



California State University, Fresno  
Educational Leadership and Administration Program  
Option: Educational Leadership and Administration

**Leadership for Diverse Communities**  
*Our mission is to prepare credible and relevant  
leaders in education.*

**Introduction and Course Description**

SYLLABUS FOR <i>Instructional Systems and Leadership for Equity (EAD 274)</i> Semester: <i>Fall 2016</i>	
Spring 2015	California State University, Fresno
Course Information	Instructor Name
Units 3	Office Number
Dates and Time	E-Mail
Location	Telephone
Website	Office Hours

**Note:** Instruction will be delivered face-to-face, on-line and through independent activities. Consult syllabus Assignment and Activity table for information.

**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

**Course Description**

The course is designed to be reflective and interactive. While there will be direct instruction, participants are expected to be energetic participants in the class discussions. The discussions will be designed to assist class members in forming a vision for educational equity, building effective learning communities, and cultivation of strong relationships with the people who work and learn in and outside of school buildings.

The topics for the sessions are listed. Each class session will end with an evaluation of the effectiveness of our work together during that period. Following each class, the professor will determine, based on student needs, the specific content of the next session so that the course will remain pertinent

**Prerequisites**

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

## Required and Recommended Textbooks and Materials

### Required Texts

- Buffman, A., Mattos, M. & Webber, C. (2009). *Pyramid Response to Intervention: RTI, Professional Learning Communities, and How to Respond When Kids Don't Learn*. Solution Tree Press.
- 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

### Recommended Text:

Publication Manual of the American Psychological Association. (6<sup>th</sup> Ed).

### Dispositions

The faculty of the Kremen School of Education and Human Development foster the development of the following candidate dispositions: *Reflection, Critical Thinking, Professional Ethics, Valuing Diversity, Collaboration and Life-long Learning*. Candidates will increasingly reflect these dispositions in their work with students, families and communities.

<b>Reflection</b>	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.
<b>Critical thinking</b>	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.
<b>Professional ethics</b>	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.
<b>Valuing diversity</b>	Candidates are able to work effectively with diverse populations and recognize the importance of valuing of cultural, linguistic, cognitive, and physiological diversity. We promote this disposition through experiences in educational settings with diverse populations and opportunities to discuss, observe, and reflect on the benefits of valuing diversity.
<b>Collaboration</b>	Candidates learn and practice the skills of collaboration in their classes and in their fieldwork. Furthermore, we model collaboration in our work with one another and with the larger educational community.
<b>Life-long learning</b>	Candidates demonstrate a commitment to life-long learning about their profession and beyond. We foster this disposition through pre-professional experiences that bring the candidate into the profession in meaningful ways and by acquainting them with opportunities for continuing professional growth.

## Learning Objectives

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**

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

*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 5B: Ethical Decision-Making*

*CAPE 5C: Ethical Action*

### **6. External Context and Policy**

*CAPE 6A: Understanding and Communication Policy*

#### **Specifically, Candidates will know and be able to:**

- Conduct an equity audit to determine levels of equitable student access to quality teachers and programs on a school site. (VL-2; VL-9; VL-10; IL-31, IL-32; OSL-10)
- Collect and analyze data and develop action steps to address gaps in student achievement (VL-1; VL-2; VL-6, VL-10; VL-9; IL-29; )
- Develop student profile based on archival data, unobtrusive observations and informal interview (VL-2; VL-9; VL-10; IL-31, IL-32; OSL-10)
- Assess current academic instructional practices and support systems and use the information to plan implementation of a tiered system of support that meets the academic needs of all students (IL-30; IL-21; IL-32; IL-25; IL-4; OSL-5; OSL-10; OSL-15; OSL 22)
- Assess current social-emotional student support practices and processes and use the information to plan implementation of a tiered system of support that meets the social-emotional needs of all students and provides behavior interventions at the appropriate level of intensity (IL-30; IL-21; IL-32; IL-25; IL-26; IL-27; IL-4; OSL-4; OSL-5; OSL-10; OSL-20; OSL-22)
- Apply a cycle of continuous improvement (PDSA) to identify needs, plan for improvement, monitor progress and make adjustments. (OSI-10; SII-4)
- Plan actions to increase cultural competence among staff members and create a culture that appreciates and respects diversity. (CL-4; IL30; IL-31; IL-32)
- Identify and discuss Board policies and/or government regulations and laws related to equity in education (OSL-1)
- Recognize and apply effective public speaking, presentation, skills, diplomacy skills, writing skills and advocacy skills to diverse audiences and contexts that promote school vision, accomplishments and needs. (CE CL-9; CE CL- 4; CE CL- 6).
- Understand how to apply systems thinking to set priorities and manage organizational complexity (CE SIL-2; CE CL- 5: CE SIL-4; CE OCL-10; CE OCL-11; CE OSL-11; CE CL-4)
- Apply expository, persuasive and narrative writing skills necessary to advocate for the school, its accomplishments and its needs (CE CL-2; CE CL- 4; CE CL- 6; CE CL-10).

## Program Course Matrix *(I= Introduce; P= Practice; A= Assessment)*

California Administrator Performance Expectations (CAPEs)	EAD 261	EAD 272	EAD 280T	EAD 263	EAD 274	EAD 262	EAD 269
CAPE 1A: Developing Student-Centered Vision	I, P, A	P, A	P, A		P, A	P, A	P, A
CAPE 1B: Developing a Shared Vision and Community Commitment	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			
CAPE 2B: Promoting Curriculum, Instruction, Assessment	I, P	P, A	P, A	P, A			
CAPE 2C: Supporting Teachers to Improve Instruction	I, P	P, A	P, A	P, A			
CAPE 2D: Feedback on Instruction	I, P	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 Organ. Systems and Human Resources	I, P		P, A	P, A		P, A	
CAPE 3C: 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 Communication 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

## Subject to Change Statement

This course section is presented as a 7-week Seminar. To participate fully in the seminar and to prepare appropriately 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.

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

# Course Policies & Safety Issues

## Course Requirements:

### Blackboard and E-Mail.

It is expected that students have access to University e-mail and Blackboard. It is a course requirement that candidates check their designated email at least once a week, preferably several days before the class and frequently during the entire semester. Students will be required to utilize electronic tools routinely to access, upload, download, view media and share documents and materials. *All assignments must be uploaded on Blackboard to receive credit.* Course communication will be conducted through Blackboard. **It is, therefore, a course requirement that candidates access the course on Blackboard at least twice a week** throughout the course. A Blackboard tutorial is available. Contact TILT (Blackboard) or the e-mail help desk, immediately, to resolve access problems.

### Seminar Expectations

**Attendance required.** Much of the work and activities of the 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 possibly cause an absence should be **discussed in advance** with the instructor. Make-up for any absence should be contracted with the instruction.

## Program Policies

### 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 Blackboard 9.1 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 the Technology Services Help Center at <https://help.fresnostate.edu/content/email.php>. For Blackboard support, refer to the Blackboard webpage 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 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. A final course grade of “B” is the highest grade attainable if absences exceed 6 hours.

## Grading

Candidates must earn a grade of “A” (Competent and of Quality) or “B” (Competent) on each Competency Task in a program course, therefore, candidates must redo and resubmit any task not assessed as Competent/Quality. If a candidate wishes to redo and resubmit a task to move from a grade of “B” (Competent) to a grade of “A” (Competent and of Quality), a candidate may do so if the instructor of the course deems that there is a reasonable amount of time for resubmission and grading prior to the date for final grade reports.

Should a candidate choose not to redo and resubmit a competency task assessed as “Below Competent/Quality,” the candidate will earn a final course grade of “C” (Below expectations). However, if the average score for all course competency tasks equates to a grade below 70%, the candidate will earn a final course grade of “F” (Does not meet program expectations).

*Earning a "C" grade in a master's or program 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).*

## University Policies

### 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 CSU Fresno 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 or the [University Bookstore](http://www.kennelbookstore.com) (<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 and understanding of the community in which they live . Student conduct that 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://libguides.csufresno.edu/copyright) (<http://libguides.csufresno.edu/copyright>).

Technology Innovations for Learning & Teaching (TILT) 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.

## **Course Assignment and Activity Schedule**

This course section is presented as a 7-week Seminar. To participate fully in the seminar and to prepare appropriately 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.

**Note:** This syllabus and Course Assignment Schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

## Course Assignment and Activity Schedule

Date	Content Focus	Assignment Due	Advanced Preparation
Session 1			
Session 2			
Session 3			
Session 4			
Session 5			
Session 6			
Session 7			

### Course Examinations and Major Assignments

#### Study Expectations.

It is usually expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a three-unit class, you should expect to study an average of 10 hours outside of class each week. Some students may need more outside study time and some less.

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 I believe you need the services provided by SupportNet to succeed in this course.

### 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). It is recommended that Candidates 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).*

**Program Policy:** *Educational Leadership and Administration Courses: P-12 and HEAL 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).*

**Seminar Expectations**

**Attendance required.** Much of the work and activities of the 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 possibly cause an absence should be **discussed in advance** with the instructor. Make-up for any absence should be contracted with the instructor.

**Grading**

Each major assignment/learning project and exam will receive a grade.

<b>EAD 274 Major Assignments (Tasks) and Exams</b>	<b>Points Possible</b>	<b>90%</b>	<b>80%</b>
Competency Task 1: Equity Audit-Subgroup	35	31	28
Competency Task 2: RtI-Academic	20	18	16
Competency Task 3: RtI: Social-Emotional	20	18	16
Snapshot 1: Cultural Competence	10	9	8
Snapshot 2: Commitment to Education	10	9	8
Participation	15	14	12
Final Exam: Equitable Systems, Leadership and Change	10	9	8
<b>Total Points Possible</b>	<b>120</b>	<b>108</b>	<b>96</b>

- *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).*

## **EAD 274 Course Assignments:**

EAD 274 includes three (3) major assignments: Competency Task 1: School-Level Sub-Group Equity Audit. (Field Experience); Competency Task 2: Response to Intervention (RtI)- Academic and, Competency Task 3: Response to Intervention (RtI)- Social-Emotional

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

#### **Outcomes**

##### **Candidate will know and be able to:**

- Conduct an equity audit to determine levels of equitable student access to quality teachers and programs on a school site. (VL-2; VL-9; VL-10; IL-31, IL-32; OSL-10)
- Collect and analyze data and develop action steps to address gaps in student achievement (VL-1; VL-2; VL-6, VL-10; VL-9; IL-29; )
- Develop student profile based on archival data, unobtrusive observations and informal interview (VL-2; VL-9; VL-10; IL-31, IL-32; OSL-10)
- Apply a cycle of continuous improvement (PDSA) to identify needs, plan for improvement, monitor progress and make adjustments. (OSI-10; SII-4)
- Plan actions to increase cultural competence among staff members and create a culture that appreciates and respects diversity. (CL-4; IL30; IL-31; IL-32)
- Identify and discuss Board policies and/or government regulations and laws related to equity in education (OSL-1)
- Recognize and apply effective public speaking, presentation, skills, diplomacy skills, writing skills and advocacy skills to diverse audiences and contexts that promote school vision, accomplishments and needs. (CE CL-9; CE CL- 4; CE CL- 6).
- Understand how to apply systems thinking to set priorities and manage organizational complexity (CE SIL-2; CE CL- 5: CE SIL-4; CE OCL-10; CE OCL-11; CE OSL-11; CE CL-4)
- Apply expository, persuasive and narrative writing skills necessary to advocate for the school, its accomplishments and its needs (CE CL-2; CE CL- 4; CE CL- 6; CE CL-10).

#### **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 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. Multi-year data will be collected, to understand patterns across time. Candidate will develop a profile of a student within the audited subgroup who exhibits characteristics of the sub-group, including multi-year academic failure, lack of social-emotional skills and/or inappropriate behavior. Candidate will analyze student data, unobtrusively shadow and informally interview student (s), to explore student's perceived academic and/or behavioral strengths/weaknesses, access to challenging curriculum, support systems, personal goals and academic desires. Candidate will develop three (3) high-leverage, measureable actions based on sub-group audit and student profile findings

to increase equity, address the identified needs of the sub-group and raise students’ academic achievement.

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

**1 – Not Competent                      2- Somewhat Competent                      3- Competent**

Criteria	Descriptors	Competency Level 1-3
Content: Overall	Audit demonstrates ability to gather, analyze and use data to assess current practices, identify gaps, recognize opportunities and plan actions to support the academic achievement of all students, including English Learners and students of poverty. Audit is conducted using a value added, rather than deficit approach, to identify areas for improvement.	
Content: Data Analysis	Data is disaggregated and used to analyze programs, policies and procedures and to identify equity gaps for English learners, students of poverty or other significant student subgroup. Table and charts and descriptive summary of findings show strengths and areas for growth and improvement.	
Content: Teacher Indicators	Analysis of teacher quality equity indicators include teacher education, experiences, mobility and certification.	
Content: Programme Indicators	Analysis of programmatic equity indicators include Special education, gifted/talented education, bilingual education and student discipline.	
Content: Achievement Indicators	Analysis of achievement equity indicators, include state/district achievement test results, behavior records, dropout rates, high school graduation rates, and SAT/ACT/AP/IB results.	
Content: Student Profile	An individual student profile provides context and includes student background information, educational history, academic/behavior history, cultural/language and interests, as well as areas in need of attention.  Observations of the student and adults in structured and unstructured situations attempt to identify factors that may contribute to the individual student’s poor performance and/or lack of sufficient progress.  Student voice is clearly and factually written to identify perceived factors that may contribute to student poor performance and/or behavior	
Content: Goals, Vision	Identified goals to support and increase equity for the specific sub-group are measurable, clearly linked to the district’s vision and establish the purpose toward which improvement strategies are directed.	
Content: Improvement Actions and Systems	High leverage, measureable actions support and encourage equitable practices and create a culture that appreciates and respects diversity.  Improvement actions include strategies to increase equity consciousness among teachers and applies a plan-do-study-act a cycle of continuous improvement	
Content: Board Policies, Regulations/Laws	Summary includes discussion on Board policies and/or government regulations and laws related to equity in education	
Structure, Grammar and Organization	Written response applies appropriate grammar, punctuation and APA guidelines, including citations, References, Appendix and data tables/charts.	

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

**Outcomes:**

Candidate will know and be able to:

- Assess current academic instructional practices and support systems and use the information to plan implementation of a tiered system of support that meets the academic needs of all students (IL-30; IL-21; IL-32; IL-25; IL-4; OSL-5; OSL-10; OSL-15; OSL 22
- Apply a cycle of continuous improvement (PDSA) to identify needs, plan for improvement, monitor progress and make adjustments. (OSI-10; SII-4)
- Plan actions to increase cultural competence among staff members and create a culture that appreciates and respects diversity. (CL-4; IL30; IL-31; IL-32)
- Identify and discuss Board policies and/or government regulations and laws related to equity in education (OSL-1)
- Recognize and apply effective public speaking, presentation, skills, diplomacy skills, writing skills and advocacy skills to diverse audiences and contexts that promote school vision, accomplishments and needs. (CE CL-9; CE CL- 4; CE CL- 6).
- Understand how to apply systems thinking to set priorities and manage organizational complexity (CE SIL-2; CE CL- 5: CE SIL-4; CE OCL-10; CE OCL-11; CE OSL-11; CE CL-4)
- Apply expository, persuasive and narrative writing skills necessary to advocate for the school, its accomplishments and its needs (CE CL-2; CE CL- 4; CE CL- 6; CE CL-10).

**Task Overview**

Candidate will examine academic interventions available at a selected school site and develop a 3-tiered academic and behavior support (RtI) plan with desired outcomes based on findings. The plan will include measurable next step actions to accelerate learning, increase student academic performance and assist in closing the achievement gaps among income, gender and ethnic subgroups.

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

**Grading Rubric**

1 – Not Competent	2- Somewhat Competent	3- Competent
Criteria	Descriptors	Competency Level 1-3
Content: Overall	Academic RtI plan demonstrates ability to apply research, recognized best practices and data to identify a need, make data-driven decisions and plan change. Developed plan is clearly defined, actionable, obtainable, significant and timely.	
Content: Data Analysis	Disaggregated assessment data and other evidence-based practices used to analyze effectiveness of current academic intervention practices, allocation of resources, identification of students for support, entry-exit criteria and use of assessments to measure student academic progress toward intended goals.	
Content: Learning Variables	Identified/planned interventions are based on the formula, <b>targeted instruction + time = learning</b> , with instruction and time as the variables and learning as the constant. <i>Under this formula, <u>additional</u> time is provided to identified students based on identified needs.</i>	
Content: Current/Future Interventions	Diagrams accurately depict current reality and plans to improve student access to timely, quality academic interventions at the right time and at the appropriate level of intensity.	
Content: Academic RtI, Tier I	Tier I emphasizes a coherent and viable core curriculum, embedded on-going monitoring, universal screening and high expectations for all students. An attempt is made to meet the academic needs of approximately 85% of all students.	
Content Academic RtI, Tier II	Tier II emphasizes immediate and powerful supplemental targeted interventions to support the needs of 10-12% of students in need of additional academic support in small group settings within the classroom. Planned interventions are systematic, and include intentional, frequent monitoring processes and systems. Attention is given to use of research-based instructional practices and use of common formative assessments to measure academic progress and growth.	
Content: Academic RtI, Tier III	Tier III emphasizes intensive research-based interventions for the 3-5% most at-risk learners in a small group or individual setting. Attention is given to use of research-based instructional practices and common formative assessments.	
Content: Shared Ownership in Problem Solving and Decision making	Collaborative problem solving, shared decision making and team work are recognized as contributors to success in assessing, planning and implementing research-based intervention practices.	
Content: Board Policies, Gov. Regulations/ Laws	Summary includes discussion on Board policies and/or government regulations and laws related to student performance and academic interventions.	
Structure, Grammar and Organization	Written response applies appropriate grammar, punctuation and APA guidelines, including citations, References, Appendix and data tables/charts.	

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

**Outcomes**

**Candidate will know and be able to:**

- Assess current social-emotional student support practices and processes and use the information to plan implementation of a tiered system of support that meets the social-emotional needs of all students and provides behavior interventions at the appropriate level of intensity (IL-30; IL-21; IL-32; IL-25; IL-26; IL-27; IL-4; OSL-4; OSL-5; OSL-10; OSL-20; OSL-22)
- Apply a cycle of continuous improvement (PDSA) to identify needs, plan for improvement, monitor progress and make adjustments. (OSI-10; SII-4)
- Plan actions to increase cultural competence among staff members and create a culture that appreciates and respects diversity. (CL-4; IL30; IL-31; IL-32)
- Identify and discuss Board policies and/or government regulations and laws related to equity in education (OSL-1)
- Recognize and apply effective public speaking, presentation, skills, diplomacy skills, writing skills and advocacy skills to diverse audiences and contexts that promote school vision, accomplishments and needs. (CE CL-9; CE CL- 4; CE CL- 6).
- Understand how to apply systems thinking to set priorities and manage organizational complexity (CE SIL-2; CE CL- 5: CE SIL-4; CE OCL-10; CE OCL-11; CE OSL-11; CE CL-4)
- Apply expository, persuasive and narrative writing skills necessary to advocate for the school, its accomplishments and its needs (CE CL-2; CE CL- 4; CE CL- 6; CE CL-10).

**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 (RtI) plan with desired outcomes based on findings. The plan will include 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.

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**Grading Rubric**

**1 – Not Competent      2- Somewhat Competent      3- Competent**

<b>Criteria</b>	<b>Descriptors</b>	<b>Competency Level 1-3</b>
Content: Overall	Social-Emotional RtI plan demonstrates ability to apply research, recognized best practices and data to identify needs, make data-driven decisions and plan change. Developed plan is clearly defined, actionable, obtainable, significant and timely.	
Content: Data Analysis	Disaggregated assessment data and other evidence-based practices are used to analyze effectiveness of current social-emotional prevention and intervention systems and practices, allocation of resources, identification of students for support and use of data to measure student progress toward social-emotional skill development and behavior goals.	
Content: Current/Future Interventions	Diagrams accurately depict current reality and plans to improve student social-emotional support systems and behavior interventions at the right time and at the appropriate level of intensity.	
Content: Soc-Emotional RtI, Tier I	Tier I emphasizes positive behaviors preventions and social-emotional learning strategies, embedded on-going monitoring, universal screening and high expectations for all students. An attempt is made to meet the social-emotional needs of approximately 85% of all students.	
Content Soc-Emotional RtI Tier II	Tier II emphasizes immediate and positive, targeted behaviors interventions to support the needs of 10-12% of students in need of support and intervention. Planned interventions are systematic, and include intentional, frequent monitoring processes and systems. Attention is given to use of research-based practices and use of assessments to measure student progress and social-emotional skill development.	
Content: Soc-Emotional RtI Tier III	Tier III emphasizes intensive, individualized behavior interventions for the 3-5% most at-risk students. Attention is given to use of research-based practices and assessments to measure effectiveness of support plans and actions.	
Content: Shared Ownership in Problem Solving and Decision making	Collaborative problem solving, shared decision making and team work are recognized as contributors to success in assessing, planning and implementing research-based intervention practices.	
Content: Board Policies, Gov. Regulations/ Laws	Summary includes discussion on Board policies and/or government regulations and laws related to student social-emotional skill development, behavior and suspension/expulsion.	
Structure, Grammar and Organization	Written response applies appropriate grammar, punctuation and APA guidelines, including citations, References, Appendix and data tables/charts.	

**Snapshots:** Candidates will be required to complete two in-class writing assignments related to knowledge and skills learned and applied in this course. Topics, selected by the instructor, may include, for example, cultural and equity competence, current issues, commitment to education, or Board policies and government regulations related to equity and student interventions.

**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.