Course Syllabus: EDLE 6113 - Educational Accountability and Student Assessment
West College of Education
EDLE 6113-X30/DX1
May 31-June 30, 2022

Instructor Information:
Instructor: Dr. Stephanie Zamora Robles, Ed.D.
Office Hours: By Appointment
(This will ensure that you have a specific time to meet with me.)
Phone: 940-882-0822 (Cell)
Email: stephanie.robles@msutexas.edu

Office Hours:
Since this is an online class, I will be available to meet via zoom or by phone. Please email me ahead of time to schedule an appointment.

Instructor Response Policy

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.

Required text:

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

Course Catalog Description:
The course provides students with 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, annual yearly progress, identification of students at-risk, and program effectiveness.

West College of Education Mission
Our mission, as a community of learners, is to prepare successful, reflective professionals through the use of best practice.

The West College of Education believes that learning changes both individuals and society. Developing resiliency and tolerance enhances an individual's potential. Through education, the

individual becomes a critical thinker and an effective problem solver. Individuals with a cause beyond self, contribute to an informed, democratic, and synergistic society. Our faculty continually strives to establish a reflective and collaborative community to enhance the potential of both the learner and society.

Course Objectives Aligned with Assignments (see Appendix A):

Course Objectives	Relevant Assignment
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.	Textbook Resource Analysis Video Training Assessment and Discussion Board
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.	District-Level Student Assessment Plan Final Assessment: Philosophy of Educational Assessment and Accountability

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

Grading Procedures

Grading/Assignment Values (115 Points):

Assignments	Points
District-Level Student Assessment Plan	20
Textbook Resource Analysis	20
Video Training Assessment and Discussion Board	15
Zoom Attendance	15
Final Assessment: Philosophy of Educational Assessment and Accountability	30
Total Points	100

Table 2: Total Points for Final Grade

Grade	Points
A	90 - 100
B	80 to 89
C	70 to 79
D	60 to 69

Grade	Points
F	Less than 60

Homework
Due to the condensed nature of this course, you will have more latitude regarding when to do assignments. It is suggested, however, that you pace the assignments to avoid too much being due at the end of the course.

Mid-Term Exam
There is no mid-term exam.

Final Exam
The final project: Philosophy of Educational Assessment and Accountability will serve as your final exam and will evidence your comprehensive understanding of student assessment and accountability at the district-level.

Extra Credit
No extra credit assignments will be offered.

Late Work
Prior to the assignment deadline, students must contact the instructor (via email) with a detailed explanation regarding any late work for full credit to be considered.

Make Up Work/Tests
Students may make up one zoom class with an alternative assignment if a legitimate conflict arises.

Important Dates
Deadline to file for graduation: June 27th
Last Day to drop with a grade of "W:" June 16th
 Refer to: Drops, Withdrawals & Void

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.

Attendance
This is a virtual class. Zoom class meetings are essential for your success. Three zoom sessions are scheduled, and participation is required. Students may make up one missed zoom class with an alternative assignment if a legitimate conflict
arises.

Important Course Information
Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a

working computer in this class. Assignments are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.

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 individuals to whom credit is given) will not be considered. I use Turnitin for the assignments as needed and D2L directly syncs with it (you do not have to do anything). You will be able to see the plagiarism percentage and are welcome to make changes and resubmit **BEFORE** the due date. Any plagiarism of 30% and above is too much and the assignment will not be graded, given a zero, and makeup work will not be considered.

Instructor Class Policies

Professional speech, behavior, and ethics are expected at all times. All written assignments will be assessed not only for content but also for appropriateness for district-level communication.

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) exist 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 WATC. 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.

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog .

Course Schedule

This course is virtual, but we will have zoom sessions on the following dates from 7:00 to 8:30: June 6, 13, and 20 (Mondays).

Notice

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

Appendix A
National Educational Leadership Preparation (NELP) Program Recognition Standards, Building Level, 2018

Standard 4: Learning and Instruction
Candidates who successfully complete a building-level educational leadership preparation program understand and demonstrate the capacity to promote the current and future success and well-being of each student and adult by applying the knowledge, skills, and commitments necessary to evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.

Component 4.1 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality, technology-rich curricula programs and other supports for academic and non-academic student programs.

Component 4.2 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement high-quality and equitable academic and non-academic instructional practices, resources, technologies, and services that support equity, digital literacy, and the school's academic and non-academic systems.

Component 4.3 Program completers understand and can demonstrate the capacity to evaluate, develop, and implement formal and informal culturally responsive and accessible assessments that support data-informed instructional improvement and student learning and well-being.

Component 4.4 Program completers understand and demonstrate the capacity to collaboratively evaluate, develop, and implement the school's curriculum, instruction, technology, data systems, and assessment practices in a coherent, equitable, and systematic manner.