



Course Syllabus: EDLE 6113 Educational Accountability and Student Assessment

Gordon T. & Ellen West College of Education
EDLE-6113-DX1/EDLE-6113-X10
Spring Semester 2024: January 16 - May 10, 2024

Contact Information

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Instructor Communication

The best way to contact me is through email. I usually respond quickly. You can expect a response within 24 hours; however, it could be a little longer on weekends or holidays.

Syllabus Changes or Updates

This syllabus is subject to change based on a variety of factors that may impact the hybrid course design.

Required Textbooks

Bambrick-Santoyo, P. (2018). *Leverage leadership 2.0: A practical guide to building exceptional schools*. San Francisco, CA: John Wiley & Sons.

Course Description

The course provides students an in-depth understanding of large-scale assessment and educational accountability. An understanding of test scores and standards for the development and use of educational and psychological tests will provide a foundation for examining and evaluating large-scale assessment practices today. Applied measurement and assessment issues are examined with regard to topics such as standards-based reform, adequate yearly progress, identification of students at-risk, and program effectiveness.

Course Objectives/Learning Outcomes/Course Competencies

NELP Standard 4, Learning and Instruction, will be our focus for this class with special emphasis on NELP Standard Components 4.2 and 4.3.

NELP Standard Component 4.2: Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.

NELP Standard Component 4.3: Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.

NELP district-Level Standards:

<https://www.npbea.org/wp-content/uploads/2018/11/NELP-DISTRICT-Standards.pdf>

Grading/Assessment

Table 1: Points allocated to each assignment.

<u>Assignments</u>	<u>Points</u>	<u>Due</u>
Weekly Discussion Post Participation	75	(15 weeks X 5 pts)
Saturday Class Participation	15	(3 X 5 pts)
Paper: Equity Issues and Testing Bias in Accountability and Student Assessment.	70	February 18, 2024
Interview a district official or school principal. Present findings to class.	20	Saturday, March 30
Midterm Test on Terminology and Concepts.	20	March 3, 2024
Create a model District-Level Student Assessment Plan. Due ???	50	April 7, 2024
Present student achievement results to audience of school district parents.	50	Saturday, April 20
Final Assessment: Philosophy of Educational Assessment and Accountability.	100	May 5, 2024
TOTAL POINTS	400	

Table 2: Total points for final grade.

<u>Grade</u>	<u>Points</u>
A	360 to 400
B	320 to 359
C	280 to 319
D	240 to 279
F	Less than 240

Attendance Policy

Our projected dates for the Saturday courses in the spring are:

Saturday, January 27, 2024:	1:00-4:00 P.M.
Saturday, March 30, 2024:	1:00-4:00 P.M.
Saturday, April 20, 2024:	1:00-4:00 P.M.

Locations of the Saturday sessions are yet to be determined.

Regular attendance is expected. If a class must be missed, please discuss it with the professor beforehand. If an emergency arises, please either telephone or email the professor, if possible.

One of the cornerstones to the WCOE Ed.D. experience is the opportunity to interact with colleagues from across other campuses, districts, and professions. To this end, we hold Saturday classes three times per long semester. Students are expected to maintain a physical and professional engagement in these experiences. However, we do understand some circumstances cannot be avoided. Therefore, we have established the following policy:

- 1 absence = make up required experiences/coursework with colleagues
- 2 absences = final grade will be lowered by one letter and make up required experiences/coursework with colleagues
- 3 absences = Failing

COVID policy – if a student is quarantined due to COVID, that student may Zoom a Saturday class. Under these circumstances a student will be required to provide documentation of quarantine requirements from his/her public health district or health care provider.

Attendance/Participation

Regular online participation is required. Please attend to discussions in a timely manner. Professional dialogue opportunities are part of this class; participation will be considered part of the grade.

Student Handbook

Refer to: [Student Handbook-2023-24](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the [Office of Student Conduct](#).

Artificial Intelligence

Advances in Artificial Intelligence (AI) have now provided generative and creative applications such as Chat GPT, Google Bard, Google Sparrow, and others. Certainly, these tools can be quite useful in the learning process; however, the content they generate do not represent the effort and learning of the student. Submitting AI generated work in place of the original and genuine work of the student will be considered a form of academic misconduct.

Quality Requirements

"Turning in" all assignments is not enough to ensure an "A" in the course. Quality of work turned in on time is the most important criterion for receiving an "A."

Expectations for Written Work

- Correct grammar, punctuation, and spelling are expected on all written assignments (although web discussions are not held to the high standard of a research project or other written assignment).
- Written assignments should be done in Microsoft Word and turned in as an attachment in Dropbox on D2L.
- Discussions should be completed within the D2L discussion space and *NOT* uploaded as an attachment.
- Due dates should be honored in order to receive the highest grade.
- When referring to the ideas of others, works should be cited using the APA format.

Adhering to Professional Ethics

When using professional sources in your writing, please cite sources you have used or ideas you have adapted when completing assignments. Use of copyrighted materials must adhere to legal and ethical guidelines. If part of an assignment is submitted for credit in more than one course, both professors must pre-approve this dual credit and the dual use should be referenced clearly on both assignments.

Online Posts and Mutual Respect

Remember that there are other human beings reading your postings, so treat everyone with respect. Don't post anything you wouldn't be willing to communicate face to face. Distance conveys a degree of anonymity. It is for this

reason that we must be cognizant of our postings online. You are provided with Netiquette guidelines and Rules for Discussion Posts. Please observe them.

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates

- Last day for term schedule changes: January 19, 2024. Check date on [Academic Calendar](#).
- Deadline to file for graduation: February 12, 2024. Check date on [Academic Calendar](#).
- Last Day to drop with a grade of "W:" March 25, 2024. Check date on [Academic Calendar](#).
- Refer to: [Drops, Withdrawals & Void](#)

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled "Run. Hide. Fight." which may be electronically accessed via the University police department's webpage: ["Run. Hide. Fight."](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

<u>Week or Module</u>	<u>Activities/Assignments/Exams</u>	<u>Due Date</u>
Week 1 1/16 to 1/21	Read the syllabus and explore the course content. Read Jimenez & Modaffari.	January 21, 2024
Week 2 1/22 to 1/28	Read McTighe & Thomas, "Backward Design." NILOA: "Equity and Assessment."	January 28, 2024
<i>Saturday Class</i> 1/27/2024	<i>Class meets 1:00 to 4:00 (apprx.).</i> Present assessment plans.	
Week 3 1/29 to 2/4	Read McTighe "Measuring what matters." "Guide to Item Analysis."	February 4, 2024
Week 4 2/5 to 2/11	Read McTighe "Three key questions." Texas Testing History.	February 11, 2024
Week 5 2/12 to 2/18	Read Bambrick-Santoyo, Intro. Equity and testing bias paper due.	February 18, 2024
Week 6 2/19 to 2/25	Read Bambrick-Santoyo, Chap. 1: Instruction, Assessment, Action.	February 25, 2024
Week 7 2/26 to 3/3	Read Bambrick-Santoyo, the Remainder of Chapter 1. Midterm.	March 3, 2024
Week 8 3/4 to 3/10	Read Bambrick-Santoyo, Chap. 2, Planning.	March 10, 2024
3/10 to 3/17	<i>No School. Enjoy Spring Break.</i>	
Week 9 3/18 to 3/24	Read Bambrick-Santoyo, Chap. 3: Observe, Identify.	March 24, 2024
Week 10 3/25 to 3/31	Read Bambrick-Santoyo, Remainder of Chapter 3.	March 31, 2024
<i>Saturday Class</i> 3/30/2024	<i>Class meets 1:00 to 4:00 (apprx.).</i> Present administrator interviews.	
Week 11 4/1 to 4/7	Read Bambrick-Santoyo, Chap. 4 PD. Assessment plan due.	April 7, 2024
Week 12 4/8 to 4/14	Read Bambrick-Santoyo, Chap. 5 Student Culture.	April 14, 2024
Week 13 4/15 to 4/21	Read Bambrick-Santoyo, Chap. 6 Staff Culture.	April 21, 2024
<i>Saturday Class</i> 4/20/2024	<i>Class meets 1:00 to 4:00 (apprx.).</i> Present speech to stakeholders.	
Week 14 4/22 to 4/28	Read Bambrick-Santoyo, Chap. 7 Leadership Team.	April 28, 2024
Week 15 4/29 to 5/5	Read Bambrick-Santoyo, Chap. 8 Finding the Time. Final paper due.	May 5, 2024

Texas Examinations of Educator Standards (TExES)

Domain I—Leadership of the Educational Community

- Competency 001—The superintendent knows how to act with integrity, fairness and in an ethical manner in order to promote the success of all students.
- Competency 002—The superintendent knows how to shape district culture by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the educational community.
- Competency 003—The superintendent knows how to communicate and collaborate with families and community members, respond to diverse community interests and needs and mobilize community resources to ensure educational success for all students.
- Competency 004—The superintendent knows how to respond to and influence the larger political, social, economic, legal and cultural context, including working with the board of trustees, to achieve the district’s educational vision.

Domain II—Instructional Leadership

- Competency 005—The superintendent knows how to facilitate the planning and implementation of strategic plans that enhance teaching and learning; ensure alignment among curriculum, curriculum resources and assessment; use the current accountability system; and promote the use of varied assessments to measure student performance.
- Competency 006—The superintendent knows how to advocate, promote and sustain an instructional program and a district culture that are conducive to student learning and staff professional growth.
- Competency 007—The superintendent knows how to implement a staff evaluation and development system and select appropriate models for supervision and staff development to improve the performance of all staff members.

Domain III—Administrative Leadership

- Competency 008—The superintendent knows how to apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management and technology applications.
- Competency 009—The superintendent knows how to apply principles of leadership and management to the district’s physical plant and support systems to ensure a safe and effective learning environment.
- Competency 010—The superintendent knows how to apply organizational, decision-making and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.

National Education Leadership Preparation (NELP) Standards

- Component 1.1 Program completers understand and demonstrate the capacity to collaboratively design, communicate, and evaluate a district mission and vision that reflects a core set of values and priorities that include data use, technology, values, equity, diversity, digital citizenship, and community.
- Component 1.2 Program completers understand and demonstrate the capacity to lead district strategic planning and continuous improvement processes that engage diverse stakeholders in data collection, diagnosis, design, implementation, and evaluation.
- Component 2.1 Program completers understand and demonstrate the capacity to reflect on, communicate about, and cultivate professional dispositions and norms (i.e., equity, fairness, integrity, transparency, trust, collaboration, perseverance, reflection, lifelong learning, digital citizenship) and professional district and school cultures.
- Component 2.2 Program completers understand and demonstrate the capacity to evaluate and advocate for ethical and legal decisions.
- Component 2.3 Program completers understand and demonstrate the capacity to model ethical behavior in their personal conduct and relationships and to cultivate ethical behavior in others.
- Component 3.1 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for a supportive and inclusive district culture.
- Component 3.2 Program completers understand and demonstrate the capacity to evaluate, cultivate, and advocate for equitable access to safe and nurturing schools and the opportunities and resources, including instructional materials, technologies, classrooms, teachers, interventions, and adult relationships, necessary to support the success and well-being of each student.
- Component 3.3 Program completers understand and demonstrate the capacity to evaluate, advocate, and cultivate equitable, inclusive, and culturally responsive instructional and behavior support practices among teachers and staff.
- Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, design, and implement high-quality curricula, the use of technology, and other services and supports for academic and non-academic student programs.
- Component 4.2 Program completers understand and can demonstrate the capacity to collaboratively evaluate, design, and cultivate coherent systems of support, coaching, and professional development for educators, educational professionals, and school and district leaders, including themselves, that promote reflection, digital literacy, distributed leadership, data literacy, equity, improvement, and student success.
- Component 4.3 Program completers understand and can demonstrate the capacity to design, implement, and evaluate a developmentally appropriate, accessible, and culturally responsive system of assessments and data collection, management, and analysis that support instructional improvement, equity, student learning and well-being, and instructional leadership.
- Component 4.4 Program completers understand and demonstrate the capacity to design, implement, and evaluate district-wide use of coherent systems of curriculum,

instruction, assessment, student services, technology, and instructional resources that support the needs of each student in the district.

- Component 5.1 Program completers understand and demonstrate the capacity to represent and support district schools in engaging diverse families in strengthening student learning in and out of school.
- Component 5.2 Program completers understand and demonstrate the capacity to understand, engage, and effectively collaborate and communicate with, through oral, written, and digital means, diverse families, community members, partners, and other constituencies to benefit learners, schools, and the district as a whole.
- Component 5.3 Program completers understand and demonstrate the capacity to communicate through oral, written, and digital means within the larger organizational, community, and political contexts and cultivate relationships with members of the business, civic, and policy community in support of their advocacy for district, school, student, and community needs.
- Component 6.1 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate data-informed and equitable management, communication, technology, governance, and operation systems at the district level to support schools in realizing the district's mission and vision.
- Component 6.2 Program completers understand and demonstrate the capacity to develop, communicate, implement, and evaluate a data-based district resourcing plan and support schools in developing their school-level resourcing plans.
- Component 6.3 Program completers understand and demonstrate the capacity to develop, implement, and evaluate coordinated, data-informed systems for hiring, retaining, supervising, and developing school and district staff in order to support the district's collective instructional and leadership capacity.
- Component 7.1 Program completers understand and demonstrate the capacity to represent the district, advocate for district needs, and cultivate a respectful and responsive relationship with the district's board of education focused on achieving the district's shared mission and vision.
- Component 7.2 Program completers understand and demonstrate the capacity to design, implement, cultivate, and evaluate effective and collaborative systems for district governance that engage multiple and diverse stakeholder groups, including school and district personnel, families, community stakeholders, and board members.
- Component 7.3 Program completers understand and demonstrate the capacity to evaluate, engage in decision making around, implement, and appropriately communicate about district, state, and national policy, laws, rules, and regulations.
- Component 7.4 Program completers understand the implications of larger cultural, social, economic, legal, and political interests, changes, and expectations and demonstrate the capacity to evaluate and represent district needs and priorities within larger policy conversations and advocate for district needs and priorities at the local, state, and national level.