

UTTC Teacher Education

EDU 345 Assessment of Student Learning

Course Information

Credit Hour: 3
Semester/Year: Spring 2017
Class Location: ED B03
Time: Tuesday/ Thursday 1:00-2:30

Instructor Information

Name of Instructor: Lezlie Mc Elwee
Phone: 255-3285 #1752 Cell: (701) 400-6782
E-Mail: lmcElwee@uttc.edu
Office Location: Education Building 123

Required Textbooks:

Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom Assessment for Student Learning: Doing it Right – Using it Well*. (2nd Ed.) Pearson Publishing. ISBN-13: 978-0-13268588-7.

Course Description:

This course is an investigation into the design, assessment, and evaluation of student performance in the elementary classroom. Teacher candidates are required to know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student. In addition, teacher candidates will develop an understanding of the need to differentiate instruction and acquire appropriate strategies to do so. Candidates will explore the assessment of student writing as they develop a working knowledge of current writing standards and expectations in an elementary classroom.

During the spring 2017 semester, UTTC will be assessing the first Institutional Learner Outcome, Written Communications, in some of the courses. One of the assignments for this course will be used to assess students' writing abilities. All students' names and identifying information will be removed from any work samples. A writing rubric will be used to score the writing assignments. It will be provided in class.

Student Learning Outcomes:

Candidates will demonstrate the following knowledge and skills:	Assessment
1. Characterize the need for formative and summative assessment in teaching and in measuring student growth and achievement.	Written Reflection on Formative and Summative Assessment
2. Understand the connection between assessment and instruction in a standards-based classroom and describe how learning targets help direct the instructional process.	Assessment Blueprint
3. Identify and describe various types of classroom assessments, their essential characteristics, and the major advantages and disadvantages associated with the application of these assessments.	Assessment Study review and reflection Class assignment
4. Describe how progress monitoring as formative assessment can guide and inform instruction as well as engage learners for higher levels of achievement.	Progress Monitoring/Reflection

5. Design and implement a classroom assessment model that targets appropriate achievement expectations for students, to include performance assessments and their corresponding scoring rubrics, and modified classroom assessments that accommodate students with disabilities.	Unit of Study Assignment
6. Develop knowledge in the role of assessment in teaching writing to include informational, opinion, and narrative writing across the curriculum.	Unit of Study Assignment

Prerequisite(s): PSY 230 Course Attendance Policy

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone’s understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period. Your assignments that are due the date you are absent or tardy, will be subject to the late assignment policy (see **Policy for Late Submission**). In addition, if you have more than 4 hours of unexcused absences for a 1 credit course; 8 hours of unexcused absences for a 2 credit course; or 12 hours of unexcused absences for a 3 credit course, you will automatically fail the course.

Policy for Late Submission

Each candidate is responsible for obtaining the necessary information required in the event of an absence. It is the candidate’s responsibility to contact one of your peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and will be collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. **Late work will not receive full credit.** All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

Student Behavior in the Classroom

UTTC students will conduct themselves in the classroom during class time in a responsible and respectful manner. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics. Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

Cell Phones

Out of respect for the other candidates, instructor, and yourself it is advised that cell phones are turned off during class times. If the candidate is expecting an important phone call (case worker, housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received the candidate should answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Cell phone use interferes with learning and teaching. Teacher candidates will be staffed if they are unable to meet the expectations of this policy.

Students with Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Office of Disabilities Services coordinates

reasonable support services, accommodations, and appropriate referrals aimed at removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services office located in the Education Building Room 123B (first floor). The DSS department can also be reached at 701.255.3285 ext. 1516.

Programmatic Procedures

In an effort to monitor the quality of the courses and programs of the Teacher Education unit at United Tribes Technical College, work produced by candidates in this class may be randomly sampled for external review. This means that the instructor of this course may be asked to provide samples of student and/or candidate work for programmatic assessment purposes. All names and identifying information will be removed from any work samples provided for external review. In addition, the process of external review will in no way affect a grade or performance in this course.

Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work, you cannot let your friends prepare your assignments, and you cannot copy an assignment from a student who took the same course another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are the evidence you provide of your learning, your original ideas.

Providing work that is not your own or that is not unique to the assignment is inappropriate because it is a form of dishonesty. The consequences of plagiarism are severe: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. Briefly as long as you acknowledge that an idea is not your own, but give the original source, and so long as the assignment contains sufficient original work in addition to whatever is quoted from others, you are generally not going to get into trouble.

Other violations of academic integrity are also inappropriate though they do not generally have the same severe consequences as plagiarism. One example would be lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

Background Checks

All Teacher Education candidates go through a background check through the state of ND. Because you will be working with children, prior offenses, serious or against children, will be cause for dismissal from the Teacher Education program. In addition, if you are under the influence of illegal drugs or alcohol while in class or working with children, a staffing will be called with the counseling department and you may be suspended from college indefinitely.

Extra-curricular Activities

Academic achievement is a top priority in Teacher Education. If you are involved in extracurricular activities, you must be keeping up with your studies or instructors will not approve travel. Our job is to ensure that you have every opportunity for academic success by attending classes and completing assignments.

Class Cancellation Policy

In every situation, the decision to cancel classes is taken very seriously. The reputation of the College and the integrity of the academic program rely on every class being conducted according to the schedule. On the course schedule for this syllabus, the dates you will not have class are identified. These are circumstances that your instructor is aware of at the beginning of the semester when the campus is closed or the instructor and/or students have other commitments.

On rare occasions, there are unexpected emergencies that require class to be cancelled. If you want your instructor to contact you prior to class to let you know of a cancellation, be sure the instructor has your

current phone number. Otherwise, if your instructor is not able to come to class, one of the other Teacher Education instructors will cover to make sure you get the educational experience you deserve.

ELEMENTARY EDUCATION STANDARDS & OUTCOMES

Objectives of the Course and How They Reflect Specific Components of North Dakota Teacher Standards and other Organizational Standards (Such as INTASC):

North Dakota ESPB Teacher Standards Related to Course Objectives

- 50015.1 Development, Learning, and Motivation
- 50015.2 Curriculum
 - 2i. Connections across the Curriculum
- 50015.3 Instruction
 - 3c. Development of Critical Thinking, Problem Solving and Performance Skills
- 50015.4 Assessment

Elementary Education Five-Year Course Assessment Schedule (Standards Assessed Spring 2013)

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015.3 Instruction 3c. Development of Critical Thinking, Problem Solving and Performance Skills	Designing an Assessment Blueprint (plan) to support a unit	Assessment Blueprint
Program Outcome 2 Applications of Pedagogy within Learning Environments: To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students (Core Beliefs 2 and 3; Relatedness, Respect; INTASC Standards 1, 3, 4, 5, 6 and 8);	Written Reflection: Formative and Summative Assessment	Completed Assessment Reflection Paper

United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing teachers who have demonstrated competency in the skills necessary for effective teaching through a well-designed program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium)

standards, as well as the philosophy of the Division’s conceptual framework, Teacher Education has established the Teacher Candidate outcomes that are assessed throughout the Teacher Education program(s)

The outcomes listed below are aligned with the Teacher Education baccalaureate program Core Beliefs, the 4Rs - Relevance, Relatedness, Respect, and Responsibility – and the corresponding Interstate New Teachers Assessment and Support Consortium (INTASC) Standards.

Evaluation of Student Performance (Including Grading Policy) Grades

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

Assignments/ Projects:

The following are general descriptions of assignments/projects that will be part of this course. Further details and guidelines will be provided as project due dates approach.

In-Class Assignments

Each class session will be assigned an in-class assignment or class discussion piece. These assignments are NOT allowed to be made up and credit is given only to in-class participants.

Reflective Journal

As textbook readings are assigned, the teacher candidate will provide thoughts and questions in journal entries to be discussed in class.

Course Readings:

This course will require readings assigned by the instructor from the course text in addition to professional journal articles. Guidelines will be provided for article summaries.

Written Reflection on Formative and Summative Assessment

The teacher candidate will develop a foundational knowledge of formative and summative assessments used in classrooms. In a written reflection, the candidate will define each type of assessment, offer examples, and integrate their understanding of how learning targets and assessments drive instructional decisions in the classroom. The written reflection will also include their understanding of how assessment will be incorporated on an ongoing basis in their own classrooms.

Designing an Assessment Blueprint

Working with the Common Core Standards, the teacher candidate will review a unit of study from a current reading or math curriculum and identify the Common Core Standards being addressed. Candidates will classify standards (K R S P), create an assessment blueprint, identify learning targets, and create student friendly matching targets in order to engage learners.

Running Record Assignment

The teacher candidate will conduct a running record reading inventory with an elementary aged student. Arrangements will be made for the candidate to meet with an individual student after midterm break.

Progress Monitoring/Reflection

The teacher candidate will arrange to visit an elementary classroom to observe the teacher implementing two progress monitoring tools: DIBELS and AIMS Web. The candidate will provide a written reflection on the progress monitoring process and how it can inform instruction.

Integration of Assessment in Writing Instruction: Unit of Study (to be defined later in the semester)**Field Experience:**

Some of the expectations of this class will be carried out in the candidate's ongoing field experience.

Class Schedule (Tentative)

Week	Date	In Class Topics/Assignments	Assignments/ Projects
1	1/9	Class Introduction -Syllabus -Class Schedule Personal Experiences with Assessment Pre Assessment PowerPoint	*Pre Assessment *Article Discussions and Group Sharing - Motivation and Engagement - Assessment and Motivation - Common Core
2	1/16	Personal Experiences with Assessment/Discussion Chapter 1 PowerPoint	Common Core Reflection Comments *Personal Assessment Experiences *Minute Paper
3	1/23	Chapter 2 Clear Purpose PowerPoint -Black Box Activity -7 Strategies for Assessment for Learning	Formative/Summative Reflection Paper *Minute Paper
4	1/30	Chapter 3 Clear Targets -Knowledge -Product -Reading -Skill Informing my Teaching: Marzano Checking for Understanding (anchor charts)	Student Friendly Targets Assignment *Minute Paper
5	2/6	Chapter 4 Sound Design Test Blueprints (4.5) Informing my Teaching Scoot! –Formative Game	Article Review Common Core *Minute Paper

6	2/13	Chapter 5 Selected Response Create a Test (5.3) Exploring Checklists Running Records Reading Inventories	Article Review: Poverty and Classroom Management *Minute Paper
7	2/20	Chapter 6-7 Rubrics Conduct a Running Record During Practicum this week	Rubric Assignment *Minute Paper
8	2/27	Chapter 8-9 Running Records/ Reading Inventories	Running Record Reflection/Documentation Journal Activity Design of Assessment Blueprint *Minute Paper
10	3/6	Writing in the Classroom -Supporting Articles -Common Core Expectations Writing as formative assessment across the curriculum	Progress Monitoring Reflection Observation Summary of DIBELS /AIMS Web administration *Minute Paper
11	3/20	State Testing Guest Speaker	Article Review: Student Choice *Minute Paper
12	3/27	Progress Monitoring Reading DIBELS Practice	Running Record Assignment *Minute Paper
13	4/3	Progress Monitoring Math AIMS Web Practice	*Minute Paper
14	4/10	Assessing Student Writing	Article Review Student Choice *Minute Paper Final Project to be determined
15	4/17	PowerPoint as a Formative Tool	Assessing Student Writing Activity
16	4/24	Using Data to Project Growth	Standardized Testing Reflection Paper
17	5/1		Final

SYLLABUS ACKNOWLEDGEMENT

Please sign this form, detach from syllabus, and return to the instructor.

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Instructor: Lezlie Mc Elwee

My signature below indicates that the content of this syllabus has been explained to me, that I understand what is expected of me, and that I have been given a copy to keep for future reference.

Print Name

Signature

Date