



**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.

**Syllabus for:
EAD 280T: Assessment Analysis & Information Systems
Semester: Fall 2016**

<p>Course Information</p> <p>Units: <i>Three (3)</i></p> <p>Location:</p> <p>Website: Blackboard, EAD 280T</p> <p>Seminar dates and times:</p> <p>Note: Instruction will be delivered face-to-face, on-line and through independent activities. Consult syllabus Assignment and Activity table for information.</p>	<p>Instructor Name</p> <p>Dr.</p> <p>Office:</p> <p>E-mail:</p> <p>Phone:</p> <p>Office Hours</p>
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Course Catalogue Description

This course is designed to develop knowledge and skills necessary to make effective data-driven decisions, including the use of a continuous improvement processes and the strategic collection and application of multiple data streams to inform, manage and analyze systems.

Course Description

The collection, analysis, and display of complex data play critical roles in education. The Data Mining and Information Analysis course provides students with practical skills and a theoretical basis for approaching challenging data analysis problems. Students 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 of data analysis.

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* and *tested (achieved) curriculum* 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 (i.e. STAR or CaHSEE). 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). At the classroom level, teachers incorporate a variety of informal assessments or quizzes into learning activities to monitor students’ mastery of the new learning. At the grade level/course team level, common formative assessments generate data that are shared among team members. Data is transformed into information and knowledge through team dialogue. The analysis generates an action plan, influences intervention and guides new SMART goals to increase students’ mastery of grade level standards.

Prerequisites

The prerequisite for this course is successful completion of first semester EAD courses. This is one of three courses completed in semester two of the three-semester program.

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.

<i>Reflection</i>	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.
<i>Critical thinking</i>	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.
<i>Professional ethics</i>	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.
<i>Valuing diversity</i>	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.
<i>Collaboration</i>	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.
<i>Life-long learning</i>	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.

Required and Recommended Textbooks and Materials

Required Text:

McNulty, Brian A & Besser, Laura. (2011) *Leaders Make It Happen!: An Administrator's Guide to Data Teams*. Leadership in Learning Center.

Ainsworth, Larry & Viegut, Donald (2014). *Common Formative Assessments 2.0: How Teacher Teams Intentionally Align Standards, Instruction, and Assessment* (2nd ed.). Corwin Press

Sharratt, Lyn & Fullan, Michael (2012). *Putting Faces on the Data: What Great leaders Do!* Corwin Press

Supplemental Text:

Publication Manual of the American Psychological Association. (6th Ed).

Spring, Joel (2011). *American Education* (15th ed) . McGraw Hill.

Marzano, Robert (2006). *What Works in Schools: Translating Research into Action*. ASCD

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

Downey, C., Steffy, B., Poston, W., & English, F. (2009). *Fifty Ways to Close the Achievement Gap* (3rd ed.). Corwin Press.

Hattie, John. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge

Additional materials will be available on Blackboard and may be summarized in the syllabus in the *Course Assignment and Activity Schedule*.

Primary Learning Objectives

This graduate level course is designed for individuals who are aspiring to be a Principal in a K-12 school. All Candidates are expected to make important contributions to the course by collaborating and actively participating in all class discussions and group interactions.

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 2A: Personal and Professional Learning

CAPE 2B: Promoting Effective Curriculum, Instruction and Assessment

CAPE 2C: Supporting Teachers to Improve Instruction

3. Management and Learning Environment

CAPE 3A: Operations and Resource Management

CAPE 3B: Managing Organizational Systems and Human Resources

5. Ethics and Integrity

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

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/ 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

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).

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).

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 seminar. 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 instructor.

Major Assignments (Tasks)

	Possible Points	Competency		
		Met		Not Met
		90%	80%	Below 80%
Foundation Task 1: Assess Learning	20	18	16	Below 16
Competency Task 1: Data Mining & Analysis	30	27	24	Below 24
Competency Task 2: Using Data to Inform System	40	36	32	Below 32
Competency Task 3: Assessment Literacy	40	36	32	Below 32
Exam	15	13	12	Below 12
Participation *	20	18	16	Below 16
E-Portfolio	Pass/ Fail	Pass	Pass	Fail
Total Points Possible	165	149	132	Below 132

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

For free tutoring on campus, contact the [Learning Center](#) (<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/>) 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."

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 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://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 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.

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.

Advanced preparation will include, for example, outside readings, completion of field experiences, research, on-line resource collection/review and completion of written assignments.

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

EAD 280T: Assessment Analysis and Information Systems Foundation Task 1: Leading Assessment for Learning (CAPEs: 1C; 2A; 2B; 3A; 3B; 5B; 5C; 6A)

Outcomes

Candidate will:

- Explain importance of assessments, assessment purposes and uses of assessment results (CE IL-8; CE IL-3; CE IL-12)
- Identify assessment quality indicators (CE IL-11; CE IL-12)
- Distinguish between various assessment types and elements of various forms of assessments, including assessment *of* and *for* learning (CE IL-3; CE IL-8; CE IL-11; CE IL-12)
- Articulate assessment for learning best practices (CE IL-8; CE IL-11; CE IL-12; CE IL-19)
- Assessment-related ethical considerations, policies/laws (CE OSL-1; CE OSL-3)

Task Overview

Candidate will collaborate with peers to address and explore weekly topics that include the purpose of formative assessments, importance of a balanced assessment system and the attributes of quality assessments, such as aligned achievement targets, development of quality assessments and use of school-wide common assessments. Candidate will integrate research, known best practices and resources gathered through readings, seminars, and leadership experiences into original and peer-submitted responses on presented concepts.

Instructions

1. Complete weekly on-line written discussion forums on topics related to assessments, elements of assessments and assessment practices. Responses should be a minimum of 250-350 words in length. Candidate should reference research and known best practices to support ideas, offer recommendations and state opinions.
2. Respond to two (2) peer original discussions each week. Responses should be a minimum of 100-150 words in length and add value to the entries. Candidate should reference research and known best practices to support ideas, offer recommendations and state opinions.

EAD 280T: Assessment Analysis and Information Systems
Foundation Task 1: Leading Assessment for Learning
(CAPEs: 1C; 2A; 2B; 3A; 3B; 5B; 5C; 6A)

Grading Rubric

1 – Not Competent 2- Somewhat Competent 3- Competent		
Criteria	Descriptors	Competency Level (1-3)
Content: Reasoning	Arguments or positions are reasonable and supported with evidence from the readings and/or research. Extends the learning, recognizing implications and significance of the presented information. Provides analysis of complex ideas that help deepen the inquiry and encourages further conversation.	
Content: Reading	Written responses demonstrate critical reading and in-depth understanding of the material as evidenced by contributions; familiarity with main ideas, supporting evidence and secondary points.	
Content: Contributions and Feedback	Responses are targeted and focused as evidenced by regularly building on, clarifying, or responding to peer comments. References to experiences and related resources/research are pertinent and noteworthy.	
Structure, Grammar and Organization	Written response applies appropriate grammar, punctuation and APA guidelines, including citations.	

EAD 280T: Assessment Analysis and Information Systems
Competency Task 1: Data Mining and Analysis
(CAPEs: 1A; 1C; 2B; 3A; 3B)

Outcomes:

Candidates will:

- Know data analysis and use techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff and make data-based decisions (CE IL-8)
- Use expository, persuasive, and narrative writing skills necessary to advocate for the school, its accomplishments and its needs (CE CL-10)
- Inventory a variety of school-level data for a given school site (CAPE 3; CAPE 7; Cape 8).
- Organize collected data samples into a data table, or matrix, to show form, function, frequency, information collection/distribution processes and consumers and producers of collected information. (CAPE 9; CAPE 9)
- Compare and contrast data collection, analysis and communication/distribution processes (CAPE 7; CAPE 8; CAPE 9)
- Analyze effectiveness of selected data samples and recommend research-based improvement actions to improve use of data to inform and make decisions (CAPE 16)

Task Overview

Candidate will complete school-wide data mining and use the information to evaluate current data collection practices and use of data to inform and make decisions. Collect a variety of qualitative and quantitative datasets used routinely to report, plan and make decisions on a school campus, including data available in written reports/documents and site, district and state/federal databases. Categorize data samples and explain the criteria used to determine categories. Create a table and synthesize collected data samples according to category (type), purpose (why), data form, frequency (when/how often), data collectors (who), consumers (users), and processes (how) used to collect, analyze and communicate data. Select one data source from each category (demographic, perception, operational and achievement) considered critical to school success. Examine information gained from each of the four data samples. Evaluate samples to determine alignment of data to school and district goals. Determine effectiveness of the current data collection process(es) and use of data to inform and make decisions. Based on findings, identify two (2) data-related school improvement actions. Align actions to district/school goals. Justify through research the selected high-leverage actions and explain recommended improvements in school-level data collection, communication, distribution and/or application. Identify 2-3 Board policies and/or laws related to collection and use of school data. Briefly discuss how the policies/laws guide and influence data-driven decisions at the school level. Submit copies of policies/laws on e-Portfolio, Resource Section.

Instructions:

1. Collect a variety of qualitative and quantitative datasets used routinely to report, plan and make decisions on a school campus, including data available in written reports/ documents and site, district and state/federal databases.
2. Categorize data samples according to demographic, perception, achievement and operational.

EAD 280T: Assessment Analysis and Information Systems
Competency Task 1: Data Mining and Analysis
(CAPEs: 1A; 1C; 2B; 3A; 3B)

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent
Criteria	Descriptors	Competency Level (1-3)
Content:	Data samples are categorized according to demographics, assessments, perceptions and operational. Explanation given for selection of criteria used to determine categories.	
Content:	Data table contains wide variety of data samples. Data samples compared and contrasted according to category, type, purpose, form, frequency, collectors, consumers and processes used to collect and communicate data. Written description of findings includes patterns, gaps, opportunities and/or strengths.	
Content:	Data samples (4) selected for deeper analysis are justified through research to be critical to school success. Samples are assessed to determine degree to which data is used to inform and make decisions.	
	Improvement actions (2) are high-leverage and supported by research. Rationale for changes explained. Actions include discussion about how the data would be collected, analyzed and used to improve the system.	
Content: Related Board Policies and laws	Discussion on Board policies and/or laws (2-3) explains how each of the policies/laws guide and influence data-driven processes, uses and decisions at the school level. Information uploaded in e-Portfolio, Resource Section	
Structure, Grammar and Organization	Response applies APA format and includes title page, correct formatting, References page and Appendix.	

Comments

EAD 280T: Assessment Analysis and Information Systems
Competency Task 2: Using Data to Inform the System
(CAPEs: 1C; 2A; 2B; 2D; 6B)

Outcomes:

Candidates will know:

- Types of evidence needed to support making evidence-based decisions regarding instructional improvement, including changes in practice (CE IL-7)
- Strategies for building staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection, self-assessment and self-directed change and improvement (CE IL-20)
- Data Analysis and Use techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions (CE IL-8)
- Effective uses of data to assess and diagnose instructional needs, define SMART goals for continuous improvement and collaboratively design professional development to meet needs and achieve goals (CE IL-19/PLGL-6)
- Strategies for involving multiple constituencies in sharing and using data and a PDSA cycle of continuous improvement to assess and diagnose instructional needs, define SMART goals, problem solve, and collaboratively design a growth plan consistent with the school's vision and goals (CE SIL-4)
- Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development opportunities that focus on authentic problems and student outcomes (CE IL-16/ CE PLGL-1)

Candidates will be able to:

- Gather, disaggregate and organize data to inform teaching and learning practices and make leadership decisions
- Analyze student academic performance and antecedents to identify subgroup areas of need
- Use criteria to prioritize immediate student academic needs, including assessment results, performance behaviors and identified essential standards
- Establish SMART goals for student academic achievement that are Specific, Measureable, Achievable, Relevant and Timely
- Apply fishbone, and other quality problem-solving strategies to determine cause and effect (CAPE 7)
- Select specific, measurable, research-based instructional, organization, leadership and/or programmatic strategies to overcome obstacles and address academic needs
- Create results indicators to measure effectiveness of selected strategies
- Develop 30-60 day action plan using PDSA cycle to measure student progress and impact of planned improvements and to make mid-course corrections.
- Present and model data team action steps to support meaningful teacher collaboration and increase teacher capacity in data decision-making

Task Overview

Candidate will collaborate to plan and demonstrate use of a 6-step data-driven decision-making process using a trainer-of-trainers professional development delivery model, including presentation of data findings, goal and selected strategies to address identified learning gaps. Candidate will video presentation and collaborate to assess effectiveness of the presentation and training. Candidate will complete a self-assessment and write a reflection on the experience. Candidate will identify knowledge and skills required by site administrators to employ teacher-led teams to analyze data, plan for improvement and communicate results. Candidate will develop next step actions to increase personal leadership capacity in this area. Candidate will use multi-media and/or graphics to summarize the 6-step data team process and upload the information in e-Portfolio.

Instructions:

1. Collaborate with assigned team to:
 - Analyze assessment data. Disaggregate results by subgroup by number, percentage, and name of students at each performance level.
 - Identify strengths and gaps in student performance. Group students based on performance levels: proficient/higher, near proficient, far below and intervention students)
 - Determine one priority for each student subgroup (proficient/higher, near proficient, far below and intervention students). Include performance strengths, next steps and inferences.
 - Write a SMART goal statement for each student subgroup.
 - Write a prioritized next step action for proficient/higher performing student group.
 - Write a prioritized need for student subgroups near proficient, far below and intervention students.
 - Select and write one instructional strategy and result indicator for each student group. Include adult behavior, student behavior and “look fors” in student work.
 - Plan and model a videoed group presentation of the data team process, including data findings, goal and selected strategies to address identified learning gaps. Discuss the criteria to evaluate teachers’ ability to apply the data team process to inform teaching and learning and make instructional decisions.
 - Assess effectiveness of the presentation, modeled processes and communication strategies.
2. Complete a self-assessment and individual, written reflection about the experience.
3. Identify and discuss, in writing, knowledge and skills required by Principals to model and implement quality teacher-led data teams. Refer to research to justify decisions.
4. Write next step actions to increase personal leadership capacity in this area. Relate actions to researched best practices.
5. Summarize the 6-step data team process using multi-media and or graphics. Upload copy of process in your e-Portfolio, Resources section.

EAD 280T: Assessment Analysis and Information Systems
Competency Task 2: Using Data to Inform Decisions
(CAPEs: 1C; 2A; 2B; 2D; 6B)

Grading Rubric

1 – Not Competent	2- Somewhat Competent	3- Competent
Criteria	Descriptors	Competency Level (1-3)
Content: Data analysis	Close alignment exists between selected data, subgroup analysis and use of data to make decisions, including identification of gaps in learning, development of SMART goals, selection of timely strategies, result indicators and monitoring plans.	
Content: Presentation	Presentation models a 6- step data-driven decision-making process. Presentation includes data analysis/findings, goal setting, identification of priorities, selection of specific strategies, identification of result indicators and plans to monitor and address identified learning gaps. Visuals, terminology and examples support learning.	
Content: Written Reflection	Written reflection uses results from self-assessment to identify areas for improvement in content, presentation skills and/or strategies used to explain and apply a data-driven process to make instructional decisions.	
Content: Next Steps	Identified knowledge and skills assist site administrators in the use of data to make instructional decisions. Next step actions designed to increase personal leadership capacity in this area.	
Content: Related Board Policies and laws	Summary uses multi-media and/or graphics to explain the 6-step Data-Driven Decision-Making Process to inform and make decisions. Information included in written response and uploaded in e-Portfolio, Resources section.	
Structure, Grammar and Organization	Response applies APA format and includes title page, correct formatting, research citations, References page and Appendix.	

Comments:

EAD 280T: Assessment Analysis and Information Systems
Competency Task 3: Assessment Literacy
(CAPEs: 2A; 2B; 2C; 6B)

Outcomes

Candidates will know:

- California’s K-12 student academic content standards and state-adopted assessment systems for measuring student performance (CE IL-3)
- Types of evidence needed to support making evidence-based decisions regarding instructional improvement, including changes in practice (CE IL-7)
- Purpose, role and use of multiple assessments to continuously evaluate student learning (CE IL-12)
- Strategies for building staff capacity through systems of support and development, integrating opportunities for continuous learning into the educational environment, and engaging faculty and staff in ongoing reflection, self-assessment and self-directed change and improvement (CE IL-20)
- Data Analysis and Use techniques for identifying, collecting, analyzing, evaluating, and using various types of data to engage staff in looking at their instructional effectiveness and making data-based instructional and programmatic decisions (CE IL-8)
- Principles of adult learning and their use in designing, facilitating, and implementing effective, motivating, and data-driven professional development programs and opportunities that focus on authentic problems and student outcomes (CE IL-16/ CE PLGL-1)
- Strategies to use data to assess and diagnose instructional needs, define staff goals for continuous improvement (including SMART goals), and collaboratively design differentiated professional development to meet needs and achieve goals (CE PLGL-6)
- Public speaking, advocacy, diplomacy, writing and presentation skills necessary to advocate for the school, its accomplishments and its needs (CE CL-9)

Candidates will be able to:

- Explain importance of assessment literacy, assessment purposes and uses of assessment results
Distinguish between various assessment types and elements of various forms of assessments, including assessment *of* and *for* learning and SBAC purpose, form and function
- Apply the 4-step integrated teaching-assessment PDSA cycle to inform teaching and learning and to make data-driven decisions
- Communicate and apply common assessment data collection processes and analysis techniques
- Design research-based training based on adult learning theories and known best practices in training and meeting management and quality resources and appropriate adult learning materials
- Present elements of effective training processes and protocols to increase teacher capacity in assessment analysis and information systems
- Understand assessment-related policies/laws designed to guide and make data-driven decisions

Task Overview

Candidate will collaborate to research, design and create a written module, or unit, to be used as a teacher guide for the development of assessment literacy. The training module, will introduce the concept of assessment literacy, outline the purpose for assessment literacy, and include types of assessment, assessment purposes, uses of student assessments, 4-step integrated teaching-assessment PDSA cycle, elements of major assessment types, assessment examples, data collection processes, data analysis techniques and current SBAC information and sample items. The research-based module will incorporate research, resources, assessment examples and attributes of assessment-literate educators and provide opportunities for teachers to identify, practice and self-

assess assessment literacy skills. Candidate will present the training module to peers to gather feedback on module structure, clarity of information contained in the modules, and the quality of content, materials, examples and activities. Candidate will reflect on learning, determine specific module changes and provide rationale for improvements in unit content, organization, strategies, material, resources and/or delivery. Candidate will submit training module in e-Portfolio, Resource Section and include a written summary of proposed changes to increase unit effectiveness.

Instructions:

1. Collaborate with peers to research, design and create a module, or unit, to guide teachers in the development of assessment literacy.

The training module should provide information on the following topics:

- Introduction to the concept of assessment literacy
- Purpose for assessment literacy
- Attributes of assessment-literate educators
- 4-step integrated teaching-assessment PDSA cycle
- Types of assessment, assessment purposes, uses of student assessment results
- Elements of major assessment types
- Data collection processes and analysis techniques
- Current SBAC information and sample items.

The training module should incorporate:

- Learning objectives/outcomes
- Use of diagrams, tables and other visuals, along with written descriptions, to explain the 4-step integrated teaching-assessment PDSA cycle, elements of major assessment types, data collection processes, and data analysis techniques.
- Various means to assess adult learning before, during and after training
- Processes and protocols to engage participants in learning
- Current research on assessment literacy, purposes of assessments and data-driven decision making
- Opportunities for teachers to identify, practice and self-assess assessment literacy knowledge and skills.
- Quality resources, assessment examples, visuals, a glossary of important terms, support videos, appropriate diagrams, module learning objectives/outcomes, training agendas, multi-media/other support materials
- Planned best-practice protocols to engage and support adult learning
- Communication strategies and examples to use before, during and following training.

2. Candidate will present the training module to peers to gather feedback on module structure, clarity of information contained in the modules, and the quality of content, materials, examples and activities.
3. Candidate will reflect on learning, determine specific module changes and provide rationale for improvements in unit content, organization, strategies, material, resources and/or delivery.
4. Candidate will submit training module in e-Portfolio, Resource Section and include a written summary of proposed changes to increase unit effectiveness.
- 5.

EAD 280T: Assessment Analysis and Information Analysis
Competency Task 3: Assessment Literacy
(CAPEs: 2A; 2B; 2C; 6B)

Grading Rubric

	1 – Not Competent	2- Somewhat Competent	3- Competent
Criteria	Descriptors		Competency Level (1-3)
Content: Introduction	Written document includes an introduction to assessment literacy, outlines the purpose for assessment literacy, and discusses types of assessment, assessment purposes, uses of student assessments, including assessment <i>of</i> and <i>for</i> learning.		
Content: Visuals	Diagrams, tables and visuals, as well as written descriptions, clearly explain the 4-step integrated teaching-assessment PDSA cycle, elements of major assessment types, data collection processes, and data analysis techniques.		
Content: SBCA	Discussion on SBAC includes information on form and purpose includes sample items and opportunities to explore on-line resources.		
Content: Adult Learning	Module incorporates up-to-date research, quality resources, assessment examples and attributes of assessment-literate educators. Opportunities provide learners with sufficient practice and self-assess development of assessment literacy skills.		
Content: Support Materials	Written document includes a glossary of important terms, support videos, appropriate diagrams, learning objectives/outcomes, sample agendas, multi-media/other support materials and on-line resources. Selected protocols engage and support adult learning. Communication strategies and examples explain learning intent before, during and after training.		
Content: Presentation	Collaboratively developed presentation highlights training content, assessment examples, resources, and strategies developed to share information and assess learning. Peer evaluation used as feedback to measure organization of module, clarity of information and potential effectiveness of training processes, activities and content.		
Content: Written Reflection	Written reflection includes discussion on own assessment literacy learning, as well as specific module changes and rationale for improvements in unit content, organization, strategies, material, resources and/or delivery. Summary of proposed changes and Assessment Literacy training module uploaded in e-Portfolio, Resources section.		
Structure, Grammar and Organization	Response applies APA format and includes title page, correct formatting, research citations, References page and Appendix.		

Comments:

Other Exams and Assignments

Exam. Candidates will complete a pre- and post- written exam to demonstrate understanding of assessments, assessment types and purposes of assessments to make data-driven decisions.

e-Portfolios. Candidates will maintain an e-Portfolio to showcase assignments and deposit 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 discussion forums, 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.