



CIEE 4384.02

SPRING 2018

Course Number is a required course for EC - 6 Certification.

College of Education

Department of Curriculum and Instruction

Instructor: Carole A. Brady M.Ed. Ed. S.

Office Location: Room 310 (Faculty Offices)

The Woodlands Center

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The Woodlands, Texas 77384

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Office hours: Faculty Offices TWC, room 310 (10:00 – 12:00) daily

Day and time the class meets: Daily beginning Wednesday, January 3, 2018 through Wednesday, January 10

CIEE 4384.02 (1:00 – 4:50)

Location of class: TWC, room 250

Upon completion of this course the candidate is expected to meet the following objectives:

1. Choosing and Developing Appropriate Assessment Methods
 - * The candidate should be skilled in writing an assessment that shows true understanding.
2. Obtaining and using Assessment results
 - * The candidate should be skilled in administering, scoring, and interpreting the results of assessment methods.
 - * The candidate should be skilled in using assessment results when making decisions about individual students, planning instruction, developing curriculum, and school improvement.
 - * The candidate should be skilled in developing valid pupil grading procedures when using pupil assessments.
3. Communicating Assessment Information
 - * The candidate should be skilled in communicating assessment results to parents, students, and other educators.
 - * The candidate should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning to apply course material (to improve thinking, problem solving and decision making as it pertains to assessment choice and interpreting results).

Important: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Course Format: The format of the class includes lecture, small group discussions, whole class discussion, class presentations and assignments that are intended to not only stress the importance of assessments, but to also help you become a highly qualified and informed teacher candidate ready for the interview process.

Course Content: There will be 4 in-class assignments and 2 on-line assignments.

The in-class assignments include group presentations and individual projects that will be due before the end of the face to face class meetings. Due dates are posted in the syllabus and the out of class assignments will be turned in on Blackboard in the assignment drop box. Do not email me the assignment.

In Class Assignments:

- Assignment #1 Groups will prepare a presentation on one of the three types of Assessment demonstrating several classroom strategies for that assessment. (100 pts.)
- Assignment #2 Groups will research lesson planning comparing pre-assessment and post assessment data. (100 pts.)
- Assignment #3 Each teacher candidate will create a tri-fold brochure explaining the types of assessment with examples for each assessment, include websites. (100 pts.)
- Assignment #4 School and Community: What do you know about your school? You will research your campus and community so that when you enter your placement you will have contextual knowledge of your school. (200 pts.)

Out of Class Assignments:

- **Assignment #5 Pre/Post Assessment Field Assignment:** This assignment will be done while you are in the field. It will require you to plan a lesson you will then be expected to pre-test the students, teach the lesson and then post-test to compare the data on each student. **Assignment #5 Due on Blackboard EOD Sunday, March 4, 2018, (200 pts.)**
- **Assignment #6 Assessment Observations:** Respond to the questions in an essay format (the questions are there to guide you in your thinking and your observations of classroom assessment and its purpose for teacher and student.) In this essay I am looking for your growth as a future teacher and your ideas for your own classroom. **Assignment #6 Due on Blackboard EOD April 15, 2018, (100 points)**
- **Detailed rubrics will be provided for each assignment.**

The professor reserves the right to alter course requirements to better meet the learning needs of the teacher candidates.

Papers turned in must comply with the following:

1. Papers must be typed in a 12-14 clear font, double spaced APA format. No handwritten papers will be accepted.
2. Please use spell/grammar check. Always proofread before you turn in work!

3. Follow recommended length and format.
4. Include a cover page with your name and class section.
5. Staple pages together.
6. Include the rubric with the assignment.
7. Papers turned in to Blackboard and TK20 must be in **Word format**, do not use WinZip or some other software.
8. Do not email me your assignment if you expect to receive credit.

Course Requirements:

Professionalism/Participation (100 points)

You are currently in a professional course of study which prepares you to be a responsible teacher and accountable to and for our most precious assets, our children, as well as their parents, your peers and administrators. This is not a responsibility to be taken lightly. Your joyful and enthusiastic participation as well as a responsible learning attitude will be exemplary models for our young children. In this course, everyone begins with 100 points, the maximum for exemplary professional behavior. Loss of points can be the result of absences, tardies, unfinished or poorly prepared work, poor communication between your colleagues, negative attitudes, lack of initiative, impatience, rudeness, or other unprofessional behavior. Loss of most or all professionalism points will result in the submission of a note to the College of Education's Professional Concerns Committee. The instructor will determine the final total of professionalism points.

- **Late assignment policy: (Please make special notice of due dates, I do not make exceptions.)**
 - **up to 24 hours 75% credit**
 - **25 to 48 hours 50% credit**
 - **More than 48 hours 0%, but must be turned in to pass course**

All assignments are due on the date posted.

- **Time requirement**
This course is a three-hour course, which is 45 clock hours. The class format will be 30 hours in January with the remaining hours to be done on-line throughout the semester. To receive full credit, students must attend each scheduled class. If a class is missed, the student should see the professor regarding make-up work.
You will lose 15 points for each absence.

If a student is fifteen minutes (or more) late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A student who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in an absence.

Regular and punctual attendance is required and will be documented every class period.

BE SURE YOU SIGN IN AS YOU ENTER CLASS! YOU WILL BE COUNTED ABSENT IF YOU DO NOT SIGN IN, EVEN IF YOU WERE PRESENT!

Professionalism policy

Professionalism is expected, both in the classroom and in the public schools. During your student teaching proper dress is expected. The teacher candidates should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom. **In my classroom cell phones, laptops, and tablets are to be used for classroom research tools any other personal use will result in significant loss of professionalism points. (I document the improper use of technology each day of class and deduct points under professionalism.)**

- Academic Dishonesty policy

1. GENERAL

The subject of academic honesty is addressed in paragraph 5.3, Chapter VI, of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines* published by the Office of Student Life to wit:

5.3 Academic Honesty. The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The University and its official representatives, acting in accordance with Subsection

5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion, and the abuse of resource materials.

"Cheating" includes the following and similar actions:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a test not yet administered.
- (5) Substituting for another student, permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
- (6) Bribing another person to obtain a test or information about a test not yet administered.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.32 "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea into one's own work offered for credit.

5.33 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.34 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

5.35 "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

2. PROCEDURES IN CASES OF ALLEGED ACADEMIC DISHONESTY

2.01 Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System *Rules and Regulations* and Sam Houston State University *Student Guidelines* except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. The faculty

- member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course. If the faculty member
- 2.01 Procedures for discipline due to academic dishonesty shall be the same as in disciplinary actions specified in The Texas State University System *Rules and Regulations* and Sam Houston State University *Student Guidelines* except that all academic dishonesty actions shall be first considered and reviewed by the faculty member teaching the class. The faculty member may impose failure or reduction of a grade in a test or the course, and/or performing additional academic work not required of other students in the course. If the faculty member believes that additional disciplinary action is necessary, as in the case of flagrant or repeated violations, the case may be referred to the Dean of Student Life or a designated appointee for further action. If the student involved does not accept the decision of the faculty member, the student may appeal to the chair of the appropriate academic department/school, seeking reversal of the faculty member's decision.
- 2.02 If the student does not accept the decision of the chair of the academic department/school, he/she may appeal to the appropriate academic dean. The chair of the academic department/school may also refer the case directly to the academic dean if the case so warrants.

Student Syllabus Guidelines

- **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 Messaging in Academic Classrooms and Facilities #100728](#)
- **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.

NCATE Accreditation

The Sam Houston State University, College of Education has the distinction of NCATE accreditation since 1954. As an NCATE accredited program, the College of Education ensures that the best-prepared teachers will be in classrooms teaching the next generation of leaders how to solve problems, communicate effectively, and work collaboratively.

In November 2010, NCATE merged with the Teacher Education Accreditation Council (TEAC) to become the Council for the Accreditation of Educator Preparation (CAEP), combining the two premiere accrediting organizations as a single accrediting agency for reform, innovation, and research in educator preparation. SHSU will continue to be NCATE accredited through its next review scheduled for November 2015.

SHSU Dispositions and Diversity Proficiency (DDP) Standards

CF: Conceptual Framework

CAEP: Council for the Accreditation of Educator Preparation (see page 20-21 of CAEP Standards for cross-cutting themes and diversity characteristics)

NCATE: National Council for the Accreditation of Teacher Education

InTASC: Interstate Teacher Assessment and Support Consortium

The Dispositions and Diversity Proficiency (DDP) Standards are administered and evaluated in prescribed courses to all educator preparation student in initial and advanced programs (*please provide additional information for the candidate if the DDP is administered during your course*).

College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Topic(s)/Objective(s)	Activities/Assignments (including field-based activities)	Measurement (including performance-based)	Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies CF—Conceptual Framework Indicator
The candidate should be skilled in choosing and developing assessment methods appropriate for instructional designs.	Complete classroom assignments incorporating student-friendly objectives in assessment strategies.	Class demonstration oral/written assignments	CF1, CF2, CF3, CF4, CF5 SPA, TS1.16, 1.24, 1.25, 1.28, 1.29, 1.30, 1.31, 3.19
The candidate should be skilled in using assessment results when making decisions about individual students, planning instruction, developing curriculum, and school improvement.	Complete assignments and classroom activities appropriately incorporating assessment strategies.	Class demonstration oral/written assignments Group presentations demonstrating the three assessment categories	F1, CF2, CF3, CF4, CF5 SPA, TS 1.16, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31, 3.19
The candidate should be skilled in developing and communicating pupil grading procedures when using pupil assessment.	Complete standardized tests activity. Grading philosophy activity done in class followed by teacher interview and observations completed during student teaching.	Brochure for parents describing three types of assessment. Written response regarding grading from field placement Lesson plans including 3 assessments aligned with the TEKS	F1, CF4, SPA, TS 1.16, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31, 3.19
The candidate should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment	Involve students in discussion of appropriate and inappropriate use of assessments.	Class discussion/feedback	F1, CF4, SPA, TS 1.16, 1.24, 1.25, 1.26, 1.27, 1.28, 1.29, 1.30, 1.31, 3.19

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State Standards: <http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlvl.asp>

Course Evaluation: Grades are determined by the total points on assignments and professionalism.

Professionalism		100 points
Assignment #1	Group presentations on Assessment	200 points
Assignment #2	Research Lesson Planning Pre/Post Assessment Data	100 points
Assignment #3	Brochure	100 points
Assignment #4	School and Community Contextual Factors	200 points
Assignment #5	Pre/Post Assessment during Student Teaching	200 points

Grades:

900 -- 825	A	C	748 -- 673
824 --749	B	Below 673 not passing	



CIEE 4384: Assessment

PROPOSED SCHEDULE: Spring 2018

CLASS MEETING	ACTIVITIES	IMPORTANT DUE DATES
Wednesday January 3	Introduction, Syllabus, Format of class Explain the projects and assignments What is assessment? <ul style="list-style-type: none">• Brainstorm in table groups• Brainstorm types of assessments• Why is assessment important? Power point on assessment• What questions do you have about assessment?• History of assessment,• Explanations of assignments	
Thursday January 4	Lesson Planning with an eye on assessment Power point on goals and objectives Lesson Plan components for student teaching Discussion on assessment and its part in lesson planning. Groups research lesson plans and assessment data. T-TESS Introduction and evaluation Groups sign-up and planning for Presentations on the three levels of Assessment (remember every strategy must be different for each category)	Assignment #1 Group presentations will be on Tuesday 1/9
Friday January 5	BE ON TIME! Panel of Administrators: Interview Process, Letter of Intent, Resume, Ethics, and How to prepare for an interview Break Prepare a resume draft after class discussion Speed dating, elevator speech Group planning time	Assignment #3 Brochure Due: 1/8
Monday January 8	Groups will discuss their research on Assessments and present data Hitting the target, how do we plan for student success? Planning instruction to meet all students. Group planning time	Assignment #2 Research Data on Assessments Due: 1/8

Tuesday January 9	<i>GROUP PRESENTATION DAY!</i> Group Presentations on the three types of Assessment using technology and involving the class Professional Dress Required Handouts for class – include descriptions of all three strategies Turn in Lesson and rubrics to instructor	Due: 1/9 Presentation Lesson and rubrics
Wednesday January 10	Surprise Day! Just for Fun! Debates on important education topic Discussion: What did you learn about your assigned school and community?	Assignment #4 School and Community Due: 1/10
Sunday March 4	Assignment #5 PRE/POST ASSESSMENT FIELD ASSIGNMENT Due: EOD Sunday, March 4th	
Sunday April 15	Assignment #6 ASSESSMENT OBSERVATIONS Due: EOD Sunday, April 15th	

This is a tentative schedule and may be changed depending on the guest speakers scheduling. You will be notified in advance for any changes in assignment due dates.