California State University, Fresno
Department of Educational Research
Master of Art in Education
Option: Educational Leadership and Administration

Syllabus for EAD 274
Instructional Systems
and Leadership for
Equity
3 units

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

Course Catalog 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.

Class Information

Date and Time   Classroom number
Instructor   Instructor Email
Instructor Phone #   Office hours:

Prerequisites

The prerequisites for this course are admission to the Educational Leadership and Administration Program and the following courses: ERA 288, EAD 261, EAD 262, and EAD 272.

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.

Primary Learning Outcomes

The candidate will develop understandings of instructional leadership theory and practices that result in the creation of an asset-based school culture and the closure of historical achievement gaps. A major goal of the course is for the student to acquire the knowledge and skills to effectively create and lead instructional systems that promote the achievement of all students by meeting the instructional needs of unique student groups including, but not limited to, English Learners, special education students, students of poverty and gifted students.

1. The candidate develops the understanding and will be able to recognize students' specific learning needs; develop policy and practices at the school site to ascertain student needs and place students in appropriate learning contexts; collaborate with teachers in developing

instructional practices that guarantee full access to the curriculum; and identify and provide resources for all students to have full access to the curriculum. 4(g)

2. The candidate develops the understanding and skill to design, implement and monitor a proactive system of student support.

3. The candidate will be able to apply knowledge of diverse learning styles and differentiated instruction strategies that address the needs of all learners and staff. 6(b3)

4. The candidate develops the understanding and skill to create, implement and evaluate a formative assessment system that transforms teaching and learning.

5. The candidate will be able to use data, including the use of technological applications, to develop, manage, and evaluate strategies to improve student achievement. 6(b4)

6. The candidate develops the knowledge and will be able to coordinate the design, implementation and evaluation of instructional programs that serve the diverse learning styles and needs of all students and will be able to lead the continual development and improvement of those programs. 11(i)

Concepts

A. A variety of data streams, including but not limited to assessment data, reveal the failure of systems to close the achievement gap and ensure all students are optimally accessing educational opportunities. System data include attendance, bell schedules, course enrollments, technology inventories, completion of a-g requirements, semester grades, and access to high quality teachers.

B. Shift from discrepancy, "wait-to-fail" model to a proactive, supporting students along the way, "preventing failure and intervening at the first sign of struggle" model.

C. Learning is the Constant and Time & Support are the Variables

D. Appropriate responses to learning emergencies

E. Pyramid Response to Intervention—Unified System of Response/Interventions

♦ Academic and Social/Emotional (Positive Behavior Intervention Support—PBIS)
♦ Focus on Learning—Collaborative Culture—Focus on Results

Intervention models are based on the assumption that a school's core program will almost exclusively meet the educational needs of 75% of its students, therefore, *a school that has significantly less than 75 % of its students at or above grade level proficiency (proficient or advanced) has a core problem, not an intervention problem.*

- ♦ Tier 1: Core Program
- ♦ Tier 2: Supplemental/Strategic Level
- ♦ Tier 3: Intensive Level

Elements of a Unified System of Response/Interventions in a PLC
- Collective responsibility of by all staff for all students
- Access to a high quality core curriculum
- True differentiation in the classroom
- Universal screening
- Analyses of student work and assessment data to evaluate overall curriculum and diagnose individual student needs
- Tiers of intervention
- Systematic, explicit, and research-based programs and methods, diagnostically chosen and taught by the most effective educators

F. Meeting Legal Requirements
   IDEIA 2004

Improving Education for English Learners: Design, Implementation and Evaluation of Programs

Required Texts and Instructional Materials

Crawford, M., & Dougherty, E. (2003). Updraft/Downdraft: Secondary Schools in the Crosswinds of Reform. Scarecrow Education.

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.

Additional materials will be available on the electronic Blackboard system for the course. **It is a course requirement that candidates check their designated email and the course on Blackboard at least once a week**, preferably several days before the class, during the entire semester.

Signature Assignments

There are 4 Signature Assignments for this course: Pyramid Response to Intervention Exercises; Assessment Audit; Through the Lens Of Our Student Clients; and Seminar Session Snapshot Updates. The templates and requirements for each of those assignments are included at the end of this syllabus.

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

Grading

Grading will be as follows:

A = Outstanding achievement; exceeds expectations
B = Graduate quality; meets expectations
C = Below expectations
F = Does not meet program requirements

University Policies and Regulations

Policy on 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 Madden Library 1049 (278-2811).

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. 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."

It is expected that you have access to Blackboard. If you do not have access, please call 278-7373 (Digital Campus) and provide your instructor with an update on the situation and status.

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:
• understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
• neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
• 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."

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).

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."
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Policy and regulations including but not limited to adding and dropping courses, the honor code, including cheating and plagiarism, copyright, and computer usage are located in the Class Schedule (www.csufresno.edu/ClassSchedule) and Catalog (www.csufresno.edu/catoffice/current/policies.html).

Course Schedule

Instructors provide a Session breakdown of topics, readings, and assignments. The following is a **Sample schedule for this course**.

Class Sessions	Content Focus	Homework/Actions: Outside Class Sessions
Session 1	Overview of Course Updraft/Downdraft Equity Issues	Updraft/Downdraft, Ch. 1-3
Session 2	Accountability Systems • Board Policies • Data Dashboards • Cycles of Review • Race to the Top Equity Issues	Board Policies
Session 3	Gathering and Analyzing Data for Instructional Leadership • Beta Tools in FUSD	Updraft/Downdraft Ch. 3
Session 4	English Learners • Assessments/Data • Legal Issues • Structures • Instructional Issues	Blackboard Readings
Session 5	Gathering Analyzing Data for Instructional Leadership • Beta Tools in FUSD	Blackboard Readings
Session 6	Response to Intervention • Academic Early Learning Special Education	Pyramid Response to Intervention
Session 7	Creating Updrafts for Kids • Master Scheduling • Career Readiness • Counseling Support	Updraft/Downdraft Blackboard Readings

	• Programs (AP, AVID, IB)	
Session 8	Response to Intervention • Social Emotional Safe and Civil Schools	Pyramid Response to Intervention
Session 9	CALSA Conclave at CSU Fresno	
Session 10	Accountable Communities	The Skillful Leader 2 Blackboard Readings

This syllabus is subject to change. Any modification of required work for students will be announced in advance.

EAD 274: Instructional Systems and Leadership for Equity
Signature Assignments

♦ **Signature Assignment 1 - - Pyramid Response to Intervention Exercises:** Candidate will survey and examine school site systems Tier 1, 2 and 3 programs and develop desired outcomes and first next steps based on data analysis and information.

♦ **Signature Assignment 2 - - Assessment Audit:** Candidates will be given data from a fictitious high school. Data will address attendance, enrollment in gateway courses, completion of a-g courses, discipline, access to technology, access to high quality teachers, enrollment in AP courses, and participation in co-curricular programs. The data will be disaggregated by gender, ethnicity, special need and language. The candidate will analyze the data and determine where inequities exist. The candidate will write a comprehensive report of their review.

♦ **Signature Assignment 3 - - Through the Lens of Our Student Clients:** Candidates will shadow a student(s) from one of the following groups—English Learners, students with disabilities, low socioeconomic background or gifted—observing the context of the observed student's educational environment and complete a case study write-up.

♦ **Signature Assignment 4 - - Seminar Session Snapshot Updates:** The candidate will complete a written snapshot update for each seminar session that describes and explains the most important information/key concepts/insights and significant learning from the session, the implications this learning has for the candidate's work as a leader, the indicators that would evidence application and use, and the direct link to supporting higher student achievement and improved student learning.

EAD 274: Instructional Systems and Leadership for Equity
Signature Assignment 1: Pyramid Response to Intervention

Purpose
The purpose of this signature assignment is to foster the candidate's ability to gather the data—policy, documents, interview, and statistical records—required for the assessment of an implemented program. In this case candidates will assess the current reality of a school's intervention program at three levels: a) short-term/ within the classroom, b) strategic/supplementary, and c) intensive.

Background
Effective school systems consider and plan the system's response when students fail to learn or the school's Response to Intervention (RtI). Effective RtI programs include an academic and behavioral component. These two components function at three levels or tiers:
- Tier I: Short term responses that usually occur under the direction of the classroom teacher.
- Tier 2: Strategic or supplementary responses that occur outside the classroom for a short and defined period of time.
- Tier 3: Intensive, long term responses that are designed to sustain support allowing the student to overcome identified disabilities or challenges and fully access the core curriculum.

Where such systems are fully in place, throughout the school teachers have a clear course of action when students experience academic failure or behavioral challenges.

Defining the Long Term Goal
The candidate will draw information from the course textbook, other course readings, and a review of the literature to build their vision of the ideal RtI program. The candidate will write a two page summary of the key elements of the ideal RtI program.

Assessing the Current Reality
To complete this assignment the candidate must have a clear understanding of the components of an effective RtI program as well as a strategy to evaluate how well an existing program measures up to the ideal. To assess the current reality of a program, leaders pose four questions:
1. *Does it exist?*
   The candidate will seek evidence that the school has a comprehensive RtI program. By reviewing written documents showing the plan for a system that address students' academic and behavioral needs and interviewing site administrators and faculty the candidate will ascertain if the school provide for academic and behavioral support at all three levels.
2. *Is it of quality?*
   The candidate will develop criteria for the quality of an RtI program based on their course textbook, other course readings, and their literature review. The candidate will compare the quality of their site program to the quality criteria. Gaps in the program will be identified.
3. *Is it used?*
   The candidate will determine the extent to which teachers access and student use available services.
4. *Does it make a difference?*

The candidate will seek site data including assessment results and anecdotal records to determine if those students who are served through RtI experience greater academic success or make improved behavioral choices.
The candidate will write five to eight pages describing and assessing the current reality of reviewed RtI services.

Leadership Action
The candidate will develop a short term leadership plan of action. The candidate will discuss the short term action plan they would undertake to improve RtI services were they the principal of the reviewed school. The candidate will address both academic and behavior interventions at all three levels of support. The candidate will write two to three pages outlining their plan for immediate action.

Sharing the Results of the Study
The candidate will meet with principal of the reviewed school and share the results of their investigation sharing a description of the ideal program, their evaluation of the current program and their recommended administrative action plan. The candidate will summarize the results of this meeting in a one or two page reflection.

Evaluation
This assignment will be assessed using the following scale:

Defining the Long Term Goal	20 points
Assessing the Current Reality	40 points
Leadership Action	25 points
Sharing the Results of the Study	15 points
TOTAL	100 points

EAD 274: Instructional Systems and Leadership for Equity
Signature Assignment 2: Equity Audit

Purpose
The purpose of this assignment is to familiarize candidates with the processes associated with an Equity Audit.

Background
A Curriculum Management Audit was first completed by Fenwick English, Ed.D. in 1980. The purpose of a Curriculum Management Audit was to study how effectively a school system/district organized itself around the delivery of student learning. Designed around five standards—control, design, equity and connectivity, data and productivity, the Curriculum Management Audit has been used to evaluate and inform over 300 school systems in the United States and around the world. There has always been a strong message around equity associated with the Audit. The third standard originally focused on the implementation of the written curriculum and professional development. However, as auditors worked in districts across American, it became increasingly evident that there was a need for protocols specifically associated with gathering data around equity. Protocols were developed and are described in one of the course textbooks, _Equity Audits_.

Context
Candidates will be given data from a fictitious high school. Data will address attendance, enrollment in gateway courses, completion of a-g courses, discipline, access to technology, access to high quality teachers, enrollment in AP courses, and participation in co-curricular programs. The data will be disaggregated by gender, ethnicity, special need and language. The candidate will analyze the data and determine where inequities exist. The candidate will write a comprehensive report of their review.

Report of Findings
Candidates will be presented ten data displays simulating data for a high school. The data displays will be interpreted individually and collectively. For each data display students will write a list of data observations and one or two paragraphs analyzing the observed data. Candidates will consider the data collectively drawing overarching findings regarding the status of equity within the fictitious school site. Finally the candidate will write a plan of action to address identified areas of inequity and improve the access of ALL students to the educational opportunities available at the school site.

Project Report
The final project report will include the following elements:
1. Ten data displays with a list of observations and one to two paragraphs of analysis.
2. Two page analysis of the overall status of equity at the school site.
3. Two to four page recommend plan of action to address the identified inequities.
4. One page candidate reflection on personal reaction to the exercise.

Project Evaluation

Data displays with observations and analysis	50 points
Overall equity analysis	15 points
Plan of recommendation	25 points
Candidate's reflection	10 points
TOTAL	100 points

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Signature Assignment 3:
Through the Lens of Our Student Clients

Purpose
Candidates will develop a deeper understanding of the school life of English Learners by anonymously shadowing a second language student throughout one school day.

Background
Meeting the academic needs of English Learners is one of the greatest challenges facing California School Districts. In the Central Valley the dominant second language group speak Spanish as their first language. In some Valley communities, a large percent of second language students are Hmong. STAR assessment data show that very few school districts are able to close the achievement gap between English Learners and their English Only peers.
Research has demonstrated that there are specific teacher behaviors that address both the academic and affective need of English Learners.
Most school systems are well aware of the achievement gap and the findings of research. They have encouraged their administrators and teachers to participate in professional development activities associated with serving English Learners. These activities includes providing English Language Development, SDAIE, Specially Designed Academic Instruction in English, AVID, SIOP and teacher behaviors to better meet the affective needs of English Learners.
Although many teachers have attended workshops addressing the needs of English Learners, the achievement gap persists. Future leaders need to understand this challenge and consider new approaches to ensuring success for English Learners.

Context
    Students will develop a new perspective on the achievement gap between English Learners and their English Only peers by shadowing an English Learner throughout a school day. During the observation period, the candidate will document the behaviors of all individuals who interact with the student including the teacher, EL classmates, EO classmates and any other faculty who interact with the student. It is hoped that this experience will provide the candidate with new insights into the daily experiences of English Learners.
    Candidate will shadow an English Learner whose English competency level is "intermediate" as measured by the CELDT. The shadowed student will be selected by the school site. The candidate will not reveal the name of the student, nor will the candidate gather any information on the student.
    At the elementary level the candidate will sit in the back of the classroom and make NO indication that observations are being framed by a single student. At the secondary level, the candidate will shadow the student throughout the student's instructional day. It is critical that the candidate make every effort to shield the English Learner from the study.

The Assignment
    Prior to the observation, the candidate will work with two other classmates to compile a list of teacher behaviors that research shows to be effective in supporting the needs of English Learners. The group will compile their list based on class readings, and a review of the literature. During class, each group will share their lists of best practices. The class will compile

a master list of best practices that will be the basis for candidates observations during their shadowing activities.

During the observation period the candidate will note the behavior of individuals in the English Learner's environment and the student's reaction to those individuals. The candidate should capture who speaks to the student during class, how often the student is called upon, the nature of adults' comments and the student's response. It will be particularly informative to script questions posed and the students' responses. The candidate should note what system the teacher(s) use to determine who will respond to questions. The candidate should also note the proximity of the teacher to the English Learner during different phases of the class (i.e. instruction, guided practice, seat work). The candidate should be prepared to submit their original notes with their final report.

Following their observation day, the candidate with summarize and analyze observed behaviors looking for behaviors that are consistent with research-based best practices that were identified by the class. The candidate will also note negative practices. This activity will be reported in three to five pages.

The candidate will provide a personal reaction to their observations in a one to two page reflection.

Project Evaluation

Initial best practices report	30 points
Shadowing observation data and notes	30 points
Summary and analysis of observation	30 points
Personal reflection	10 points
TOTAL	100 points

Research has demonstrated that there are specific teacher behaviors that address both the academic and affective need of English Learners.