WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE TITLE: Measurement, Accountability, and Student Learning

COURSE NUMBER: MED 7705

COURSE CREDIT: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>70</td>
</tr>
</tbody>
</table>

I. COURSE DESCRIPTION:

This course will prepare educators in three areas related to assessment and accountability:
(A) Understanding and using statistically sound procedures to collect, simplify, and describe data, and making inferences and decisions that can be supported by a knowledgeable analysis of data and/or relevant research;
(B) Understanding the usefulness and limitations of standardized and/or state-mandated test results in terms of improving curriculum and the school environment, assessing the learning strengths and needs of individuals and sample groups, generating community involvement and support, and developing school-wide school improvement strategies; and
(C) Gaining the knowledge and skills necessary to assist teachers in developing and using a variety of assessments, rubrics, and instructional strategies that can contribute to improved teaching effectiveness, improved stakeholder communications, and higher-level student learning. The structured external assignment for this course is used to fulfill one of the portfolio requirements for MED 8900.

II. PROGRAM ATTRIBUTES, COLLEGE OF EDUCATION

This course is structured to reflect the eight essential program attributes described in the College of Education Conceptual Framework. This conceptual framework was developed and adopted by the College of Education in 1998, and involved collaborations with college faculty, other institutions of higher education, state agencies, the business/commercial community, and preK-12 partner schools. The framework is driven by the mission of Wilmington University; reflects national standards advocated by ISLLC, INTASC, NCATE, and NASDTEC; and integrates Delaware standards for teachers and administrators. The framework document fully explicates each attribute. The complete framework can be accessed at:
http://www.wilmu.edu/education/clinicalstudies/conceptframework.html

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Programs within the College of Education:

1. are knowledge-based (including content knowledge, theoretical knowledge, propositional knowledge, and craft knowledge);
2. view educators as learners;
3. are contextually and culturally sensitive;
4. feature extensive field experiences and authentic collaboration;
5. stress inquiry, analysis, reflection, and professional growth;
6. are developmental, flexible, and allow for experimentation;
7. are standards-driven; and
8. promote the effective use of technology.

III. ISLLC-BASED PROGRAM COMPETENCIES

The effort to craft a model program for school leaders was a project of the Council of Chief State School Officers in partnership with the National Policy Board for Educational Administration. The standards were adopted as Delaware’s School Administrator Standards in 2002, and adopted as Wilmington University MED School Leadership Program Competencies during the Spring Semester 2003. The standards can be accessed at http://www.ccsso.org/content/pdfs/isllcstd.pdf.

M.Ed. candidates are expected to achieve the following Program Competencies:

A. The Vision of Learning: Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

B. The Culture of Teaching and Learning: Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

C. The Management of Learning: Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

D. Relationships with the Broader Community: Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

E. Integrity, Fairness, and Ethics in Learning: Act with integrity, fairness, and in an ethical manner.

F. The Political, Social, Economic, Legal and Cultural Context of Learning: Understand, respond to, and influence the larger political, social, economic, legal, and cultural context.

G. Practicum Portfolio: Complete all requirements for the school leadership practicum portfolio.

IV. ATTENDANCE POLICY: College of Education Policy:

In the College of Education, faculty must approve all requests for exceptions to the
University/College policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final grade or assigning a FA (failure due to absence). Students who have registered for a course and never attended at all will receive a grade of NA (never attended). Early departures and late arrivals will be cumulative toward class absences. It is the student’s responsibility to obtain and complete assignments on the due dates.
V. STANDARDS-BASED INSTRUCTIONAL GOALS

A. The Vision of Learning
   Standard: Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

B. The Culture of Teaching and Learning
   Standard: Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth.

C. The Management of Learning
   Standard: Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

D. Relationships with the Broader Community
   Standard: Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources.

E. Integrity, Fairness, and Ethics
   Standard: Act with integrity, fairness, and in an ethical manner.

F. Contextual and Cultural Sensitivity
   Standard: Understand, respond to, and influence the larger political, social, economic, legal, and cultural context

G. Structured External Assignment (SEA)

   Assignment for MEDIN, MEDLIT, MRD or MET majors.
   Design and conduct a measurement project {see your Structure External Assignment (SEA)} that includes multiple assessments, administration, data representation, interpretation, analysis and processes. Select learning management measures and graphs from the various types presented in this course. Apply the methods, procedures, measure and data analysis directly to your classroom, school or job setting. Write this report in paragraph form (using APA format) and submit the week seven.

   Analytic Scoring Rubric for SEA
   Course: MED 7705 Measurement, Accountability and Student Learning - SEA
   Scoring Rubric
   Course Syllabus: Goal –
   A.2. Base alignment, goals, improvement and communication on data and “best practice” for the classroom, grade/department and school.
   B.1. Develop a construct of teaching and learning that builds success and Continuous Improvement by implementing data driven decision making.
   C.1. Show data applications to management processes for the school and the classroom.

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D.1. Use data collection and assessment techniques to include family and community participation in a meaningful way.

E.2. Apply non-truncated and non-causal factors by design.

F.2. Articulate their understanding of accountability and NCLB, R2T for improved learning.

Graduation Competency #2.: Utilize research methods and findings as they apply to one’s profession.

Program Competencies:

MEDSL(AD) #2. Nurture and sustain a school culture and instructional program (based on data) conducive to student learning and staff professional growth.

MEDIN & MEDLIT #5. Explain and demonstrate the use of the classroom management procedures used in the assessment of student performance.

MET #6. Prepare teachers in educational computing and technology literacy including: social, ethical, and human issues; productivity tools; research; problem solving; and product development.

Holistic Scoring Rubric for SEA - Design and develop a measure and data analysis project that includes multiple assessments, data analysis and interpretation of results, appropriate graphic computer generated tools, summaries and data-driven recommendations. (formative measures) This rubric will be applied to the SEA project for MEDIN, MEDLIT, MRD & MET majors
<table>
<thead>
<tr>
<th>Unsatisfactory (1)</th>
<th>Emerging (2)</th>
<th>Basic (3)</th>
<th>Proficient (4)</th>
<th>Distinguished (5)</th>
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<tbody>
<tr>
<td>SEA components may be poorly designed or missing, and/or may reflect little effort or understanding. There is no credible evidence to show that the student understands the principles or the techniques related to data-based instructional decision-making. Project requirements not met.</td>
<td>SEA components inadequate or insufficient, and may reflect limited understanding or effort in planning and implementation. There is limited evidence to show how instructional decisions are linked to data collection and analysis. Some project requirements met, but essential elements may be missing, incomplete, or unclear.</td>
<td>SEA components are complete and appropriate, and reflect moderate effort in planning and implementation. There is some evidence to show how instructional decisions are linked to data collection and analysis and how those decisions might enhance teaching and learning. The evidence may not reflect the task in its complexity, may be lacking in depth or breadth, and/or may be less detailed than expected. Project requirements have been met but without distinction.</td>
<td>SEA components reflect careful preparation and high levels of effort. There is clear evidence to show that the student understands how to link data collection and analysis with instructional decision-making, and how those decisions will enhance teaching and learning. The evidence is reasonable, specific, and addresses the complexity of the issue. Quality of work exceeds satisfactory accomplishment, and shows initiative, comprehension of material, and the ability to work with concepts related to the course.</td>
<td>The SEA is comprehensive, credible, and thoughtful. The SEA shows how data-based, instructional decision-making can result in an integrated, highly effective, and/or new approach to enhancing teaching and learning. Quality of work is far beyond normal requirements and shows originality of thought and mastery of material.</td>
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SEA Assignment for MEDSL majors.

(5-f) Prepare an analysis and a graphic representation of test scores (NAEP, DSTP, DCAS or other state assessment programs) in your school over a period of three years. Disaggregate and analyze the test performance of at least 8 subgroups of students. Those subgroups are: all students, male, female, American Indian, Asian, Hispanic, Black, White, Limited English Proficient, Special Education, Migrant Status, and Free/Reduced Priced Lunch or SES.
ELCC Standards 1.2b; 3.1a

(5-g) Based on the data analyzed in (5-f) above, propose a strategy for helping teachers in your school understand the significance of (and how to use) disaggregated test results to improve student learning.
ELCC Standards 1.4b; 3.1a; 3.2a

NOTE: This SEA fulfills MED 8900 Practicum Activities 5-f and 5-g and is to be included in the MED 8900 School Leadership Practicum Portfolio along with the instructor’s evaluation of the assignment.

Holistic Scoring Rubric - SEA MEDSL majors - Design and conduct an analysis of three years of trend data showing multiple disaggregated variables. In the data analysis provide an interpretation of results, appropriate graphic computer generated tools, summaries and data-driven recommendations. This rubric will be applied to the SEA project for MEDSL, majors.
**Unsatisfactory (1)**

Project components may be poorly designed or missing, and/or may reflect little effort or understanding. There is no credible evidence to show that the student understands the principles or the techniques related to data-based instructional decision-making. Project requirements not met.

**Emerging (2)**

Project components inadequate or insufficient, and may reflect limited understanding or effort in planning and implementation. There is limited evidence to show how instructional decisions are linked to data collection and analysis. Some project requirements met, but essential elements may be missing, incomplete, or unclear.

**Basic (3)**

Project components are complete and appropriate, and reflect moderate effort in planning and implementation. There is some evidence to show how instructional decisions are linked to data collection and analysis and how those decisions might enhance teaching and learning. The evidence may not reflect the task in its complexity, may be lacking in depth or breadth, and/or may be less detailed than expected. Project requirements have been met but without distinction.

**Proficient (4)**

Project components reflect careful preparation and high levels of effort. There is clear evidence to show that the student understands how to link data collection and analysis with instructional decision-making, and how those decisions will enhance teaching and learning. The evidence is reasonable, specific, and addresses the complexity of the issue. Quality of work exceeds satisfactory accomplishment, and shows initiative, comprehension of material, and the ability to work with concepts related to the course.

**Distinguished (5)**

Project is comprehensive, credible, and thoughtful. The project shows how data-based, instructional decision-making can result in an integrated, highly effective, and/or new approach to enhancing teaching and learning. Quality of work is far beyond normal requirements and shows originality of thought and mastery of material.

**NOTE:** Late assignment submittal will result in point deductions or a zero score for the assignment.

All assignments are to be on time.
General Purpose: This activity is designed to give you practice in designing and using descriptive statistics for data driven decision making.

Instructions:
A. Measure, graph, analyze and interpret real data from your educational setting and write a narrative report.

B. Present the following elements: Note: Answer these questions in the body of your written report.

- Background and purpose – Why did you select these data tools to represent the information? What insight(s) did you hope to gain (any relevant information such as school or classroom, issues in that setting, rationale for measuring this item or event)?
- Procedures – What did you do to obtain the information? Who was involved? How did you include the participants in the process? How did you share the results with the participants?
- Graph – computer generated, all axes labeled, title given – data table, disaggregated data or original data presented in logical fashion for measurement instrument selected
- Data results/analysis/interpretation – Description of what the data tells you. Analysis of any sights gleaned from the results and ramifications of those insights for your classroom, school or job.
- Classroom or school impact – Reflection and self assessment on what you have learned from this information and any implications it may have for you in your future practice.

C. Use the following checklist to make sure that your final product is ready to be turned in:

<table>
<thead>
<tr>
<th>ITEM</th>
<th>✓</th>
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<tbody>
<tr>
<td>Cover page in APA format</td>
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<tr>
<td>Each section starts with a clear label (e.g., “Background and Purpose”)</td>
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<tr>
<td>Descriptive measurement tool identified and described</td>
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<tr>
<td>Background/purpose written</td>
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<td>Procedures written</td>
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<tr>
<td>Graph computer generated and correct</td>
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<td>Data results/analysis/interpretation written with insights gleaned</td>
<td></td>
</tr>
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<td>Reflection, self analysis and application to one’s profession and school leadership are provided.</td>
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</tr>
<tr>
<td>Each section has been checked against the rubric (in syllabus) to assure the highest possible score</td>
<td></td>
</tr>
<tr>
<td>Paper written with no errors in mechanics, punctuation, grammar or spelling.</td>
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## Analytic Scoring Rubric

<table>
<thead>
<tr>
<th>Name:</th>
<th>0 Omitted or Incorrect</th>
<th>1 - 3.0 Unsatisfactory</th>
<th>3.1 Developing</th>
<th>3.5 Acceptable</th>
<th>3.7 Accomplished</th>
<th>4.0 Exemplary</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td>□ Measurement tools described incorrectly or it is unclear to the reader that this tool is “best” for this project.</td>
<td>□ Measurement tools sparsely described or it is unclear to the reader that this tool is “best” for this project.</td>
<td>□ Measurement tools completely described with some detail and it is clear to the reader that this tool is “best” for this project.</td>
<td>□ Measurement tools thoroughly described with comprehensive detail and it is clear to the reader that this tool is “best” for this project.</td>
<td>□ Measurement tools richly described and it is clear to the reader that this tool is “best” for this project.</td>
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</tr>
<tr>
<td>□ Background and purpose for measurement is incorrect or unclear in relation to improving learning on the classroom, school or job level.</td>
<td>□ Background and purpose for measurement is sparse or limited related to improving learning on the classroom, school or job level.</td>
<td>□ Background and purpose for measurement is adequately and appropriately related to improving learning on the classroom, school or job level.</td>
<td>□ Background and purpose for measurement is adequately and appropriately with pertinent detail related to improving learning on the classroom, school or job level.</td>
<td>□ Background and purpose for the measurement is fervently and powerfully related to improving learning on the classroom, school or job level.</td>
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<tr>
<td>□ Procedures for the administration or use of the measurement tool are limited in detail, or are not directly aligned to measurement “best practice” of data collection and participant inclusion.</td>
<td>□ Procedures for the administration or use of the measurement tool are limited in detail, or lack alignment to measurement “best practice” of data collection and participant inclusion.</td>
<td>□ Procedures for the administration or use of the measurement tool are adequately detailed, and directly aligned to measurement “best practice” of data collection and participant inclusion.</td>
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<td>□ Computer generated measurement graph has four (4) or more errors in format, labeling or data presentation.</td>
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<td>□ Sparse level of data analysis, insight and interpretation is presented.</td>
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paper should be graduate school proficient and error free. Make sure you edit your work accordingly.
General Purpose: This activity is designed to give you practice in designing and using descriptive statistics for data driven decision making.

Instructions:
A. Measurement tool: Excel Spreadsheet of disaggregated data put into Word and body of the paper.

B. Present the following elements: Note: Answer these questions in the body of your written report.

• Background and purpose – What are the demographics of the school? What insight(s) did you gain - any relevant information as to this schools needs? Why have you selected this information over other possible information (rationale)?
• Procedures – What procedures and agenda did you use for presenting and collecting the data? Who was involved? How will you use this data to assist colleagues in understanding the data? How will you share the results with your colleagues?
  ▪ Agenda and/or procedures for presenting the data analysis to your colleagues
  ▪ Strategies and activities that help teachers utilize the data
• Graph/tables – computer generated, all axes labeled, title given – data table, disaggregated data or original data presented in logical fashion for measurement instrument selected
• Data results/analysis/interpretation – Description of what the data tells you. Analysis of any sights gleaned from the results and ramifications of those insights for your classroom, school or job.
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<td>□</td>
<td>Procedures and agendas for presenting the data analysis for helping teachers understand the data is incorrect or unclear in relation to disaggregated test results for improving student learning in the school.</td>
<td>□ Procedures and agendas for presenting the data analysis for helping teachers understand the data is devised on a two levels and sparsely related to disaggregated test results for improving student learning in the school.</td>
<td>□ Procedures and agendas for presenting the data analysis for helping teachers understand the data is devised on multiple levels and appropriately related to disaggregated test results for improving student learning in the school.</td>
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