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.
To access the saved form for editing or to finalize submission visit forms.fitchburgstate.edu to log in and view your Pending/Drafts under My Forms.

Course Title

Course Title: * Leading Assessment Based Instruction

Proposed Banner Abbreviation: * LeadAssessInstr

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: * Michael Hanna

Members of the Graduate Curriculum Committee: Lyndsey Benharris, Philip Saisa, Lynn D'Agostino, Joseph Apamo-Gannon, Karen DeAngelis, Margaret O'Hearn-Curran, Robert Shapiro

Department / Unit Developing: * Education

Department Chair: * Dr. Lyndsey Benharris   lbenharr@fitchburgstate.edu

Academic Dean: Dr. Nancy Murray   nmurray5@fitchburgstate.edu

Program Chair   The Program Chair for this request is among the people listed above.
* ⦿ Yes
   ○ No

Course Information

Course Description

This course is designed to develop the knowledge and skills essential to leadership roles in the areas of curriculum, instruction, and assessment. There is an emphasis on best practices in assessment lead instruction, formative assessments, and their analysis. The role and responsibilities of leading a professional learning community and the creation of data teams will be explored as a tool for curriculum leaders.

Course Objectives

- Promote positive school culture that fosters student achievement
- Use processes for evaluating a school/district's curriculum, instruction, and assessment
- Apply best practice for engaging students in their own learning
- Collaborate with colleagues through a PLC to develop curriculum, instruction and assessment that promote the learning of all students
- Use data teams for curriculum, instruction, and assessment improvement
- Identify areas if a school/district's curriculum, instruction, and assessment which need improvement using PLC and data teams
- Develop an action plan (school or district improvement plan) for curriculum, instruction, and assessment continuous improvement through the development of a PLC and data teams
- Use technology for collecting and analyzing data for curriculum, instruction, and assessment improvement

Rationale and expected outcomes of offering the Course

School leaders must have secure skills and understanding about how to lead teacher teams in their analyses of assessment data in order to make instructional improvements that lead to increased student achievement.

What are the Learning Outcomes for the Course?

Rising school leaders will develop methods for convening, facilitating and making more effective the data review processes of their faculty in order to make adjustments to instructional methods for their students.

Number of Credits: 3

Discipline Prefix or Prefixes: EDLM

Brief rationale if more than one prefix:

Level of Course:
* ○ 7000
  ◉ 8000
  ○ 9000

Brief rationale for level choice::
Prior course was an 8000 course

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 other department or program?
* ○ Yes
  ◉ No

Course Enollment

Expected Average Enrollment: 45-60

This course is a replacement for: Course # / Name   EDLM 8033

Has the course been offered previously as a "Topics" course?
* ○ Yes
  ◉ No

Is this an Extended Campus Course?
* ◉ Yes
  ○ No

Which semester will this course be offered for the first time?: FA 23

How often thereafter to be offered?:
Every other 7 week term thereafter

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: EDLM8038 Leading Assessment Based Instruction.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.*

...3130373336

Michael Hanna   01/11/2023
Requester Signature   Date

Academic Dean Signature   Date

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
Educational Leadership and Management
Comprehensive Syllabus
EDLM 8038
Leading Assessment Based Instruction (3 credits)

Instructor:
Contact Information:
Office Hours:

Course Description:

This course is designed to develop the knowledge and skills essential to leadership roles in the areas of curriculum, instruction, and assessment. There is an emphasis on best practices in assessment lead instruction, formative assessments, and their analysis. The role and responsibilities of leading a professional learning community and the creation of data teams will be explored as a tool for curriculum leaders.

Texts:

Boudet, K., City, E. & Murnane, R. (2006). *Data wise: A step-by-step guide to using assessment results to improve teaching and learning.* Cambridge, MA: Harvard Education Press. ISBN: 1891792679.

City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2016). *Instructional rounds in education.* Cambridge, MA: Harvard Education Press.

Dufour, R. & Eaker, R. (1998). *Professional Learning Communities at Work: Best Practices for Enhancing student achievement.* Bloomington, IN: National Educational Service. ASIN: B001TK8U5C

Schmoker, M. (2006). *Results Now.* Alexandria, VA: Association for Supervision and Curriculum Development. ISBN: 1416603581

Other Resources:

TBD

Fitchburg State University Education Unit Conceptual Framework

This course will address the dispositions of the Conceptual Framework in the following way(s):

Knowledgeable: As a result of the learning experiences in the course, the student will become more cognizant of:

- Strategies such as analysis of data, observations, collaborative reflection, and other strategies that promote curriculum, instruction, and assessment that support all students' learning
- The influence contextual factors (socioeconomics, diverse cultural backgrounds, linguistic diversity, exceptionalities) have on student learning
- The types of curricula, instruction, and assessment that support the learning of diverse student populations, including students with exceptionalities, and the gifted and talented
- The use and promotion of technology and information systems to enrich curriculum and instruction, to monitor instructional practices

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

- Lead curricular activities, such as development and implementation of PLC and data teams
- Promote positive school culture
- Facilitate activities that apply principles of effective instruction to improve instructional practices and curricular materials

Caring: As a result of the learning experiences in the course, the student will become more competent in their ability to:

- Collaborate effectively and respectively with colleagues on curricular matters during PLC and Data team meetings
- Promote technology and information systems to enrich curriculum and instruction; to monitor instructional practices and provide staff the assistance needed for improvement

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

- Develop a school/district-wide curriculum, instruction, and assessment program that meets the developmental and learning needs of all students through the creation of PLC and data teams.

Educator as Reflective Leader: As a result of the learning experiences in the course, the student will further develop his/her capacity to analyze and reflect on data to improve curriculum, instruction, and assessment while working collaboratively with in a PLC or Data team.

Course Objectives:
Upon completion of this course, the student will be able to:

- Promote positive school culture that fosters student achievement
- Use processes for evaluating a school/district's curriculum, instruction, and assessment
- Apply best practice for engaging students in their own learning
- Collaborate with colleagues through a PLC to develop curriculum, instruction and assessment that promote the learning of all students
- Use data teams for curriculum, instruction, and assessment improvement
- Identify areas if a school/district's curriculum, instruction, and assessment which need improvement using PLC and data teams
- Develop an action plan (school or district improvement plan) for curriculum, instruction, and assessment continuous improvement through the development of a PLC and data teams
- Use technology for collecting and analyzing data for curriculum, instruction, and assessment improvement

The Process of Developing Curriculum, Instruction, and Assessment to Improve Students Learning
- The Role of Professional Learning Communities in developing curriculum, instruction, and assessment to improve students learning
- The role of data teams in the program evaluation in developing curriculum, instruction, and assessment to improve students learning
- Understanding by Design as a process for developing curriculum, instruction, and assessment
- Individualizing the curriculum because of the data team objectives
- Technology

Continuous Improvement
- Data-driven instruction
- Targeted professional development
- Coaching to improve teaching and learning

Instructional Strategies:

X *Blackboard* platform

X Collaborative Learning

X Computer Application

X Creating Visual Illustrations of Concepts

X Data Collection and Analysis

X Discussion/Questioning

X Field Experience

X Independent Learning

X Independent Research

X Interviewing

X Lecture/Presentation
   Pre-Practicum

X Problem Finding/Solving

X Reflective Response

X Role Playing/Simulation

X Viewing or Listening and Discussion

Instructor Policies:

Participation
1. As an emerging professional, you are expected to participate in every on-line class session, to be on time as indicated with on-line conferences and meetings, to be prepared and to communicate with the instructor regarding any issues or technical difficulties.

2. Participation in on-line class discussions is expected. All students 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 readings is imperative to your individual development as a professional.**

3. All these behaviors regarding attendance, preparation, and meeting deadlines are factored into the final grade.

Assignments
1. All assignments must be typed, doubled-spaced, and use APA format when appropriate.

2. Assignments must be submitted on the due date unless other arrangements have been made with the instructor **PRIOR TO THE DUE DATE.** No late work will be accepted unless arrangements have been made with the instructor and an extended due date negotiated. Late assignments may incur a reduction of points/day late.

3. All students are expected to demonstrate a level of writing proficiency that is appropriate for emerging professionals in the field of education and at the **graduate level**. Assignments that are handed in with obvious spelling errors, inadequate sentence structure, and a lack of organization will not be graded and will be returned to the student. Students are responsible for the revision process. If improvement is not made on the second assignment, the lack of writing proficiency will be reflected in the grade given on the assignment.

Please communicate with me early in the semester if you are concerned about written assignments, so that I can assist you in getting the support you may need.

PLC Plan (Summative Assessment):
Form a group of at least three colleagues (including yourself) to work on a goal that takes on PLC principles and practices.
The first part in the project is the draft plan. The development of the plan should include the following areas.
- Describe the school community, your role, and the roles and relationships of the people you will
- collaborate with.
- Describe the problem that prompts the project.
- State a focused question on improvement of instructional practice and/or student learning that
- will drive the plan and the work of the PLC.
- Explain how the problem of practice and your question correlate to the school's mission statement or a district/school improvement plan, strategic plan
- What will you do to achieve success with your project?
- What knowledge from this course studied are you applying to the plan
- What is your theory of action?

Project Journal:
You will keep a journal of the PLC meetings that will be submitted through Blackboard discussion posts. You will be expected to submit several journal entries as indicated on the discussion post.
You will describe a collaborative session and receive feedback from your colleagues in the course.
- Briefly introduce the collaborative session. Who was involved, how long did it last, what was the purpose, when did it occur?
- Provide a narrative description of the major elements of the meeting.

Data Team Development and Plan:
You will develop a presentation of choice on how to develop a data team. Identify the steps necessary to create a data team.
- What do we expect students to learn? How will we know what students are learning? How will we respond to students who are not learning?
- Once the team is created, pick an area of need in your classroom, school, district, and describe what the goal of the team is, include data, objectives, timeline, and objectives of the team.

Schedule of Classes, Readings, Activities, and Assignments

Session		Assignments Due:
Week 1	Introduction to course - All assignments are due by Sunday of the specific week by 12:00AM. - Introduction of each student through Blackboard discussion group. Please post your response by Wednesday of the week and response to at least two peers by Friday of the week.	

Session	Reading and/or Activities	Assignments Due:
Week 2		

Session	Reading and/or Activities	Assignments Due:
Week 3		

Week 4		

Session	Reading and/or Activities	Assignments Due:
Week 5		

Week 6		

Session	Reading and/or Activities	Assignments Due:
Week 7		

Assignment Distribution for Grading

Assignments	Value
PLC project	60%
Data Team (Formative Assessment)	20%
Journal Entries	15%
Blackboard discussions	5%
Total	**100%**

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	

Extended Campus Students

Fitchburg State University encourages all Extended Campus Students to take advantage of online student services. Created is a "virtual student center" just for them, the pages provide access to Counseling Services, Career Services, The Student Activity Center, Library Services, the university bookstore and many other helpful links. Go to the university homepage at http://www.fitchburgstate.edu/ and click on Offices and Services. Scroll down and click on Extended Campus Center.

Distance Learning & Extended Campus Library Services & Onecard

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 Collaboration and Elluminate tools, Skype and in-person; library instruction; research help and more. Any questions relating to library services should be directed to Linda LeBlanc, Access Services 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 Students and instructions as to how to access them.

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. Students select the resource they want to access from the alphabetical or subject listing. Once clicked on a database title, the Student will be prompted for her or his Falcon Key logon information; the same logon used for their Fitchburg State email account and for online Blackboard courses. If the Student does not know the Falcon Key username and password or if they have any problems logging in, they can contact the university's Technology Help Desk at 978-665-4500 or helpdesk@fitchburgstate.edu. The Library can issue a temporary guest Falcon Key to use while the Technology Department is setting up the account (call 978-665-3062 or email at dllibrary@fitchburgstate.edu).

All registered Fitchburg State University Students are eligible for a Fitchburg State University OneCard ID, which also serves as his or her library card. If the Student has not received her or his OneCard yet, they can still access all of Fitchburg State online services as long as they have activated their library account. Activate library accounts in person at the Circulation Desk or online at http://www.fitchburgstate.edu/academics/library/policies/borrowing-renewals/. After activation by the Gallucci-Cirio Library and receipt of their OneCard, Students may also use any Massachusetts State College/University Library as well as 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 present a course registration confirmation at the OneCard Office in the Anthony Building, main campus or complete the online Extended Campus OneCard request form, which can be found at http://web.fitchburgstate.edu/technology/onecard/photoless/index.cfm. The OneCard Office number is 978-665-3039.

Fitchburg State University Library Online Services

Online Library services may be accessed through the Fitchburg State University Homepage at www.fsc.edu/library. Students may access any of several full-text online databases. Passwords are available to Students by calling 978-665-3762. Degree Students are eligible for a Fitchburg State University ID, which allows use of all Massachusetts State University libraries for the current semester. ID card is available on campus. To obtain an ID card, Student must present course registration confirmation at Academic Computing and Media Services, room 229, the Conlon Arts Building. Call 978-665-3039 for available times.

University Policies

Students with Disabilities

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 978/665-3427 or 978/665-3575 TTY. If you need course adaptations or accommodations because of a disability please talk with me. It is important that the issues relating to disabilities be discussed with me as soon as possible.

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.

Academic Integrity Policy

The faculty in the Education Unit at Fitchburg State University adhere to the policy that work submitted in fulfillment of course requirements will be solely that of the individual Student 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 Student Handbook for more details.

Reference

Rubric for PLC Project

Assignments and Blackboard Posts

Components	Does not Meet Standard	Acceptably Meets the Standard	Comprehensively Meets the Standard
	Does not consistently meet minimal expectations for standard; often needs support to perform at acceptable level	Meets expectations for standard; needs occasional minimal support	Meets expectations for standard; is confidently and consistently meeting the standard, needs little, if any, support/guidance
Introduction	• Minimally describes how the student organized the team	• Clearly describes how the student organized the team	• Clearly and thoroughly describes how the student organized the team
Blackboard posts and responses	• Minimally reflects on the success and challenges of each session • Minimally articulates what was accomplished • Next steps do not seem to follow what was accomplished • Each entry demonstrates minimal understanding of the process	• Clearly reflects on the success and challenges of each session • Clearly articulates what was accomplished • Next steps mostly follow what was accomplished • Each entry demonstrates a competent understanding of the process	• Thoroughly and perceptively reflects on the success and challenges of each session • Thoroughly and clearly articulates what was accomplished • Next steps perceptively follow what was accomplished • Each entry demonstrates a comprehensive understanding of the process
Citations	• Rarely integrates sources when appropriate • Few sources appropriately cited within the text and in the reference, list using appropriate APA format	• Integrates sources when appropriate • Most sources appropriately cited within the text and in the reference, list using appropriate APA format.	• Smoothly integrates sources when appropriate • All sources appropriately cited within the text and in the reference, list using appropriate APA format.
Mechanics and Style	• Disjointed without smooth transitions between ideas within and between paragraphs • Sentence structure awkward and lacks a professional style e.g., uses contractions, slang, colloquialisms • Numerous mechanical errors	• Competently organized, uses smooth transitions between ideas within and between most paragraphs • Sentence structure adequately mature with a professional style e.g., avoids contractions, slang, colloquialisms • few mechanical errors	• Well organized, uses smooth transitions between ideas within and between paragraphs • Sentence structure mature with a professional style e.g., avoids contractions, slang, colloquialisms • No mechanical errors

Rubric for Journal Entries