

EDL 680

Special Study (Preparation for Field Work in Educational Leadership)

San Diego State University
Preliminary Administrative Services Credential Program

George J. Cameron , Ed.D.

I. CONTACTING THE INSTRUCTOR:

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II. COURSE DESCRIPTION:

There is a large and growing base of research describing the centrality of leadership in the improvement of learning outcomes, especially for children who attend urban schools. This course is designed to prepare leadership candidates to enter a fieldwork experience with the knowledge, skills, and dispositions necessary to lead a school improvement effort in a manner likely to improve learning outcomes for a specific population of students.

This course is a Credit/No Credit class that will include four required class meetings.

As such, students will be expected to spend time engaged in important tasks that will facilitate a successful field experience in the upcoming semesters.

III. STUDENT EXPECTATIONS

Students are expected to attend all classes and actively participate in class discussions in a manner that deepens the learning experience for all members of the class.

Students are expected to complete assignments in a timely manner and with a high level of professionalism. All tasks must be submitted through TaskStream.com.

Students will be required to acquire and maintain a TaskStream account.

IV. LEARNER OUTCOMES

Students will be able to:

- A. Deepen their understanding of the change process and its relevancy to school improvement.
- B. Understand the importance of data triangulation for corroborating academic needs.
- C. Use data to identify a population of students whose academic performance must improve.
- D. Use data to pinpoint critical knowledge and skills students in a target population have not mastered.
- E. Expand their awareness of what constitutes data and identify the antecedents that influence achievement and school success.
- F. Form an advisory committee and plan an effective agenda for soliciting their support and input for improving the teaching and learning for a specific target population.

V. TEXTBOOK

White, Stephen H. (2005). *Show me the proof-tools and strategies to make data work for you.* Lead + Learn press. ISBN 978-0-9709455-9-4 (pbk.)

VI. COURSE DELIVERABLES AND REQUIREMENTS

Develop a data profile for your school

1. Pursuant to the model presented by Stephen White, students will write a two-page narrative that gives the reader a good mental picture of your school-- its climate, culture, demographics, etc. The narrative should also describe the antecedents that influence student performance and staff effectiveness. In addition to the narrative, your data profile should include information on the four types of data—teaching, learning, improving and persuading. In all likelihood, you will want to confer with your site supervisor and other site leaders to identify the data of teaching, learning and improving that are most prevalent and have the most impact. The data of persuading will necessitate access to student achievement data over multiple years and will require review of school data management systems e.g., alternative

assessments, district data with information on proficiency rates, graduation rates, etc., as well as pertinent State information on your school's performance such as, AYP, CAHSEE, CELDT, etc. The data of persuading must showcase the school's performance in a thorough manner. (The Angeles Case Study, found on the Blackboard link, includes an example of how this profile might read).

Triangulate data to identify critical schoolwide and target student needs

2. Analyze data relating to the achievement of students at your school. Examine detailed achievement test data and other data sources that identify the data of learning and improving. For secondary schools, also examine graduation rate data. Achievement test data should be collected for the most recent three years. Acquire information about the percentage of students at advanced, proficient, basic, and below basic levels. Via this analysis, identify a target group of students that are not achieving at desired levels. If data are available, identify the standards/objectives the target group has mastered, as well the standards/objectives they are furthest from mastering. If such data are not available, identify the standards/objectives students throughout the school have mastered, as well as the standards/objectives students throughout the school are furthest from mastering. Through TaskStream, submit a data presentation that displays these data and contrasts the performance of the targeted population with other populations at the school. In your data presentation, describe the important questions that these data do not answer. Describe some possible strategies for collecting additional information and the use of any data collection tools that could help answer these questions.

Select a target group of students

3. In collaboration with the site supervisor, and following review of your school's data profile, identify a population of students that will be the focus of efforts throughout the fieldwork experience. The fieldwork experience will be shaped to improve learning results for that specific population. The fieldwork experience is most likely to be meaningful if the population selected represents a reasonable number of the students enrolled at the school. Justification is required if the population selected has

fewer than 30 students. Through TaskStream, submit one to two paragraphs that describe the population selected, the number of students in the selected population, and the reasons for the selection. The reasons for selection should highlight some preliminary conclusions you have reached in review of the data and describe your conversation with your site supervisor about the selection of this population.

Conduct a review of similar schools with higher achievement

4. Use district, regional, state, and national data tools to identify two schools with similar demographic profiles and better achievement results for the targeted population. Conduct a phone interview/e-mail exchange with an administrator or lead teacher at one of the schools. The phone interview/exchange should address how the school responds to the challenges presented by this population and the strategies and approaches that have positively influenced achievement for the group at each school.
 - a. In one paragraph name the two schools with similar demographic profiles and better achievement results. Describe the rationale for the selection of those schools, highlighting the data that suggests each school has better achievement results for the targeted population than your school.
 - b. Attach the list of questions used in the phone interview with one of the principals.
 - c. Write a summary (at least one page, but not more than two pages) that highlights what you learned through the interview about the schools' successes.

Create Preliminary Agenda for Initial Advisory Committee Meeting

5. Develop a preliminary agenda for your initial meeting with your advisory committee. Consider the following in your planning. (While some of these areas may be included in your agenda, they are mainly intended to help you think through your first meeting)
 - To what extent does the advisory committee understand its purpose?
 - How long should my first meeting be?

- How much do I want to accomplish at my first meeting?
- How will I establish group cohesiveness, build interest at the outset?
- How will I balance "my talk" and "committee talk."
- How much data should I share at the initial meeting?
- How will I garner committee support for my target group?
- Should I consider the development of committee norms?
- When, where and how often will we meet?

The agenda should be written as it would look in its final form for committee distribution.

Establish an advisory committee

6. With your site supervisor’s support, create an advisory committee to guide your efforts to improve achievement for the targeted population. The advisory committee should include teachers, administrators (if possible), and other support staff. If the site supervisor agrees, the committee may also include parents of students in the target population.

VII. EVALUATION SYSTEM

EDL 680 is a Credit/No Credit course. All course deliverables must receive an evaluation score of 1 in order to receive a Credit grade for the class. Attendance is also factored into the final grade.

VIII. TENTATIVE SCHEDULE FOR EDL 680

Class Sessions/ Due Dates	Topic/Activity	Assignments
Fri., Oct. 2, 4:00 p.m. or Sat., Oct. 3, 9:00 a.m.	Review of course syllabus and all assignments Discussion: How school leaders influence change	
Fri., Oct. 16, 4:00 p.m. or Sat. Oct. 17, 9:00 a.m.	Exploration of data tools and data triangulation process	

Class Sessions/Due Dates	Topic/Activity	Assignments
Sun., Oct. 18,		Assignments 1 (Developing data profile) is due.
Fri., Oct. 30, 4:00 p.m. or Sat., Oct. 31, 9:00 a.m.	Review of Angeles case study and data triangulation process	
Sun., Nov. 1		Assignment 2 (Triangulating data) is due.
Sun., Nov. 8		Assignment 3 (Identifying target group of students) is due.
Sun., Nov. 15		Assignment 4 (Review of higher achieving schools) is due.
Sun., Nov. 23		Assignment 5 (Developing a Preliminary agenda for Advisory Committee) is due.
Fri., Nov. 20, 4:00 p.m. or Sat., Nov. 21, 9:00 a.m.	Presentations and group feedback Meet w/ University supervisors	Peer Review Exercise
Tues., Dec. 15		Assignment 6 (Establishing Advisory Committee) is due.

IX. UNIVERSITY EXPECTATIONS

SDSU rules and regulations concerning graduate students can be found on line at:

<http://coursecat.sdsu.edu/bulletin/index.html>

Disability

Students with special needs (as specified in the Americans with Disabilities Act) should notify the instructor immediately so that special accommodations may be made.

Field Trips and Liability Coverage:

Should this course require students to participate in field trips, research or studies that include course work that will be performed off-campus, it is important to note that participation in such activities may result in accidents or personal injury. Students participating in the event are aware of these risks, and agree to hold harmless San Diego State University, the State of California, the Trustees of the California State University and Colleges and its officers, employees and agents against all claims,

demands, suits, judgments, expenses and costs of any kind on account of their participation in the activities. Student using their own vehicles to transport other students to such activities should have the current automobile insurance.

Plagiarism:

Students may be suspended, placed on probation or given a lesser sanction for one or more of the following causes which must be campus related: (a) Cheating or plagiarism in connection with an academic program at a campus. (b) Forgery, alteration or misuse of campus documents, records, or identification.

Absence for Religious Observances:

No later than the first class session, students should notify the instructor of planned absences for religious observances. Instructors shall reasonably accommodate students who notify them in advance of planned absences for religious observances.