



CIEE 4384 ASSESSMENT OF STUDENT LEARNING

Spring 2018

College of Education

Department of Curriculum and Instruction

CISE 4384 is a required course for ELEMETNARY EDUCATION MAJORS

College of Education, Department of Curriculum and Instruction

Instructor: **Mrs. Karen McIntush, M. Ed**

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Office hours: By appointment

Class meets: Jan. 3-5 and Jan. 8-10

Online throughout semester

Location of class: **TEC 313**

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 decisions)

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

Textbook: Required: None

Recommended:

Heacox, D. (2012). Differentiating instruction in the regular classroom: How to reach and teach all learners. Minneapolis, MN: Free Spirit Publishing.

Rutherford, P. (2009). *Why didn't I learn this in college?: Teaching and learning in the 21st Century*. 2nd ed. Alexandria, VA: Just ASK Publications.

Course Format: The format of the class includes lecture small group discussions, whole class discussion, and on-line discussions/assignments.

Course Description:

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.

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

The two in class projects will be due before the end of the face to face class meetings. Projects will be discussed fully on the first day of class. The final two (2) assignments will be on line assignments. You will be notified when online assignments are due, and assignments will be turned in on Blackboard. CHECK YOUR E-MAIL(SHSU) OFTEN. I WILL NOT SEND E-MAILS TO PERSONAL ACCOUNTS.

- Assignment #1 Create a tri-fold brochure explaining the types of assignments with examples for each assessment, including websites. (In-class assignment with team evaluation (10 points)) 50 points
- Assignment #2 Professional Resume. Prepare an updated, polished resume for the Job Fair. 100 points
- Assignment #3 STAAR Research Assignment: You will research two campuses, one will be your first placement and the other a campus of choice, to learn about the demographics and profile of the campuses. 100 points
- Assignment #4 Field Assessment Evaluation Assignment: Teacher candidates will pre-test and post tests students over 1 lesson during the first placements and evaluate. 100 points
- Technology tool Assessment Assignment: In groups, teacher candidates will research and present a tech tool and demonstrate its use as an assessment tool. 50 points
- Various In-Class assignments: ~100 points

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

Attendance Policy

Attendance for this course is **MANDATORY**. We only meet 6 days so absences are not allowed, with the exception of EXTREME cases which are subject to the professor's discretion.

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 bring in an assignment, email it or have a friend bring it in when it is due. **Late work will result in deductions from your grade and will negatively impact your professionalism grade.**

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.**

If a candidate 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 candidate 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.

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 are not accepted. However, there is a "Life Happens" rule. Late assignments may be submitted up to 24 hours after the due date for partial credit (the highest grade that can be received is a B). After 24 hours they will not be accepted.

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.

Assignment Re-Dos

The opportunity to revise an assignment and resubmit for re-evaluation is left to the discretion of the instructor. Assignments, which are hastily completed and of very poor quality, will not be given this consideration.

Professionalism

Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your

professionalism, which in turn, signals your readiness to advance in the teacher education program.

Professionalism is expected, both in the course and in the public schools. If individual assignments possess a striking similarity to another candidate's work, penalty may be, minimally, the drop of one letter grade. **During any field experience, proper dress is expected.** The candidate should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom. Further discussion of professionalism will occur during the class.

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.
- **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.

Writing Policy

You are professionals and soon to be a college graduate. As such, we hold our students to a high standard when communicating with others, especially in writing. You will write frequently as an educator and in our classes. All written work must be typed and must meet the high-quality standards expected of a classroom teacher. Your spelling, grammar, sentence structure, and style counts. Should you find writing to be problematic, the SHSU Writing Center offers help to those students who need assistance in meeting high standards. Please note that the tutors do not serve as proofreaders. Rather, they assist writers to organize their thoughts and to write more coherently. Bring your written work to the Writing Center, well in advance of due dates, and if necessary, solicit their assistance throughout the writing process. Be mindful that, as a future teacher of writing (which is now being taught in every subject area), your written work must be that of a professional. Present your assignments as you

would if they were to be reviewed by a future administrator, member of the school board, or parents of prospective students.

Writing policy statement for Content Methods Block:

Any written assignment that has five language usage, spelling, grammatical, or punctuation errors will not be evaluated. The candidate can resubmit the assignment for evaluation after all language usage, spelling, grammatical, or punctuation errors are corrected. The candidate could be required to sign-up and attend the SHSU Writing Center to receive writing assistance before being allowed to resubmit the assignment for evaluation. The professor will decide on the length of time allowed for completing the assignment.

Academic Assistance: If you need help with your writing assignments, please call or visit the Sam Writing Center --- Farrington Building, (Phone) 936-294-3681

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 colleagues 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.

▪ Time requirement

This course is a four-hour course. The class format will be daily in January for 7 class periods and 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.

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. Five points will be deducted for each absence. Students will sign in each day. Three points will be deducted for each tardy. Three early departures or tardies will the equivalent of one class absence.

Professionalism policy

Professionalism is expected, both in the classroom and in the public schools. During 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.**

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.

[NCATE Standards](#)

[CAEP Standards](#)

The Conceptual Framework and Model

[The COE Conceptual Framework](#) establishes the shared vision of the college in preparing educators to work with P-12 students through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment preparing educators to work with P-12 students. Employing a variety of technologies, candidates learn to plan, implement, assess, and modify instruction to meet the needs of diverse learners. The Conceptual Framework (CF) incorporates five (5) indicators throughout the framework that serve to identify areas tied to course work where there is evidence of Concept Framework and goals assessment. The five indicators are: Knowledge Base (CF1), Technological Learning Environment (CF2), Communication (CF3), Assessment (CF4), and Effective Field Experience with Diverse Learners (CF5)

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	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.	Letter to parents interpreting norm-referenced test Written response regarding grading from field placement	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 information.	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

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

Course Evaluation:

Grades are determined by the total points acquired on assignments and professionalism.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
Below 60%	F