

CISE 4377 ASSESSMENT OF LEARNING IN SECONDARY SCHOOLS

Fall 2017

CISE 4377 is a required course for SECONDARY EDUCATION MINOR and SECONDARY CERTIFICATION Grades 7-12

College of Education, Department of Curriculum and Instruction

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Text: Please DO NOT text me unless you have iMessage on the iPhone.

Class Format:

The course format includes readings from the text, use of library resources such as newspapers, journal articles, trade books, and the Internet to find reading resources, tests, class discussions in class and on Blackboard, small group activities, preparation of reading activities, preparation of the Teacher Portfolio, and teaching at least two lessons in mentor classroom.

Class day and time: Mon/Wed 10:00 am – 11:20 am

Class location: TEC 322

Course Description: As such, this course is primarily designed around the text *Seven Strategies of Assessment for Learning*. Participants in this course will become well-informed on the processes and procedures that focus on assessment *for* and *of* learning as a means to inform instruction, gauge student progress and achievement, and increase and deepen student learning and growth.

This course organizes research-based recommendations about classroom assessment practices around three formative assessment questions: “Where am I going?”; “Where am I now?”; and “How can I close the gap?” The framework is sequenced so that you can easily weave assessment for learning practices into daily teaching and assessment activities.

Community Engagement: In this course, you will not only learn knowledge and skills, but also actively use them to make a difference in our community to improve the quality of life. This experience, it is hoped, will help you see yourself as a positive force in this world and deepen your understanding of your role as a citizen. A minimum of 20 hours for this course will be spent in field experiences in a public classroom. During Field Experiences students will observe public school teachers and students for information related to class work.

Textbooks:

Chapuis J. (2009). *Seven Strategies of Assessment for Learning*. Boston: Allyn & Bacon. ISBN-10: 0132548755 (recommended but not required)

Additional readings as assigned from handouts and online sources

Course Objectives: The following objectives will be met during this course:

Course Objectives <i>The candidate will gain knowledge and skills in...</i>	Readings	Suggested Activities <i>(Professor has discretion which to select for in-class activities)</i>	Assessments <i>Key Assessment</i> (including performance-based)	Conceptual Framework <i>SHSU COE; NCATE Standards; D/DP</i>	Standards <i>State Standards - new</i>
...understanding the basic concepts of formative and summative assessment AND the seven strategies	Ch. 1	Discuss Study Guide questions 5-8 & other questions, insights, & issues raised by the reading. Complete Study Guide Activity 1.1. Review Chapter 2 Key Ideas & discuss Chapter 2 Study Guide questions 1 & 2 as anticipatory set for Chapter 2 readings.	Completed lesson plans & unit plan Mentor T-TESS feedback on 2 lessons; Professor T-TESS feedback on lesson Reflections in Field Experience Logs/Conversation with Mentor Teacher	CF1, CF2, CF3, CF4; 1, 4; 1, 3, 6, 9	1Fi-iii; 2Aiii; 2Cii&iii; 3Aii; 3Bii; 4Div; 5Cii
...developing learning goals in students; clarifying learning targets; communicating targets to students	Ch. 2	Discuss Study Guide questions 3-8 and other questions, insights, and issues raised by the reading. Complete Study Guide Activities 2.1-2.	Completed Modified TWS Analysis of Student Learning (see assignment booklet and rubrics) Completed lesson plans & unit plan Mentor T-TESS feedback on 2 lessons; *University Supervisor T-TESS feedback on lesson (see T-TESS form),	CF1, CF4; 1, 4; 1, 2, 3, 5, 6, 7, 8, 9	1Aiⅈ 1Fi; 3Bii; 4Div; 5Ai; 5Bi-iii; 5Dii; 6Dii&iii
...developing learning goals in students; clarifying learning targets; communicating targets to students	Ch. 2, cont.	Writing objectives with coded Texas Essential Knowledge and Skills Writing Teacher Work Sample Teaching lessons in public school classroom/course classroom Discuss Study Guide questions 9-11 and other questions, insights, and issues raised by the reading. Complete Study Guide Activities 2.6 and 2.7. Review Chapter 3 Key Ideas and discuss Chapter 3 Study Guide questions 1-3 as anticipatory set for Chapter 3 readings.	Written objectives for feedback concerning appropriateness and alignment with TEKS and assessment. Mini-lessons for peer feedback Deconstruction of a TEK and creating student-friendly learning targets	CF1, CF2, CF4; 1; 9	1Aiⅈ 1Fi; 3Bii; 4Div; 5Ai; 5Bi-iii; 5Dii; 6Dii&iii
understanding the characteristics of effective feedback; selecting feedback options suited to students' grade level and kind of learning to be addressed; preparing students to give each other feedback	Ch. 3	Teaching lessons in public school classroom/course classroom Class discussions Discuss Study Guide questions 4 and 5 and other questions, insights, and issues raised by the reading. Complete Study Guide Activities 3.1 and 3.2 Complete Study Guide Activity 3.3 if not done prior to the next class	Completed lesson plans & unit plan Reflections in Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, assignment sheet and rubric) Class discussions	CF1, CF4; 1; 1, 2, 3, 5, 6, 7, 8, 9	1Aii; 1Bii; 1Dii&iii; 1Eii; 1Fiⅈ 2Cii; 4Aii; 4Dii; 5Aiⅈ 5Bii&iii; 5Cii
understanding the characteristics of effective feedback; selecting feedback options suited to students' grade level and kind of learning to be addressed; preparing students to give each other feedback	Ch. 3, cont.	Classroom discussion Peer evaluations/feedback Discuss Study Guide questions 6-8 and other questions, insights, and issues raised by the reading. Discuss results of Study Guide Activity 3.4. Review Chapter 4 Key Ideas	Mini-lessons for peer feedback Completed Modified Teacher Work Sample (see attached assignment booklet and rubrics)	CF 1, CF2, CF3, CF4; 1, 4; 9	1Aii; 1Bii; 1Dii&iii; 1Eii; 1Fiⅈ 2Cii; 4Aii; 4Dii; 5Aiⅈ 5Bii&iii; 5Cii

		and discuss Chapter 4 Study Guide questions 1-3 as anticipatory set for Chapter 4 readings.			
...understanding the impact of self-assessment on student achievement; teaching students to self-assess with a focus on learning targets; teaching students to create specific and challenging goals	Ch. 4	Writing Teacher Work Sample Teaching lessons in public school classroom/course classroom Discuss Study Guide questions 4-6 and other questions, insights, and issues raised by the reading. Discuss results of Study Guide Activities 4.1 and 4.2 if completed prior to class Complete Study Guide Activity 4.2 if not done prior to class	Reflections in Field Experience Logs/Conversation with Mentor Teacher	CF1, CF4; 1; 1, 2, 3, 5, 6, 7, 8, 9	1Aii; 1Bii; 1Di&iii; 1Fiⅈ 2Ciii; 4Diii&iv; 5Aii; 5Bi-iii; 5Ciⅈ 5Di
...identifying typical misconceptions, reasoning errors, and gaps for focused instruction; creating short practice assignments to scaffold the learning and make it more manageable; giving students opportunities to practice and act on feedback before the summative event	Ch. 5	Teaching lessons in public school classroom/course classroom Discuss Study Guide questions 3-5 and other questions, insights, and issues raised by the reading. Discuss results of Study Guide Activity 5.1. Discuss results of Study Guide Activities 5.2 and 5.3 if completed prior to class Complete Study Guide Activities 5.2 and 5.3 if not done prior to class	Completed lesson plans & unit plan	CF 1, CF2, CF3, CF4;1, 4; 9	1Aii; 1Biii; 1Eiii; 1Fi-iii; 2Ciii; 3Aii; 4Diii&iv; 5Aii;
...keeping students in touch with their growth; providing the time and structure for students to reflect on their learning; offering opportunities for students to share their progress	Ch. 6	Analysis of Student Learning Discuss Study Guide questions 3-5 and other questions, insights, and issues raised by the reading. Discuss results of Study Guide Activities 6.1 and 6.2 if completed prior to class Complete Study Guide Activities 6.1 and 6.2 if not done prior to class	Completed lesson plans & unit plan Teacher made rubrics	CF1, CF2, CF3, CF4;1, 4; 1, 3, 6, 9	1Biii;1Diii; 1Eiii; 1Fi-iii; 2Ai&iii; 3Aii; 4Div; 5Ai; 5Bii &iii; 6Diii
Creating a high-quality summative assessment		Examine examples and non-examples of selected item response assessments	Teacher-Made test	CF1, CF2, CF3, CF4, CF5, 1, 4, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	5Ai&iii; 5Bii;5Ciii; 5Di

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning to apply course material (to improve thinking, problem solving, and decisions).

Important: Gaining factual knowledge (terminology, classifications, methods, trends) Learning fundamental principles, generalizations, or theories

Course/Instructor Requirements:

Tk20 Account:

Tk20 Account **is** required for this course. Tk20 is an electronic toolkit used by candidates to provide evidence that they have mastered state and professional standards for the profession. Additional information regarding Tk20 is available at:

<https://tk20.shsu.edu/>

Requirements:

1. Check BLACKBOARD and your E-MAIL account often. I will often send comments, clarifications, and urgent messages through e-mail. On Blackboard, I will also post assignments and documents. There may be homework reminders for the next class sent to you through e-mail. **IN OTHER WORDS: CHECK YOUR EMAIL OFTEN!!!!!!**

2. Field Experience: Field Experience is designed to give you the opportunity to observe teachers and students in a public school setting and to apply learned information in the classroom. There are specific assignments related to Field Experience. Successful completion of Field Experience and Field Experience assignments is required to receive credit for this course. The 12-hour Methods Block requires a total of 75 hours of field experience. Seventy of these will be planned within our course schedule. In addition, you will need to attend a total of 5 hours of outside-of-the-classroom activities. You must complete at least **2 different** outside observations/activities for a total of 5 hours credit. For example, you may attend a curriculum-planning meeting that is held outside of the regular school day, a parent-teacher conference, or volunteer at an athletic event for two of your activities. Each can only be counted once. Prior approval by the instructor is required.

3. Late Assignment Policy

Because your active participation is so important, it is imperative that all assignments be submitted on dates due at the beginning of class OR as assigned. Electronically submitted assignments will be considered “on time” if submitted by midnight on the due date, unless otherwise noted (*NOTE: All due dates/times are based on Central Standard Time*). Submission of work after midnight will be considered late.

Late assignments may receive a **10% deduction in points for each day late**. Recognizing that “extenuating circumstances” may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points. All assignments must be completed to receive a grade for this course.

4. Assignment Re-Dos

The opportunity to revise an assignment and resubmit for re-evaluation is left to the discretion of the instructor. Assignments that are hastily completely and of very poor quality will not be given this consideration. The Teacher Portfolio and DDP assignments to be submitted in the TK20 system may require multiple revisions. You are always welcome to re-do assignments when your grade is below a B (below 80%), unless the lower grade is a result of turning an assignment in late. Remember, GROWTH not GRADES! However, we know that grades are important. For this reason, you will have the opportunity to “fix, re-do, do-over” your assignments (when your grade is below a B) if you are not satisfied with your grade. If you choose to re-do an assignment, you must make an appointment with the professor to meet and discuss the resubmission. Then, the **resubmission must be made on the following class day.**

5. DUE DATES: You are expected to adhere to all due dates unless there has been an exception made for you by the professor. Principals expect their teachers to have their grades, forms, requests, etc. submitted ON TIME, therefore, we expect the same.

6. Time requirement:

If you enroll in this course, it is assumed you are able to meet the time requirements. **No considerations** for other courses, employment, and additional commitments will be made.

7. Program Requirements: **To receive your final grade for this course, you must complete all program requirements** by the assigned due dates. The program requirements with their due dates for this course are:

- ☐ Monthly Mentor Feedback forms
- ☐ Lesson Plans in TK20:
- ☐ Field Experience Documentation Log:

❑ **Emerging Dispositions in TK20:**

8. Dispositions and Diversity Proficiencies - The Dispositions and Diversity Proficiencies (DDP) are administered and evaluated in prescribed courses to all educator preparation students in initial and advanced programs. At the end of your field experience, you will be required to reflect on these dispositions

DDP	CF	CAEP	NCATE
1. Demonstrates an attitude of reflection and thoughtfulness about professional growth and instruction.	2	1 & 2	4a.3., 4c.1., & 4c.2.
2. Demonstrates a commitment to using technology to create an authentic learning environment that promotes problem-solving and decision making for diverse learners.	2		4a.3.
3. Practices ethical behavior and intellectual honesty.	3	1 & 2	4a.3.
4. Demonstrates thoughtfulness in communication and an awareness and appreciation of varying voices.	3	1, 2, & 3	4a.2 & 4a.3.
5. Demonstrates knowledge of second language acquisition and a commitment to adapting instruction or programs to meet the needs of culturally and linguistically diverse learners.	3 & 5	1, 2, 3	4a.1., 4a.3., & 4d.1.
6. Demonstrates ability to be understanding, respectful and inclusive of diverse populations.	3 & 5	1, 2, 3	4a.1., 4a.2 4a.3. 4d.1.
7. Uses assessment as a tool to evaluate learning and improve instruction for all learners	4		4a.3.
8. Demonstrates a commitment to literacy, inquiry, and reflection.	1 & 4	1 & 2	4a.3.
9. Leads diverse learners to higher level thinking in cognitive, affective, and/or psychomotor domains.	5		4a.3.
10. Demonstrates a commitment to adapting instruction or programs to meet the needs of diverse learners.	5	1, 2, & 3	4a.2., 4a.3., & 4d.1.

Course Outline

Assignments for Fall Methods 2016 – CISE 4363, 4374, & 4377

(There will be detailed Information Sheets available for each of these assignments.)

Pre-assessment Assignment: (50 points) You will create a pre-assessment based on a portion of the TEKS for your content. (This does not have to be the content taught in you mentor's class.) Then you will give that pre-assessment to our class and analyze the data from the assessment. Next, you will plan a lesson on that content as if you would teach that lesson to us. Finally, you will reflect on your experience of allowing the data you collect to inform your lessons.

Hot Topic research: (200 points) You and your partners will spend at least half of the semester researching the Hot Topic you are assigned to. You need to conduct your research both individually and as a group and additionally you will produce a handout for your colleagues. This handout needs to be written **to teachers for teachers!!!!** (About half the students you will teach live in poverty, another teen just committed suicide this week because of bullying, gifted and talented students are dropping out of school, students fall asleep in class every day, and you will come up against LOTS of students with special needs. Good grief, this is important stuff!!!)

Lesson Plan: (60 points 2x30 points) You will design a lesson plan for content **from your mentor's class**. You will be provided with a template for creating your plan.

Deconstructing the TEKS: (33 points) You will use the TEKS for your mentor's class in order to complete this assignment. This will use your knowledge of Bloom's Taxonomy to determine the "level of thinking" of each verb in the TEKS. You will present that data in graphic form and reflect on how that data would inform your lessons.

Unit Lesson Plan: (67 points) You will design a unit (1 ½ to 2 weeks in length) that is based on the TEKS of your choosing for your content assigned group. This must be different from the content you used for the lesson plan. There are 2 parts to this assignment. You will receive detailed instructions in the form of directions.

Project-Based Learning: (100 points) You, along with your group members, will design a PBL to help your future students gain knowledge and skills to investigate and respond to an engaging and complex question, problem, or challenge.

Rogers Strategies teach: (50 points) You will choose a strategy from the Peak Book and teach the strategy to us. You may not repeat a strategy someone else has already demonstrated.

Special Education Assignment: (50 points) You will watch a video, write a response, complete ARD paperwork, and write a reflection about how knowing this information will prepare you as a teacher.

ELL Video Assignment: (50 points) You will watch 4 videos & answer questions of different scenarios of ELL students you might encounter during your teaching career.

Video & Self Reflection: (100 points) You will video record yourself teaching at least one lesson for one class. It is imperative that you begin to reflect on your own teaching. By collecting information about what goes on in your classroom, and by analyzing and evaluating this information, you identify and explore your own practices and underlying beliefs. This may then lead to changes and improvements in your teaching.

Dispositions and Diversity Proficiencies: (40 points) You will reflect (in writing) on 8 of the 10 SHSU Dispositions and Diversity Proficiency Standards. There will be a written chart with the standards and instructions for what the standards mean, how you are to respond to them, and where that response is to be posted. **(Bottom line: do you have what it takes to be a teacher!!!?)**

In Class Activities: (400 points) Your success this semester depends on your participating in all class activities. This includes class discussions, presentations, book study, and group work.

Professionalism: (400 points) At this stage of your candidacy for teacher education, certain professional behaviors are expected both in your methods courses and during your field experiences. These behaviors are called dispositions and for this class include the following:

A) Promptness to class and to the field experience-Tardiness to class and to the field experience is simply not acceptable.

B) Attendance: Points for professionalism/participation will be used to address insufficient attendance issues.

C) Appropriate attitude in class and in the field experience- Teaching is people oriented. It is expected that candidates will be courteous and respectful to one another, the professor, and to the students and teachers they encounter in field experiences. There are appropriate ways to approach differences in opinion. It is expected that candidates will utilize the appropriate manner to handle any differences that may arise. It is expected that candidates will attend to class activities and not engage in personal conversations with other candidates, **will not use their cell phones to text message, or otherwise engage in off task behaviors.** The professor will not hesitate to discuss problems areas with candidates. If inappropriate behaviors continue, the professor will ask the candidate to drop the class.

D) Appropriate dress-Candidate discretion is assumed in the manner of dress for class. While at the mentor school, candidates will follow the dress code of the school in which they do their field experiences. **Jeans are usually not acceptable forms of dress** for teachers at most campuses. Special attention to length of blouses/shirts worn outside the pants and to the

neckline of blouses is necessary.

E) Completion of assignments-in class and in the field experience-Assignments must be completed and submitted on time. Activities that are a part of the field experience must be completed to the mentor teacher's satisfaction. More than adequate preparation is required for any teaching experience in the field. Written lesson plans must be submitted at least one day prior to the teaching of the lesson in the field. It is the candidate's responsibility to submit the plans to the mentor teacher and the professor. **(We are held to a higher standard folks!!!)**

Your learning is assessed based on class-based assessments and field-experience assessments. All are tied to the state competencies and their related standards that you need to master. Assignments may be modified to meet the needs of individual learners.

Grading Scale

A = 1440-1600

B = 1280 - 1439

C = 1120-1279

Below 1120 must repeat entire methods block

****It is expected that you will complete and submit every assignment in order to receive a grade in CISE 4364, 4374, and 4377.**

Schedule – a tentative schedule will be posted in Blackboard.

The content of this syllabus, including assignments and policies, is subject to change without notice.

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.

Attendance

ATTENDANCE EXPECTATIONS

Regular and punctual attendance is required for class, seminars, and field experiences. The three hours of absence provided by university policy should be used carefully **for illness and emergencies.**

Attendance (absences, tardiness, early exits) will be documented each day. Each absence above one will negatively impact your grade in this course. On the second absence, a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. On the third absence, you will be invited to a meeting where we will discuss your ability to

successfully complete this class. In addition, a letter will be sent to the Professional Concerns Committee. This letter will also be added to your file. This information will also be used to decide borderline grades and to write letters of recommendation. Students should discuss each absence with the instructor.

Daily grades are given for in-class assignments. **In-Class assignments cannot be made up, so attendance is essential.** Assignments need to be turned in on the due date. If for some reason you are unable to submit an assignment, you should email it, give it to a friend, or use some other method to submit your work on time. Late work will **negatively impact your professionalism grade.**

SAVE THE DATE for November 1st from 2-4pm (we will still have class on campus at 8am) and November 8th (class will be held in College Station, Texas)

I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you. **Check Blackboard regularly for announcements and materials.**

Tardiness and early exits are cumulative. Recurring instances of tardiness and early exits will be dealt with on an individual basis and may be grounds for contacting the Professional Concerns committee.

Course Expectations

Professionalism:

For professional educators, there are behaviors that, while not unethical, are considered unprofessional. This semester you are becoming ever closer to joining this time-honored profession. Therefore, we consider it our duty to make abundantly clear what is meant by “professional behavior”.

Professional behavior indicators:

- **EMAILS:** Your emails to us are not to be written in the casual style you might use when communicating with a friend. We expect them to be written using standard grammar, spelling, punctuation, etc. and to have a respectful tone. You may disagree with us, however, please do so in a respectful manner. Please address all professors as Dr.
- **YOUR COLLEAGUES:** The other students in our class are your colleagues. They deserve your support and attention. When another colleague is speaking, please give your full attention. When another colleague is struggling with an assignment or concept, share your knowledge. Do not speak ill of your colleagues to other colleagues or to anyone outside our class. This does not mean you cannot relay important information about a colleague to either professor, but it does mean you need to do this in a private setting and then keep it to yourself.
- **ATTIRE:** The way you present yourself within the school is critically important. The school administrators/teachers/colleagues are looking to you as a representative of Sam Houston State University as well as the entire teaching profession. The following criteria should be used when selecting what to wear:

A. LADIES:

1. Loose-fitting slacks (not jeans) or skirt. The skirt should be at least knee-length.
2. All tops must be loose enough that you are not calling undue attention to your bra size or to your cleavage. The top should not be too sheer nor should it reveal your midriff.
3. Your hair should be clean.
4. It won't take but one day of wearing stilettos for you to figure out that they are not appropriate. Comfortable shoes (not sneakers) are the footwear of the day.

B. GENTLEMEN:

1. Slacks (not jeans) with a belt and street shoes, not sneakers.
2. Your shirt should have a collar and be buttoned up to at least within one button of the collar as well as tucked in. You may wear a tie, but it is not required.
3. You are allowed to have a neatly trimmed mustache or beard.

- **CLASS PREPARATION:** Professionals are on time and fully prepared for class! All reading assignments are to be completed and reflected upon prior to the day they are due.
- **CONVERSATIONS:** Classroom conversations should be limited to general topics that don't include private information. It is very easy to undermine the climate of the class by sharing information that others might find offensive. You mentor teacher should only be discussed in positive terms. If you feel you cannot do that, please refrain from mentioning your mentor in our classroom. It goes without saying that you should NEVER mention your mentor AT ALL outside our classroom. This means there should be no sharing of information about your mentor to your colleagues or anyone who is not associated with this class (i.e. roommates, boy/girlfriends, etc.). **We are guests at the school, and as such, we are to speak in a supportive manner about the school. Any individual problems with your mentor should be shared with the professors only.** All conversations including those with your colleagues, your professors, your mentor, and the students at the school should be professional and contain no information that is not fully true.

Secondary Methods Block Field Experience

This part of the syllabus is common to all of the courses in the Secondary Methods Block. Therefore, each course incorporates the Field Experience points as part of your final grade (see specific course requirements). **The successful completion of assignments and requirements described in this document are required for the completion of the Block.**

- **What is Field Experience?**

This course is a field-based course. This means you will spend at least 50% of time allotted for the Secondary Methods Block in a public secondary classroom. In working in these classrooms, you will be applying knowledge and skills learned in all four Methods' courses.

In addition, 50% of your grade in this class is based upon activities relating to field-based hours.

- **How many hours of Field Experience will be obtained?**

For the Secondary Methods Block, you can expect to log over 70 hours plus 5 additional hours.

NOTE: In addition, you will be required to accumulate **five (5) hours** of field experience, usually participating in the school's extracurricular activities, i.e. pep rallies, sports games, plays, concerts, tutoring outside of regular hours, ARD's etc. Check with your instructor if you have any questions about what activities will count for these five hours.

- **What is the purpose of Field Experience?**

Field Experience is designed to give you the opportunity to work with students, apply information covered in class to the classroom and teach actual lessons in secondary public school classrooms. The overall purpose is to give you constant feedback and help you continuously improve your teaching performance. The motto for the Secondary Methods Block is...**GROWTH NOT GRADES!**

- **How do I get started in Field Experience?**

You will be assigned a field placement and mentor during the semester. You will be given class days to complete your field experience.

- **How do I get a mentor teacher?**

The administrators at your assigned campus will assign your mentor teacher based on your certification area. These teachers are eager to assist you in your journey to become a teacher. This means they will not always be "nice". Their honest feedback (remember our motto is ... **GROWTH NOT GRADES!**) concerning your strengths and weaknesses in the classroom is critical to your professional development. It is your responsibility to reflect upon their suggestions and implement new strategies in the classroom.

- **What will I be required to do during Field Experience?**

The first thing to keep in mind is that this is Field Experience, not observation. Your first day in the classroom, you might sit and observe to become oriented. However, on subsequent days, you should be working to assist your mentor by tutoring students, working with small groups, participating in duty assignments, grading papers, organizing materials,

preparing for upcoming lessons and teaching lessons whenever possible. **DO NOT JUST SIT!** It is your responsibility to ask how you can be of assistance.

You are required to teach a minimum of two or three lessons (depending on your block). These lessons will be evaluated by your mentor teacher as well as your university supervisor. The evaluation instrument (T-TESS) for these lessons is attached to this syllabus. We will spend some time in class discussing this instrument to make sure everyone is comfortable with this assessment tool.

We highly recommend that you teach as many lessons as your mentor teacher will allow. The more time you spend in front of the class now, the easier student

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College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.