



**CIEE 4384**

**Fall 2017**

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

**College of Education Department of Curriculum and Instruction**

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**Office hours:** By appointment

**Class meets:** MTWTF beginning January 3-11, 2018

Online throughout semester

**Location of class: TEC 313**

**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.

**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

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

**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, include websites. (In-class assignment) 50 points
- Assignment #2 Create an Assessment Plan. Choose a lesson plan, make the assessment plan which includes an objective and create effective pre, formative and summative assessment in the plan. More info on first day of class. (In-class assignment) 100 points
- Assignment #3 Write a report for the campus and district where you are student teaching. Teacher candidates will research and gather data about the school climate, student success rates and programs available. (In Class Assignment) 50 points
- Assignment #4 Resume: Teacher candidates will create a resume and prepare for the upcoming job fair. (Assignment on Blackboard) 50 points
- Assignment #5 Analysis of Data and Planning: Teacher candidates will create a pre-assessment, lesson plan and final assessment. Write a brief reflection of how the students made progress. (Assignment in Blackboard) 50 points

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

### **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.

- Late assignment policy up to 24 hours 50%

- 25-48 hours 75%

- More than 48 hours 0%, but must be turned in to pass course

All assignments are due on the date posted. Late assignments may result in the lowering of the grade.

- 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 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.

<b>Topic(s)/Objective(s)</b>	<b>Activities/Assignments (including field-based activities)</b>	<b>Measurement (including performancebased)</b>	<b>Standards Alignment S—SPA Standard Alignment TS—Texas Educator Standards/Competencies CF—Conceptual Framework Indicator</b>
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 normreferenced 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.**

**325 ----- 400   A**

**249 ----- 324   B**

**173 ----- 248   C**

**97 ----- 172   D**