recording and analyzing</i>	Competency Task #1 Presentations Learning Reflection Summary #1 *Competency Task 2 introduction, data matrix development	Students will need to bring a video recording device to class Be prepared to present information to the class
Session 5 May 7	Competency Task #2 Data mining graphic organizer Evaluation and Assessment <i>CalAPA: Citing resources</i>	Competency Task #2 Develop a graphic organizer for the data needed to evaluate your identified Problem of Practice Learning Reflection Summary #2	Students will need to bring data to class that is specific to their stated Problem of Practice and student group/s
Session 6 May 14	Competency Task #3 Facilitation of Professional Learning Teams to Assess Student Achievement <i>CalAPA: Planning for Video and, reflection expectations</i>	Competency Task #2 Discussion Small Group Presentations Competency Task #3 Completion and related preparation for CalAPA Learning Reflection Summary #3	Students will need to be prepared to share Competency #2 and #3 with the class

## COMPETENCY TASK 1 Unwrapping the Standards

**Protocol:** The focus of Competency Task #1 is unwrapping the content standards. The Content Standards can include the state’s identified ELA/ELD, Common Core, NGSS or other identified standards related to your identified Problem of Practice. In Learning Community groups you will be expected to replicate/explain the process for one current California Common Core Standard while illustrating the grade level expectations and horizontal progression of the chosen standard. What students need to know and what students will need to know in subsequent grade levels.

For Competency Task #1 the class will be divided into two groups. Each group will be given one standard to unwrap. Elementary staff will focus on a selected standard and Secondary staff will focus on a standard related to high school student instruction.

For Competency Task #1 Learning Communities will unwrap one or two standards related to their Problem of Practice. Learning Communities will share the unwrapping process and student and teacher impact identified during the process.

### Unwrapping the Standard Presentations-Competency Task #1

For each standard, the Learning Community will illustrate the process using a graphic organizer that includes the following:

- Students will be required to state the standard/s
- Identify Tier II and Tier III vocabulary for the standard for identified students
- What assessment will validate grade level mastery of the standard/s
- Describe the student work product for this standard include language such as Depth of Knowledge levels and/or other related topics specific to the student population.
- Identify specific teacher actions relative to student success with the stated standard

#### Rubric

Score of 1	Score of 2	Score of 3	Score of 4
No Assignment Submitted	Incomplete Assignment-Must Redo	Includes all elements of the Competency Task unwrapping the standard/s that are problem specific. And a complete the Learning Reflection assignment	Includes all elements of a 3. Each person equally participated in the presentation. And a reflection summary includes, peer feedback. And teacher actions are clearly included and explained

**COMPETENCY TASK 2**  
**Data Mining Analysis**  
**Field Experience**

Competency Task #2 is based on the belief that data is gathered and used on a daily basis in schools and districts. Data provides evidence of effectiveness and can also be used to provide feedback for maintaining and/or improve student outcomes. This exercise will help develop techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff with the how to of data-based decision making.

**Competency Task #2 Protocols:**

- Collect 4-8 qualitative and quantitative datasets used routinely to report, plan and make decisions on a school campus. Include data from site, district and state databases.
- Categorize the data samples according to demographics, areas of concentration, student achievement and school wide operational such as absences, suspensions, etc.
- Populate a data mining table and synthesize collected data samples according to category (what type), purpose (why), form (quantitative/qualitative), frequency (when/how often), data collectors (who) and processes (how) used to collect and communicate the data.
- Explain the process you used to determine the data sample categories.
- Analyze and briefly describe findings from the data mining, include topics such as: patterns, gaps, opportunities, strengths, and connections to the site/district mission and vision. And to your stated Problem of Practice.
- Select 2-3 examples from the identified different data categories. Examine information gained from each of the data sample/s, for each sample, discuss current effectiveness of the data collection process and the nature of the specific data to inform and make decisions.
- Based on your findings, identify two (2) high-leverage actions to improve school-level data collection, analysis, communication/distribution processes and or use of data. Explain and use research to justify proposed improvements or expansions.

Identify Board policies and/or laws that relate to the collection and use of school data. Briefly discuss how each of the policies/laws guide and influence data-driven decisions at the school level.

**Rubric**

Score of 1	Score of 2	Score of 3	Score of 4
No Assignment Submitted	Incomplete Assignment-Must Redo	Includes all elements of Competency Task 2 and a presentation of the data and how they relate to the identified Problem of Practice	Includes all elements of a 3. Each person equally participated in the presentation. Included are the specific Board policies and/or laws relating the stated data

### COMPETENCY TASK 3

#### Facilitation of Professional Learning Team Meeting/s to Assess Student Achievement

Competency Task 3 is based on the CalAPA submission. The basis for the meeting is based on Learning Community identified Problems of Practice. Each Learning Community member will present information to small groups of members in the class.

For the assignment you will conduct a mock planning meeting with a small group of your classmates also referred to as school educators. (The school educators are Not members of your Learning Community)

#### In Your Learning Communities you will jointly develop:

- An agenda for the planning meeting.
- Discussion topics for your agreed upon problem of practice that is based on relevant data, a school vision, mission, and/or goals

#### In your Mock Planning Meeting You will:

- Presents topics for the Problem of Practice and data to illustrate the student/teacher need
- Select an evidence-based strategy to address the problem of practice to support student learning, well-being or teacher capacity
- Record minutes during the meeting, describing what was discussed and future planning needed (next steps) to address the Problem of Practice

#### Artifacts to be included for Competency Task #3

- Planning Meeting Agenda
- Specific talking points
- Specific/identified next steps
- Planning Meeting Minutes

#### Rubric

Score of 1	Score of 2	Score of 3	Score of 4
No Assignment Submitted	Incomplete Assignment-Must Redo	Includes all elements of Competency Task 3 and a presentation conducted as a learning community presentation	Includes all elements of a 3. Each person participated in the presentation. Included are the stated artifacts.