

New Graduate Course Proposal

Form Procedure

To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.

Create a PDF of the saved form go to Print and choose Save as PDF copy rather than print.

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Course Title

Course Title:

Proposed Banner Abbreviation:

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name:

Members of the Graduate Curriculum Committee:

Department / Unit Developing:

Department Chair:

Academic Dean:

Program Chair The Program Chair for this request is among the people listed above.

Yes

No

This confirms that the Graduate Program Chair has given approval for the submission of this proposal

Graduate Program

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

The identification and effective use of all types of data are the foundation of this course. Candidates are required to analyze school-based data from a variety of sources to formulate school improvement plans. Candidates are taught to delve deeply into data from EDWIN to understand gaps in student performance and identify cohorts of underperforming students. Candidates examine various support systems that are available to assist students, and learn strategies that engage teachers in developing plans for continuous improvement and narrowing achievement gaps. There is a heavy emphasis on data analysis skills, accompanied by authentic activities that allow students to practice working with a group of teachers to analyze data and create a plan for improvement. These courses help candidates prepare for and begin the completion of PAL task 1.

Course Objectives

Learning outcomes for this course are based on the Massachusetts Department of Elementary and Secondary Education's Professional Standards and Indicators for Administrative Leadership:

Standard 1-f: Data Informed Decision-Making

Standard 1-g: Equity and Excellence

Standard 1-i: Closing Proficiency Gaps

Standard 1-j: Intervention Strategy

Standard 2-h: Improvement Planning

Standard 4-a: Mission and Core Values

Standard 4-b: Shared Vision

Candidates will be able to analyze school data to examine student performance and design effective classroom strategies.

Candidates will understand the factors influencing the performance of underachieving students.

Candidates will be able to analyze various sources of data to determine populations of students who are and are not performing up to expected learning targets.
Candidates will understand a process for implementing Response to Intervention and Multi-Tier Systems of Support and evaluating their effectiveness.
Candidates will understand the steps in creating powerful school improvement plans.
Candidates will understand the components and models of powerful school improvement plans.
Candidates will create multi-year School Improvement Plans that use multiple sources of data to address identified needs and effect positive change.
Candidates will have a thorough understanding of 'Conditions for School Effectiveness' as defined by the DESE.

Rationale and expected outcomes of offering the Course

* DESE required course for administrator licensure candidates.

What are the Learning Outcomes for the Course?

Knowledge: As a result of the learning experiences in the course candidates will:
Assessment and Accountability
Candidates will know how to locate, organize and interpret DESE and local school assessment and accountability data.
Candidates will know how to develop a media presentation on a school's assessment and accountability data for a PTO audience.
The Opportunity / Achievement Gap
Candidates will understand the origins of the 'opportunity /achievement gap' and its manifestations.
Candidates will know how to examine a variety of factors – including implicit bias - that contribute to the perpetuation of an 'opportunity /achievement gap'.
Candidates will know how to examine the effects of chronic stress caused by poverty, racism, and anxiety on working memory, social and emotional well-being, and overall school performance.
Candidates will know how to use assessment and accountability data to analyze a school's achievement gap.
School Practices, including MTSS-RtI-SWPBIS Models of Support and Intervention
Candidates will learn about practices that positively influence the performance of all students.
Candidates will know how to examine systems of support and instruction that contribute to overall teacher effectiveness including student support teams, professional learning communities, and common assessments.
School Improvement Planning
Candidates will know how to develop a vision for high achievement by all students, effective goal setting, timelines, and actionable recommendations.
Candidates will know how to investigate qualitative and quantitative measures of school effectiveness and make actionable recommendations for improvement.
Candidates will develop a school improvement plan that addresses an achievement gap in one's own school.
Preparing for PAL Task 1
Candidates will learn about PAL Task 1, its requirements, and its metrics by reading DESE's Candidate Assessment Handbook.
Candidates will independently complete Artifacts 1 and 2.
Skill: As a result of the learning experiences in the course, candidates will become better able to:
Use EDWIN to access school wide data
Use other sources of data to formulate school improvement plans
Use leadership skills in creating effective school improvement plans
Use data analysis skills
Use skills in assessing student support systems
Use skills to deliver a presentation on their effectiveness; including recommendations for improvement
Caring: As a result of the learning experiences in this course you will:
Re-visit Maslow's Hierarchy of needs and other self-actualization schemata
Develop a theory of how schools and school leaders can promote the successful self-actualization of all students
Recognize the institutional factors that lead to the Opportunity/Achievement Gap
Learn strategies that are designed to interrupt and rectify the Opportunity/Achievement Gap
Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:
Recognize the need to create effective supports systems that meet the needs of all students
Understand the role of the leader in shaping a vision that supports the needs of all students
Understand the need to address the inequity of educational opportunities that students are experiencing
Understand how data can be effectively used to monitor student and school progress

Number of Credits:

Discipline Prefix or Prefixes:

*

Brief rationale if more than one prefix:

Level of Course:

* 7000
 8000
 9000

Brief rationale for level choice: :

The course will be:

Requirement
 Elective

Elective or Requirement Note/Special:

Is there a similar undergraduate course?

* Yes
 No

Does this course affect offerings in any

* Yes

other department or program? No

Course Enollment

Expected Average Enrollment: * 15-20 students

This course is a replacement for: Course # / Name EDLM 8042E Topics: Using Data to Address the Opportu

Has the course been offered previously as a "Topics" course? * Yes No How often / when was it offered as a Topics course? Three times as EDLM 8042E.

Is this an Extended Campus Course? * Yes No

Which semester will this course be offered for the first time?: * 202430 How often thereafter to be offered?: * Once a year.

Course Requirements

Prerequisite course(s) if any:

Additional Requirements Laboratory Hours: Fieldwork Hours: Pre-Practicum Hours: Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload: EDLM 8042E Using Data to Addr Opportunity-Achv Gap.docx

Signatures

Click on the **Submit Form** button at the bottom of the page after you have signed the form. You should receive an email confirmation that your signature has been completed.

...3536353337

Lisa Moison 01/31/2024 Requester Signature Date

Academic Dean Signature Date

...3437313830

Lyndsey Benharris 02/22/2024 Department Chair Approval Date

SGOCE Dean Signature Date

Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature Date

Notifications

Approval of the President Date

SGOCE Dean Initials Date

Reviewed by the Registrar: Date

Fitchburg State University
EDUCATOR Programs
Comprehensive Syllabus
3 Graduate Credits

Semester: Fall Year: Spring 2024

Course Prefix and Number: EDLM 8042E

Course Title: Using Data to Address the Opportunity/Achievement Gap through Effective
School Improvement Planning

Day(s) and time of classes: Thursdays, 4:00 – 8:15 p.m.

Number of Class Meetings: 9 Number of Contact Hours: 38.25

Instructors: Laurie Kirby and Eva Thompson
Office: By appointment
Telephone: 978 505-7925 and 617-304-0541
E-mail: lauriek10@verizon.net or lkirby1@fitchburgstate.edu

COURSE DESCRIPTION: The identification and effective use of all types of data are the foundation of this course. Candidates are required to analyze school-based data from a variety of sources to formulate school improvement plans. Candidates are taught to delve deeply into data from EDWIN to understand gaps in student performance and identify cohorts of underperforming students. Candidates examine various support systems that are available to assist students, and learn strategies that engage teachers in developing plans for continuous improvement and narrowing achievement gaps. There is a heavy emphasis on data analysis skills, accompanied by authentic activities that allow students to practice working with a group of teachers to analyze data and create a plan for improvement. These courses help candidates prepare for and begin the completion of PAL task 1.

If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student's admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.

Students seeking Fitchburg State University course credit, must register with the university by the deadline given to them by their instructor. Instructions on how to register online for university credit will be provided by the course instructor/provider. Students seeking graduate credit must have earned a bachelor's degree prior to registering for graduate credit.

A. TEXTS:

1. Ferguson, R. F. (2008). *Toward excellence with equity: An emerging vision for closing the achievement gap*. Cambridge, MA: Harvard Education Press. **‘Ferguson Text.’**
2. Gorski, P. C. (2018). *Reaching and teaching students in poverty: Strategies for erasing the opportunity gap*, Second Edition. New York, NY: Teachers College Press. **‘Gorski Text.’**
3. Fisher, D. & Frey, N. (2010). *Enhancing RtI: How to ensure success with effective classroom Instruction*. Alexandria, VA: ASCD. **‘Fisher/Frey Text.’**
4. Buffam, A., Mattos, M. & Malone, J. (2018). *Taking action: A handbook for RtI at work*. Bloomington, IN: Solution Tree. **‘Buffam et al. Text.’**

Massachusetts Department of Elementary and Secondary Education (2020), *Massachusetts Performance Assessment for Leaders Candidate Handbook*, Malden, MA

C. LEARNING OUTCOMES / OBJECTIVES:

Learning outcomes for this course are based on the Massachusetts Department of Elementary and Secondary Education’s Professional Standards and Indicators for Administrative Leadership:

Standard 1-f: Data Informed Decision-Making

Standard 1-g: Equity and Excellence

Standard 1-i: Closing Proficiency Gaps

Standard 1-j: Intervention Strategy

Standard 2-h: Improvement Planning

Standard 4-a: Mission and Core Values

Standard 4-b: Shared Vision

- Candidates will be able to analyze school data to examine student performance and design effective classroom strategies.
- Candidates will understand the factors influencing the performance of underachieving students.
- Candidates will be able to analyze various sources of data to determine populations of students who are and are not performing up to expected learning targets.

- Candidates will understand a process for implementing Response to Intervention and Multi-Tier Systems of Support and evaluating their effectiveness.
- Candidates will understand the steps in creating powerful school improvement plans.
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Fitchburg State University Teacher Education Conceptual Framework



Knowledge: As a result of the learning experiences in the course candidates will:

Assessment and Accountability

- Candidates will know how to locate, organize, and interpret DESE and local school assessment and accountability data.
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The Opportunity / Achievement Gap

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- Candidates will know how to examine the effects of chronic stress caused by poverty, racism, and anxiety on working memory, social and emotional well-being, and overall school performance.
- Candidates will know how to use assessment and accountability data to analyze a school’s achievement gap.

School Practices, including MTSS-RtI-SWPBIS Models of Support and Intervention

- Candidates will learn about practices that positively influence the performance of all students.
- Candidates will know how to examine systems of support and instruction that contribute to overall teacher effectiveness including student support teams, professional learning communities, and common assessments.

School Improvement Planning

- Candidates will know how to develop a vision for high achievement by all students, effective goal setting, timelines, and actionable recommendations.
- Candidates will know how to investigate qualitative and quantitative measures of school effectiveness and make actionable recommendations for improvement.
- Candidates will develop a school improvement plan that addresses an achievement gap in one's own school.

Preparing for PAL Task 1

- Candidates will learn about PAL Task 1, its requirements, and its metrics by reading DESE's Candidate Assessment Handbook.
- Candidates will independently complete Artifacts 1 and 2.

Skill: As a result of the learning experiences in the course, candidates will become better able to:

- Use EDWIN to access school wide data
- Use other sources of data to formulate school improvement plans
- Use leadership skills in creating effective school improvement plans
- Use data analysis skills
- Use skills in assessing student support systems
- Use skills to deliver a presentation on their effectiveness; including recommendations for improvement

Caring: As a result of the learning experiences in this course you will:

- Re-visit Maslow's Hierarchy of needs and other self-actualization schemata
- Develop a theory of how schools and school leaders can promote the successful self-actualization of all students
- Recognize the institutional factors that lead to the Opportunity/Achievement Gap
- Learn strategies that are designed to interrupt and rectify the Opportunity/Achievement Gap

Ethical: As a result of the learning experiences in the course, you will become more competent in your ability to:

- Recognize the need to create effective supports systems that meet the needs of all students

- Understand the role of the leader in shaping a vision that supports the needs of all students
- Understand the need to address the inequity of educational opportunities that students are experiencing
- Understand how data can be effectively used to monitor student and school progress

D. INSTRUCTIONAL STRATEGIES

X	Lecture	X	Data Collection and Analysis
X	Discussion/Questioning		Pre-Practicum
	Laboratory	X	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
	Discovery		Field Trips
X	Interviewing		Computer Applications
X	Collaborative Learning Groups	X	Viewing or Listening to Followed by Discussing
X	Reflective Responses		Other
	Creating Visual Illustrations of Concepts		

Technology Initiatives: Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology as:

- a research tool
- a communication method (email, providing written feedback)
- a method of gathering data
- a retrieval tool for classroom, school, district, and state-wide assessment data
- a presentation tool

E. COURSE REQUIREMENTS: Attendance and Participation

- As a developing professional, you are expected to attend every class session whether face-to-face or online, to be on time, and to communicate with the instructor regarding any absence. Absences will result in a two-point reduction of the final grade. [SEP]
- Candidates are expected to complete all reading assignments.
- Candidates are expected to actively participate in face-to-face and/or remote sessions engaging deeply [SEP] with course material, fellow candidates, and the instructor.
- Candidates are responsible for meeting course deadlines for all projects and assignments including [SEP] the posting of on-line assignments.

Assignments:

1. WA#1 My Leadership Story 25%

WA #1 should be no more than four-pages, double spaced, 12-point font, analyzing your strengths and areas for development as an educational leader from a developmental perspective. Complete the assignment by justifying a plan for development of those areas. (You have the option of also including over and above the four pages, exhibits that might display self-assessment data that will be discussed in the narrative of the paper. At a minimum, include the data from your LPI - [Leadership Perceptions Inventory](#) - feedback.)

What have you learned in the OM 500 and OM 510 courses that have affected the self-assessment of your interpersonal capabilities as a potential educational leader? From the cases, readings, papers, class activities, and class discussions, what are the interpersonal skills you see as crucial for yourself in being an effective principal or director?

The first part of your paper should analyze both your 3-4 key leadership strengths and the 2-3 major areas for your future self-development.

Your database might include:

1. your observations of yourself as a leader as you have reflected on your development as an authentic leader,
2. data you have collected from feedback as you assumed the role of Team Leader during the course,
3. your firsthand observations of educational leaders you believe are particularly effective,
4. educational leaders you have read about or observed in class that provide rich models for you. You are encouraged to reference these exemplars where appropriate in your paper.

In the second part of your paper, create a plan for the development for one or two skill areas that you see as critical for your long-term growth as an effective educational leader. Again, the [Hollenbeck and Hall](#) model could be helpful in planning the development of new skills.

2. WA#5 - School Improvement Plan Assignment 60%

“School leaders have the ability to create a school where all students, particularly federally designated priority student group members, can improve their academic performance and reach ambitious learning targets. Central to the realization of a universally shared vision of high student achievement is the establishment of meaningful achievement goals and expectations; respectful and trusting relationships among and between the adults and the students; and effective programs and practices based both on evidence and research and on the commitment of staff, families, and the community. Leaders can act to ensure that this vision is reflected in both the school’s instructional program (curriculum, instruction, and assessment) and its culture.”

Massachusetts Department of Elementary and Secondary Education

One task you will be faced with as a principal is developing a strategic plan for your school for each school year. This plan is called a **School Improvement Plan**, and it is a requirement for all principals each year. This document is to be developed by you in concert with your school site improvement council, commonly called the School Council (we will talk about this in class). The purpose of the School Improvement Plan is to establish goals based on data to improve academics, social-emotional learning, wellness, education of the whole-child, and/or program development. Your plan will guide all that your school does in a given year. Teacher goal-setting for the upcoming school year should be linked to these goals. Ideally, your School Improvement Plan should be linked to – or reflect - your district’s **Strategic Plan**.

A strong plan begins with a strong intake process, a confrontation of all the “brutal facts” (Collins, Good to Great, 2001) of your organization, and uses a clear and systematic process to address the brutal facts in the pursuit of increased student achievement. Many of the activities you completed for this course this semester will be useful to you as part of a mock intake process analyzing the school at which you are doing your internship. This assignment directly addresses PAL Task #1.

WA#5 is comprised of four parts:

- Part 1: **Cover Sheet / letter** with 3 goal areas explaining and justifying your plan (up to 1,500 words)
- Part 2: **Plan (grid)** and written feedback from school leader, leadership team, and stakeholders via conversation/interviews or surveys (up to 2,000 words)
- Part 3: **A 3 page / 1500 word report** synthesizing and interpreting the feedback from the school leadership team that includes *“An explanation of how the final plan was revised to incorporate their feedback.”*
- Part 4: **A 2 page /1000 word self-analysis of the leadership skills** used in developing the plan and soliciting and using feedback to revise it.

Part 1: Cover Sheet / letter: After determining an academic priority area and three goals that speak to that priority area, write a cover sheet / justification describing the academic area and three goals and providing a compelling reason for selecting the priority academic area; information about student performance, student engagement, and school culture; information about the school and community context and culture; potential utilization and resource challenges; and a description of how information was collected. Part 1 must include

- A description of a **priority academic** area where improved student performance is needed, with attention to one or more federally designated priority student groups (students with disabilities; English language learners; African American, Hispanic, and Native American students; low-income students; and high-risk students performing below state proficiency levels) or other underperforming groups that have been identified as a priority in your school.
- A compelling rationale, based on the data you collected and analyzed, for selecting the **priority academic** area and the target student group(s). The rationale for selecting the priority area and target student group(s) should draw on quantitative and qualitative data you present in this artifact and be aligned with school and district priorities.
- An analysis of multiple sources of relevant quantitative and qualitative data (with appropriate references for each source) on student performance; student, teacher and school culture; and student engagement evidence that includes:
 - An analysis of three to five years of quantitative academic performance data.
 - An analysis of relevant student engagement data (e.g., attendance and program participation rates) and teacher quality and engagement data (e.g., years of teaching, years in the school, annual turnover, attendance, qualification, degrees earned).
 - An analysis of measures of student and school culture (student, teacher, and other stakeholder culture and climate surveys; focus groups; and interviews).
 - An analysis of additional, relevant quantitative or qualitative data that clarifies possible reasons for the learning problems within the **priority academic** area for the selected student group(s).
- A description of the school and community context and culture factors that influence student performance and engagement, which must be taken into consideration in developing your plan.
- A summary of gaps, utilization problems, and human and other resource limitations of existing school programs, services, and practices in relation to the priority area.
- How input was solicited throughout the planning process:
 - Identification (by role) of which individuals from the leadership team, staff, and other stakeholders provided input during the planning process.
 - A description of how they provided input and the nature of the input in terms of identifying the priority area and target student group, assessing

gaps and opportunities for improvement, and recommending improvement strategies.

Part 2: Plan (grid) Develop a School Improvement Plan that outlines a set of goals, objectives, and action strategies to improve learning in the **priority academic** area for the targeted student group(s) and a theory of action describing how these strategies will lead to improved student performance. Provide the following rationales for the plan. Part 2 must include

- A vision statement describing how the plan will support and sustain improvement in the **priority academic** area for the student group(s).
- A compelling, evidence-based justification explaining how the plan responds to the school context and student culture, and addresses the needs of the student group(s) to improve student learning.
- Goals and measurable student outcome objectives specifying the magnitude and nature of the improvement in student performance that is desired.
- A set of action strategies to improve learning in the priority area, with details about how the strategies will be implemented.
- A theory of action of how these strategies collectively will lead to improved student performance and foster student engagement.
- Existing resources used and new resources required.
- Changes in the school organization or structure (common planning time, block scheduling, afterschool programs, etc.) needed to support the proposed strategies.
- Roles and lines of responsibility for implementing the proposed strategies.
- Steps to engage staff and garner support for the proposed strategies.
- A timeline specifying when the components of the proposed strategies will take place. Proposed evaluation and feedback processes that will be used to determine whether these strategies yield the intended outcomes.

Part 3: Feedback Report Write a report in which you describe how you collected feedback from the school leaders, the leadership team, and other stakeholders about the proposed plan, and synthesized and interpreted the feedback. It is critical to collect and describe the feedback beyond a surface level, and to include focused feedback collected in the planning phase as well as after the plan was developed. The report should include the following information:

- Identification (by role) of which individuals from the leadership team, staff, and other stakeholders provided feedback on the proposed plan.
- A synthesis and interpretation of their feedback that includes the following information:
 - How comprehensive the plan is in its focus, theory of action, and proposed strategies for improving the performance of the target student group(s) in the priority area.
 - How relevant the proposed strategies are for the following:
 - The school's priorities.
 - The **priority academic** area.

- The identified needs of the specific student group(s).
 - The school culture, climate, and context.
 - Alignment to the district plan.
- The quality and comprehensiveness of the proposed strategies.
- The feasibility of the proposed plan for implementation in the school.
- Suggested revisions based on the feedback.
- An explanation of how the final plan was revised to incorporate their feedback

Part 4: Leadership Skills Analysis In a personal analysis of up to two single-spaced pages (up to 1000 words), evaluate the leadership skills you used in developing the plan and soliciting and using feedback to revise it to improve a priority academic area.

- Explain what worked well and what could be improved in your leadership skills and practices in the way you did the following:
 - Conducted the analysis to determine the priority academic area.
 - Engaged others in the planning process.
 - Developed the proposed theory of action and set of strategies.
 - Planned and constructed a compelling argument to gain support for the proposed action.
 - Presented the plan and solicited feedback.
 - Used the feedback to make revisions.
- In addition, explain what you would do differently based on this experience. Identify the implications of this experience for your future school leadership work, including proposing what you would do differently to improve your leadership skills and practice.

Rubric: An extensive rubric for all parts of WA#5 can be found in the PAL Candidate Handbook under PAL Task #1.

Written Assignments

The successful completion of the two courses is marked by Gwin and Kirby’s assessment of each of your Written Assignments as ‘Proficient.’ Exhibits and data can be appended to your Written Assignment, but please be very economical in their use. There may be one or more iterations of your Written Assignment, submitted and responded to, before they will be assessed as ‘Proficient’ by Gwin.

A complete draft of a Written Assignment (*WA*) is due no later than the date listed. Revisions should be submitted within two weeks of receiving feedback.

Paper Norms:

1. Use Google Drive and share with Gwin and Kirby
2. Title should be name, paper title, date, rev. # (when necessary)
 ex. Jones WA#1 -1/15/17- rev. #2

3. 12 pt. Times New Roman
4. APA Citations--<https://owl.english.purdue.edu/owl/resource/560/10/>

Professional Confidentiality: All written work and conversations in the course will be treated confidentially. We are all members of a professional learning community that allows us to be open and candid in our discussions, but secure that what we say and write will be held confidentially.

- **5% Class Participation:** Completing assigned readings, evidenced by being an active, informed participant in table discussion, role-plays, large group discussions, etc.
- **85% Assignments:** All assignments must be completed to a degree deemed at least proficient by the instructors. Assignments falling below this standard will be returned with detailed comments for revision. It should be assumed that there will be times when assignments are returned for revision to increase the learning. Making revisions carefully based on feedback from instructors should require only one additional iteration and will lead to deeper understanding.

WA #1 = 25%

WA#5 = 60%

- **10% Attendance:** Attendance at all classes is mandatory. Should an unusual or extenuating circumstance intervene, it is essential that the candidate inform all instructors about the reason for any absence. Additional work may be required to make up for any potential lost learning.

F.FIELD-BASED REQUIREMENTS: Candidates are expected to spend a minimum of 25 hours throughout the semester investigating numerous practices, policies, and procedures at their school. These activities will include, but not be limited to reviewing documents, gathering information through interviewing teachers, students, the principal, assistant principals, and parents. Candidates are also expected to survey school staff to determine the effectiveness of many school practices.

G.EVALUATION OR GRADING POLICY:

Late assignment policy: You are a professional; therefore, deadlines are expected to be met. No credit will be earned for late work. Understandably, life happens sometimes, and we can certainly work out alternatives in the event of an emergency.

FITCHBURG STATE UNIVERSITY GRADUATE GRADING SYSTEM

4.0	95-100	A
3.7	92-94	A-
3.5	89-91	A-/B+
3.3	86-88	B+
3.0	83-85	B
2.7	80-82	B-
2.5	77-79	B-/C+
2.3	74-76	C+
2.0	71-73	C
0.0	0-70	F

W Withdrawn

IN Incomplete

IP In-Progress

Fitchburg State University encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The Student Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

FITCHBURG STATE UNIVERSITY^[1]_[SEP] DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s

Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978- 665-3062 or dllibrary@fitchburgstate.edu. There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them. Activate your library account online through our ILLiad system at <https://fitchburgstate.illiad.oclc.org/illiad>; from here you can access article, book, and media. request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Students who are currently registered with the university may access any of the library's subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library's homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or dllibrary@fitchburgstate.edu

All registered Fitchburg State University students are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, students may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round. Students wanting a OneCard must either complete the online Extended Campus OneCard request form^[SEP] at <http://www.fitchburgstate.edu/offices/technology/onecard/> or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

UNIVERSITY AND EDUCATION UNIT POLICIES Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment at the beginning of the course to talk with me. It is important that the issues relating to disabilities be discussed with me as soon as

possible.

Attendance and Participation

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

Education Unit Computer Literacy Requirement

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). [If your course has other requirements list those also, e.g., ‘You are expected to use email for dialogues with other class members, to examine the use of software in the field, and to use the Internet to obtain information, ideas and resources.’]

Cellular Telephones and Other Devices

Kindly turn-off cellular telephones during class time and field experiences and place them in book bags or purses. Please no texting in class. It reflects negatively upon you as a developing professional. Once class begins and if use of the laptop is not required, all laptops should be closed during class time so that your full attention can be focused on your colleagues and the discussion or lecture in progress. If you prefer to take class notes on your laptop, please inform the instructor. You are on your honor to be focused on note taking and not on email, Facebook or other technological enterprise not germane to the class in progress. Thank you in advance for your consideration of colleagues and students.

Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been

assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in your Student Handbook located:

at http://www.fitchburgstate.edu/uploads/files/EducationUnit_NCATE/Standard2/narrative/Student_Handbook_Web_1213.pdf

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalogue, will be strictly adhered to.

Copyright Policy

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

I. READING AND RESOURCES

Supporting Students

1. Singham, M. (2003). The achievement gap: myths and reality. *Phi Delta Kappan* (84 no. 8)
2. Lowenhaupt, R. (2014). School access and participation: family engagement practices in the new Latino diaspora. *Education and Urban Society* (Vol. 46[5] 522-547).
3. Orfield, G., Frankenberg, E., & Siegel-Hawley, G. (2010). Integrated schools: Finding a new path. *Educational Leadership* (Nov., 2010) / ASCD.
4. Walser, N. (2006). Recent research on the achievement gap. *Harvard Education Letter*, 22(6). Retrieved from <http://www.hepg.org/hel/printarticle/313>
5. Ogbu, J. (2003). *Black American students in an affluent suburb: A study of academic disengagement*. Mahwah, NJ. LEA.
6. Stevenson, B. (2019) American Prisons Owe Their Cruelty to Slavery *New York Times 1619 Project* (Aug. 23, 2019). New York, NY: New York Times
7. Saphier, J. (2017). *High expectations teaching: How we persuade students to believe and act on “smart is something you can get.”* Ch. 1. Thousand Oaks, CA: Sage.
8. Ladson-Billings. (2006). From the achievement gap to the education debt: Understanding achievement in U. S. schools. *Educational Researcher* (October 2006: 35, 7)
9. Jensen, E. (2009). *Teaching with poverty in mind*. Ch. 1 & 2. Alexandria, VA: ASCD

10. Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students (1st Edition)*. Ch. 3. Thousand Oaks, CA: SAGE.
11. Ferguson, R. (2015). *The influence of teaching: Beyond standardized test scores: engagements, mindsets, and agency*. Cambridge, MA: Harvard University Achievement Gap Initiative.
12. A recent study that documents the so-called “language gap.” (2018). *Educational Linguist*. Retrieved from <https://educationallinguist.wordpress.com/2013/11/18/unpacking-the-so-called-language-gap/>
13. Avineri, N. & Johnson, E. (2015). Invited forum: Bridging the language gap. *Journal of Linguistic Anthropology (Vol 25, Issue 1, pp. 66-86)*.
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15. Great Schools Partnership (2018). *Elements of effective instruction*. Retrieved from <https://www.greatschoolspartnership.org/>
16. Great Schools Partnership (2018). *A guide to designing and delivering classroom interventions*. Retrieved from <https://www.greatschoolspartnership.org/>
17. Learned, J. (2016). “Feeling like I’m slow because I’m in this class”: *Secondary school contexts and the identification and construction of struggling readers*. Reading Research Quarterly (51[4]). International Literacy Association.
18. Toshalis; E. & Nakkula, M. (2012). *Motivation, engagement, and student voice*. Students at the Center / Jobs for the Future. Retrieved from <https://www.jff.org/resources/page/1/>

Building a Powerful Plan

19. Curtis, E. & City, E. (2009). *Strategy in action: How school systems can support powerful learning and teaching*. Ch. 5. Cambridge, MA: Harvard Education Press.
20. DuFour, Richard, DuFour, Rebecca & Eaker, Robert. (2010). *Learning by doing: A handbook for professional learning communities at work (3rd ed.)* Chs. 1-2, 6-7. Bloomington, IN: Solution Tree
21. Hogan, L. (2011). A Framework that works: How preK-3rd can be a smart strategy for black kids, families and communities. *National Black Child Development Institute / Foundation for Child Development*.
22. Sugai, G. (2018). School-wide positive behavior support and response to intervention. *RtI Action Network / National Center for Learning Disabilities*. Retrieved from <http://www.rtinetwork.org/learn/behavior-supports/schoolwidebehavior>
23. Ripp, A., Jean-Pierre, P., Fergus, E. (2018). Promising examples of RtI practices for urban schools. *RtI Action Network / National Center for Learning Disabilities*. Retrieved from <http://www.rtinetwork.org/learn/diversity/promising-examples-of-rti-practices-for-urban-schools>

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25. DESE (2018). *Systems to support teachers' implementation of positive classroom behavior support*. Retrieved from <https://www.pbis.org/school/pbis-in-the-classroom/systems-to-support>
26. DESE (2018). *Classroom PBIS practices*. Retrieved from <https://www.pbis.org/school/pbis-in-the-classroom/classroom-pbis-practices>
27. Ehren, Barbara (2018). Response to intervention in secondary schools: Is it on your radar screen? *RtI Action Network / National Center for Learning Disabilities*. Retrieved from <http://www.rtinetwork.org/learn/rti-in-secondary-schools/response-to-intervention-in-secondary-schools>
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31. Cervonne, B. & Cushman, K. (2012). *Teachers at work: Six exemplars of everyday practice*. Students at the Center / Jobs for the Future. Retrieved from <https://www.jff.org/resources/page/1/>
32. Tatum, Alfred. (2012). *Literacy practices for African-American male adolescents*. Students at the Center / Jobs for the Future. Retrieved from <https://www.jff.org/resources/page/1/>

Class Topics

Week or Class	Topic	Reading	Writing

SESSION 1	<p>Supporting Students</p> <ul style="list-style-type: none"> • Understanding data • Factors influencing student performance • Why students struggle <p>Data Workshop with Ms. Carol Palmer</p> <p><i>In this session we will familiarize ourselves with data procedures and begin to study the ‘opportunity / achievement gap.’</i></p>	<ul style="list-style-type: none"> • Summary of Next-Generation District and School Accountability System 	
SESSION 2	<p>Change Implementation</p> <p>Assessment and Accountability</p> <p>The Opportunity / Achievement Gap</p> <ul style="list-style-type: none"> • The ‘Language Gap’ • Origins of the Opportunity / Achievement Gap <p><i>In this session, we will continue to focus attention on DESE assessment & accountability data and explore the dimensions of the ‘Opportunity / Achievement Gap.’</i></p>	<ul style="list-style-type: none"> • Singham • Ladson-Billings • Mooney • DeWitt 	
SESSION 3	<ul style="list-style-type: none"> • The Opportunity / Achievement Gap • describing and defining the dimensions and causes of the gap • thinking strategically about the obstacles to the elimination of the gap 	<ul style="list-style-type: none"> • Walser • Orfield et al. • Ogbu (intro + ch1 + ch3) • Ferguson Ch. 1 & 2 • Gorski Ch. 1 & 2 	<p>WA#5 Part 1</p> <p>DRAFT</p>

SESSION 4	<p>Positive School Practices, Supports and Interventions</p> <ul style="list-style-type: none"> • Effective Intervention and Support <p>Building a Powerful Plan</p> <ul style="list-style-type: none"> • School Improvement Planning <p><i>In this session we will further examine intervention programs to support all students and discuss the features of an effective and sustainable school improvement plan.</i></p>	<ul style="list-style-type: none"> • Success Academy Podcast • Buffam Ch. 6: Tier II Interventions • Fisher, Frey Ch. 5: Tier III Intense Interventions • RTI in Secondary Schools- Is It on Your Radar Screen? • Response to Intervention for Literacy in Secondary Schools • Problem Analysis Within an RTI Framework at a Secondary School • Key Takeaways in High School Turnaround • The Influence of Teaching Beyond Standardized Test Scores: Engagement, Mindsets, and Agency (Ferguson 2015) 	
SESSION 5	<p>Effective Intervention and Support Practices:</p> <ul style="list-style-type: none"> • Assessment, reteaching progress monitoring <p>Positive School Practices, Supports and Interventions</p> <p><i>In this session we will discuss ways to incorporate motivation and engagement strategies in school improvement planning, share our plans, and get feedback on our plans.</i></p>	<ul style="list-style-type: none"> • The Influence of Teaching Beyond Standardized Test Scores: Engagement, Mindsets, and Agency (Ferguson 2015) • Narrowing Achievement Gaps in Lexington Public Schools (2015) • Motivation, Engagement, and Student Voice 	<p><u>WA#5 Part 2</u> DRAFT</p>

<p>SESSION 6</p>	<p>Positive School Practices, Supports and Interventions</p> <p>Guest Speaker: Mr. Henry Turner, Principal, Newton North High School</p> <p><i>Mr. Turner will be speaking on efforts to support all learners at Newton North and will answer questions about leadership challenges posed by the current coronavirus crisis.</i></p> <p>Building a Powerful Plan</p> <ul style="list-style-type: none"> • School Improvement Planning 	<ul style="list-style-type: none"> • “Feeling Like I’m Slow Because I’m in This Class”: Secondary School Contexts and the Identification and Construction of Struggling Readers • From the Great Schools Partnership: <ul style="list-style-type: none"> ■ Effective Instruction ■ Case Studies - Great Schools • Active Learning: Vanderbilt White Paper 	<p><u>WA#5 Parts 1 & 2 FINAL</u></p>
<p>SESSION 7</p>	<p>Positive School Practices, Supports and Interventions</p> <p>Guest Speaker: Mr. Joel Stembridge, Principal, Newton South High School</p> <p><i>Mr. Stembridge will be speaking on efforts to support all learners at Newton South and will answer questions about leadership challenges posed by the current coronavirus crisis.</i></p> <p>Building a Powerful Plan</p> <p><i>In this session we will discuss successful efforts to create and sustain a ‘culture of high achievement’ in under-performing schools. We will also revisit Ferguson’s</i></p>	<ul style="list-style-type: none"> • Conditions for School Effectiveness Self-Assessment (DESE) • Ferguson Ch. 5 (optional) & 6 • Gorski Ch. 8 & 9 <p><u>Previous Readings:</u></p> <ul style="list-style-type: none"> • The Influence of Teaching Beyond Standardized Test Scores: Engagement, Mindsets, and Agency (Ferguson 2015) • Motivation, Engagement, and Student Voice 	<p><u>WA#5 Part 3</u></p>

	<i>conclusions about effective school practices that successfully address the opportunity/ achievement gap.</i>		
SESSION 8	<p>Preparing for PAL Task 1</p> <p><i>In this session we will examine the requirements of PAL Task 1 and look more closely at the work of Eva Moskowitz as a change agent.</i></p>	<p>PAL Candidate Assessment Handbook 2019-20 (pp1 - 39)</p> <p>Pondiscio: How the Other Half Learns Ch 25 pp 324-334</p>	<p><u>WA#1 My Leadership Story</u></p> <p>Practicum Logs</p>
SESSION 9	<p>Preparing for PAL Task 1</p> <p>Reflecting on the Leadership Experience</p> <p><i>In this session we continue to talk about requirements for PAL Task 1. We will also reflect on our individual leadership journeys.</i></p>		<p>WA#4 Commentary</p> <p><i>Any and all missing work</i></p>