**EDL 623: Educational Accountability**

**Spring 2012**

**Dr. Howard V. Coleman, Instructor**

**Office: Friday Annex – Room 131**

**Office Hours:**

**Mondays, OL 10:00 – 2:00 Tuesdays, F2F 9:00 – 1:00 Wednesdays, F2F 12:00 – 2:00**

**Appointments may be scheduled by phone or via email**

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**Course Description**: This course is designed for school leaders to identify, analyze and explore educational accountability issues at the classroom, district, state, national and international levels relative to the mandate that all young people will meet high learning standards and to successfully compete in a diverse, global society.

Conceptual Framework: This course will focus on developing *highly competent professionals to serve in educational leadership roles.* All educators must use data for decisions, reflect upon their practice, exemplify their commitment to professional standards, implement appropriate communication strategies, and strive to meet the needs of all learners and stakeholders. Assignments in this course will assist you in preparing to become a competent professional and an effective leader at the district level and beyond.

**Course Objectives:**

1. Students will learn the impact of personality on a leader’s awareness, critical thinking and reasoning and abilities.
2. Students will learn how to use logic models to make informed decisions based on inquiry and data analysis.
3. Students will trace the historical evolution of accountability efforts in public education in the United States and selected other countries.
4. Students will study, critique and evaluate the current and projected international, federal and state student accountability measures.
5. Students will develop essential system-wide leadership skills in research and resource management
6. Students will explore data collection and analytical methodologies to support intervention programs, instructional strategies, support services.
7. Students will compare and contrast national and international issues, trends and exemplary models, particularly in working with high need populations
8. Students will develop a systemic framework for understanding accountability across the continuum from early childhood through higher education, including schools, social, civic and governmental organizations

**Course Outcomes**

1. Accountability timeline—tracing the historical derivations of accountability group assigned topic areas (i.e. NCLB subgroups, specific content areas/age levels)
2. Case studies of current accountability issues
3. Development and implementation accountability evaluation framework for rethinking systemic options for accountability given historical, contemporary and comparative models and in light of current and pending regulations and laws.

**Instructional Methods and Activities:**

1. Students will work in groups to develop an accountability timeline tracing the historical, contemporary and comparative aspects of accountability.
2. The timeline will include relevant primary sources, research and other literature related to the topic
3. Students will discuss current issues and case studies in educational accountability impacting school districts
4. Students will develop an accountability evaluation framework based inputs, processes and outputs to implementing systemic change that will be proposed to a superintendent and a school board

**Course Requirements**:As doctoral students, all of you will be expected to maintain professional commitments for completing all course requirements on time and on the due dates. On-time class attendance for F2F meetings is required. Failure to adequately post suitable responses for each of the *Scholars Corner’s* discussion assignments will result in an automatic deduction of up to 5 points. Simply stating that you agree with another student is not a sufficient discussion response. All students are strongly advised to honor the expected commitment of submitting high quality work products that meet the standards and expectations of assignments, as well as proofing for grammatical, spelling and clarity errors. Students will be awarded points based on *one graded review*, regardless of how many or how few points they receive. All work must be submitted via UNCW email by the due date. This course schedule may change without warning.

**Grading Policy – 100 points**

**Work Products & Discussion Assignments**

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| **Due Date** | **Assignment** | **Points** |
| 01/30/12 | *Scholars Corner* | 5 |
| 02/06/12 | Group Accountability Timeline Presentations | 5 |
| 02/13/12 | *Scholars Corner* | 5 |
| 02/20/12 | Group Common Core Presentations | 5 |
| 02/27/12 | *Scholars Corner* | 5 |
| 03/12/12 | Accountability Needs Assessment | 25 |
| 03/26/12 | *Scholars Corner* | 5 |
| 04/02/12 | *Scholars Corner* | 5 |
| 04/16/12 | *Scholars Corner* | 5 |
| 04/23/12 | Accountability Evaluation Plan | 25 |
| 04/30/12 | Accountability Presentation | 10 |
| **Total = 100** | | |

A 93-100

B 86- 92

C 79-85

D 73-78

F Below 73

**Class Format**: This course is offered as a blended course, which includes both face to face (F2F) meetings alternating with online course assignments. All students must have access to a computer and check the class site on Blackboard. *The instructors will post the weekly materials and due dates each week.* It is the responsibility of the student to access the materials, note any due dates, and ask the instructors questions if there are any. Please note the due dates and times on the attached course schedule that will require a response. Discussion Board postings will be made in Blackboard.

**Submission of Assignments & Work Products**: All discussion assignments, postings, presentations and written work products are expected to be complete and accurate. All written work must conform to APA style, be typed, and free of errors. All work must be completed and posted online based on the due dates in the attached calendar. **Late work will not be accepted.**

**Blackboard Netiquette:** Carefully consider your tone when posting messages to Blackboard. Since there are no visual clues, other than the message posted, pay careful attention to the manner in which messages are posted so that messages will not be taken out of context. Do not use all caps, bold, or underline to emphasize your points. Also, remember that even if you disagree with another person's idea, opinion or solution, do not attack the person. Simply state that you disagree with the person's idea, opinion or solution, and defend your alternative response with logical, coherent, and non-judgmental statements. Refrain from continuing a discussion that simply rehashes what has already been stated. Furthermore, in order to keep the level of discourse at a graduate level, please refrain from using "e slang" when posting messages (i.e. "i no ur readin @ home" is not acceptable). Please use complete and coherent thoughts with appropriate punctuation and capitalization. Threaded discussions should be used for comments relative to the topic for discussion only.

**Attendance:** Class participation is required. This course is delivered F2F and Online. Students are expected to actively engaged in all aspects of the in-class and online components. If a student cannot meet a scheduled deadline or class requirement, the instructor should be notified in advance. Failure to participate in online assignments within the timeframe allotted will result in the loss of participation points.

**Professional Conduct:** All students are required to adhere to the Watson School of Education Standards for Professional Conduct (See <http://www.uncw.edu/ed/advising/documents/StandardsofPC.pdf>).

**Special Needs**: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the office of the Dean of Students 2017 Fisher University Union, 910-962-3119.

**UNCW Honor Code:** THE UNCW HONOR PLEDGE - All students enrolled at UNCW are subject to the UNCW Student Academic Honor Code (hereafter referred to as the Honor Code), which is intended to help every member of the UNCW community appreciate the high value placed on academic integrity and the means that will be employed to ensure its preservation. Students are expected to perpetuate a campus culture where each student does his or her own work while relying on appropriate resources for assistance. In such a climate students enjoy a special trust that they are members of a unique community where one’s thoughts and words are attributed correctly and with proper ownership, and where there is little need for systems to sanction those who cheat. As such, all UNCW students shall commit to the principles and spirit of the Honor Code by adhering to the following pledge: *“As a student at The University of North Carolina Wilmington, I am committed to honesty and truthfulness in academic inquiry and in the pursuit of knowledge. I pledge to uphold and promote the UNCW Student Academic Honor Code.”* You may access and review the UNCW Honor Code policy from the following link: <http://uncw.edu/stuaff/odos/honorcode/documents/HonorCode09.10.pdf>

**Violence Prevention:** UNCW violence prevention information and resources are available at <http://www.uncw.edu/safe%2Drelate/>

**Other Websites of Interests**

Educational Lab (WSE), <http://www.uncw.edu/ed/edlab/>;

Randall Library, <http://library.uncw.edu/>

Randall Research Site, <http://library.uncw.edu/web/research/tools.html>

Students with Disabilities, <http://www.uncw.edu/stuaff/disability/>;

University Learning Center, <http://www.uncw.edu/stuaff/uls/>

Technology Assistance Center, <http://www.uncw.edu/itsd/tac.htm/>