SED 450.001
Department of Secondary Education
& Educational Leadership
Assessment for Diverse & Contemporary Classrooms

Fall 2017

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Course Time & Location: MW 12:00-12:50 / MKB 439
Office Hours: M 11-12; W 12-1; Th 12-1; F by Appt.
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Course Credits: 2 Hrs.

Prerequisites: HMS 203, SED 370, 371, 372, and Admission to Teacher Education

I. Course Description: This course will provide a foundational understanding, both theoretical and practical, of the essential elements of educational assessment with a focus on diverse populations. In particular, formative and summative assessment methods will receive a strong focus as well as numerous other assessment strategies for diverse learners including: placement, diagnostic, self and peer assessment, alternative, authentic, and portfolio assessment. Measurements, test construction, validity and reliability will also be course topics. The course will also address standardized testing and data disaggregation. Co-requisite: SED 450L.

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):

Program Learning Outcomes:

1. The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.
2. The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
3. The candidate will design an effective classroom management plan for diverse learner centered educational settings.
4. The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Student Learning Outcomes:

1. The candidates will create an assessment portfolio that includes authentic, alternative and performance assessments.
2. The candidates will develop unit and lesson plans with appropriate relevant assessments.
3. The candidates will critically evaluate research and readings connected to assessments.

A. GOALS AND OBJECTIVES:

COMMISSIONER STANDARDS: ASSESSMENT FOR CONTEMPORARY CLASSROOMS

1D(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
1F(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
1F(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
1F(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
2B(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
2(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
4D(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
5A(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
5A(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
5C(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
5C(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

PPR TEST FRAMEWORK

2A. Demonstrates knowledge of students with diverse personal and social characteristics (e.g., those related to ethnicity, gender, language background, exceptionality) and the significance of student diversity for teaching, learning and assessment
3A. Understands the significance of the Texas Essential Knowledge and Skills (TEKS) and of prerequisite knowledge and skills in determining instructional goals and objectives.
3B. Uses appropriate criteria to evaluate the appropriateness of learning goals and objectives (e.g., clarity; relevance; significance; age-appropriateness; ability to be
assessed; responsiveness to students’ current skills and knowledge, background, needs and interests; alignment with campus and district goals).
3C. Uses assessment to analyze students’ strengths and needs, evaluate teacher effectiveness and guide instructional planning for individuals and groups.
3D. Understands the connection between various components of the Texas statewide assessment program, the TEKS and instruction and analyzes data from state and other assessments using common statistical measures to help identify students’ strengths and needs.
3E. Demonstrates knowledge of various types of materials and resources (including technological resources and resources outside the school) that may be used to enhance student learning and engagement and evaluates the appropriateness of specific materials and resources for use in particular situations, to address specific purposes and to meet varied student needs.
4B. Understands that young children think concretely and rely primarily on motor and sensory input and direct experience for development of skills and knowledge and uses this understanding to plan effective, developmentally appropriate learning experiences and assessments.
4I. Analyzes ways in which teacher behaviors (e.g., teacher expectations, student grouping practices, teacher-student interactions) impact student learning and plans instruction and assessment that minimize the effects of negative factors and enhance all students’ learning.
4J. Analyzes ways in which factors in the home and community (e.g., parent expectations, availability of community resources, community problems) impact student learning and plans instruction and assessment with awareness of social and cultural factors to enhance all students’ learning.
4K. Understands the importance of self-directed learning and plans instruction and assessment that promote students’ motivation and their sense of ownership of and responsibility for their own learning.
8D. Applies criteria for evaluating the appropriateness of instructional activities, materials, resources and technologies for students with varied characteristics and needs.
8E. Engages in continuous monitoring of instructional effectiveness.
10A. Demonstrates knowledge of the characteristics, uses, advantages and limitations of various assessment methods and strategies, including technological methods and methods that reflect real-world applications.
10B. Creates assessments that are congruent with instructional goals and objectives and communicates assessment criteria and standards to students based on high expectations for learning.
10C. Uses appropriate language and formats to provide students with timely, effective feedback that is accurate, constructive, substantive and specific.
10D. Knows how to promote students’ ability to use feedback and self-assessment to guide and enhance their own learning.
13D. Follows procedures and requirements for maintaining accurate student records.
ESL STANDARDS:

7A. Knows basic concepts, issues and practices related to test design, development and interpretation and uses this knowledge to select, adapt and develop assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency).
7B. Applies knowledge of formal and informal assessments used in the ESL classroom and knows their characteristics, uses and limitations.
7C. Knows standardized tests commonly used in ESL programs in Texas and knows how to interpret their results.
7F. Knows how to use ongoing assessment to plan and adjust instruction that addresses individual student needs and enables ESL students to achieve learning goals.

Intended Program/Course/Learner Outcomes: This course fulfills the following national standards:

A. INTASC Standards (Interstate New Teacher Assessment Support Consortium):

Standard #1: Learner Development The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Standard #6: Assessment The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #10: Leadership and Collaboration The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

B. CAEP Standards (Council for the Accreditation of Educator Preparation):

Standard 1: Candidate Knowledge, Skills, and Professional Dispositions:
1.1 Candidates demonstrate an understanding of the 10 INTASC standards at the appropriate progression level(s) in the following categories: content, the learner and learning, and instructional practice.

Standard 2: Clinical Partnership and Practice:
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’ learning and development.

C. ISTE Standards (International Society for Technology in Education):

1. Facilitate and inspire student learning and creativity.
2. Design and develop digital age learning and creativity.
4. Promote and model digital citizenship and responsibility.

III. Course Assignments, Activities, Instructional Strategies, Use of Technology:

1. Reading Summaries/Abstracts
2. Cultural Identity Task
3. Discussion Facilitations
4. Philosophy of Assessment
5. Hands-On Assessment Presentation
6. Mid-Term Exam
7. Assessment Portfolio
8. Final Exam
9. Attendance
10. Professional Dispositions
11. Assessment Resource File

Course Assignments Articulated:

1. **Attendance:** 28 class meetings during the semester. Candidates will receive **5 points** per class session. Candidates who are late for class by 15 or more minutes will be counted as absent. (140 pts.)

2. **Reading Summaries:** A concise paper *(one-half page minimum/full page maximum)* in the form of an abstract will be submitted for each assigned reading from course texts and/or packet articles. All summaries derived from assigned readings must capture the thematic and practical essence of each reading. On occasion, multiple readings will combine to constitute one Summary. Candidates will compose one Summary every other week for 14 weeks. 1st Abstract **Due: Wednesday, Sept. 6th (and every other Monday thereafter.)** see Assignment document

3. **Discussion Facilitations:** Each small group will lead two (2) discussion facilitations. These facilitations will focus upon assigned articles that are relevant to today’s classrooms. The nature of the information contained in the articles will tend to be critical requiring candidates to think critically and demonstrate flexibility in thought and perspective on issues that impact teacher’s practice in the current era. **Due: #1 – Sept. 13th/ #2 – Sept. 20th/ #3 – Sept. 27th/ #4 – Oct. 4th/ #5 – Oct. 11th/ #6 – Oct. 25th/ #7 – Nov. 1st/ #8 – Nov. 8th.**

4. **Cultural Identity Task:** Each intern will undertake a personal analysis of how he / she acquired his / her cultural identity. A cultural identity profile will be developed (half in class, half out of class). Upon completion of the initial cultural identity component, students will select a country in the world other than their own and develop an alternative cultural identity grounded in research and analysis of that country. At the conclusion of this process, candidates will develop a list of potential teaching methods and assessment strategies that will serve to facilitate the academic and social success of that imagined individual in the public school classroom. **Begin Wednesday, Sept. 6th / Final Project Due: Sept. 18th**

5. **Philosophy of Assessment:** Each candidate will develop a personal philosophy pertaining to classroom assessment. This philosophy will detail the candidate’s understanding of assessment and evaluation as well as detail the candidate’s assessment approach in their specific content area. Additionally, this paper will include the importance of feedback and address the ways that effective assessment may be used to enhance learning for all students. **Due: Nov. 15th.**
6. **Hands-On Assessment Presentation:** In their’ small groups interns will research an assessment strategy and prepare an active learning experience for the whole class grounded in their selected topic. This presentation will provide a “hands-on” opportunity for class members to actively engage in a classroom scenario using the strategy. Each presentation will provide the background of the assessment strategy, effective uses in the classroom, distribute “take-aways” for future use, and lead the class in practical applications for the strategy. **Due: #1 – Oct. 16th; #2 – Oct. 23rd; #3 – Oct. 30th; #4 – Nov. 6th.**

7. **Mid-Term Project:** Candidates will develop a lesson plan in their content area. This lesson plan will include one or more clear Goals, a minimum of 5 measurable Learning Objectives, a Pre-Assessment, 2 Formative Assessments, and a Post-Assessment. The lesson plan will also include alternative assessments for a Special Needs student and an ESL student. **Due: November 1st.**

8. **Assessment Portfolio:**
   Candidates will create a portfolio of assessment strategies pertinent to their teaching field to include: Diagnostic, Formative, Summative, Performance, Authentic, Self and Peer Assessment. These assessments must be actual instruments applicable to candidate’s content area. The initial pages of this portfolio must contain: (1) the candidate’s assessment philosophy and (2) definitions for each of the following: Assessment, Measurement, Evaluation, Criterion-Referenced Assessment and Norm-Referenced Assessment, Rubric. **Due: November 29th.**

9. **Final Exam Due: December 11th.**

10. **Assessment Resource File:** 3 Ring Binder of assessment-related resources (articles, assignments, etc.) to be used as a resource in student teaching and later as an in-service teacher. To receive full credit, this binder must demonstrate a clear organizational pattern to include tabs illustrating the various sections of the binder. **Review/Grade in-class: December 6th.**

11. **Professional Dispositions:** adherence to professional ethics, collaboration, commitment to diversity, commitment to teaching, emotional maturity, initiative, responsibility, time management, timely submission of all assignments, responsiveness to professional feedback, self-reflection, and student focus (e.g. candidate’s “professionalism” in the course). Late or insufficient assignment will have a strong effect in this area. Candidates may receive up to 10 points per class session. (280 pts.)

**IV. Evaluation and Assessment (Grading):**
Student grades will be determined by the following criteria:

1) Attendance: (28 class meetings @ 5 pts. per session) 140 pts.
2) Professional Dispositions: (participation, preparation, professionalism @ 10 pts. per session) 280 pts.
3) Reading Summaries: (50 pts. per abstract @ 7 abstracts) 350 pts.
4) Discussion Facilitations: (50 pts. per facilitation @ 2 facilitations) 100 pts.
5) Cultural Identity Task: 100 pts.
6) Philosophy of Assessment: 100 pts.
7) Mid-Term / Project: 100 pts.
8) Hands-On Assessment Presentation: 100 pts.
9) Assessment Portfolio: 100 pts.
10) Final Exam: 100 pts.

Total Points: 1570
To determine your grade, take the points earned and divide by the number of points possible. Letter grades for the course will be determined as follows: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%= F

V. Tentative Course Outline/Calendar:

Week # 1: Course Intro, Small Group Assignments; 1st Course Reading assigned; Professionalism; Legal & Ethical Issues
Week # 2: Course Intro, 1st Reading Summary due; Review Lesson Planning; begin Cultural I.D. Task
Week # 3: Facilitation # 1: Rubric Activity; Internship Orientation (LISD Central Office & LHS) Class meets at LISD Central Office at 12:30 pm. @ LISD Central Office
Week # 4: 2nd Reading Summary due; Cultural I.D. Task due; Facilitation # 2
Week # 5: Facilitation # 3
Week # 6: 3rd Reading Summary due; Facilitation # 4
Week # 7: Facilitation # 5
Week # 8: Mid-Term Project: Assigned / 4th Reading Summary due
Week # 9: Facilitation # 6; Mid-Term Project due
Week # 10: 5th Reading Summary due; Facilitation # 7; Mid-Term Project due
Week # 11: Facilitation # 8;
Week # 12: 6th Reading Summary due; Philosophy of Assessment due

*THANKSGIVING BREAK: Nov. 20 – 24*

Week # 13: Assessment Portfolio due: Nov. 29th.
Week # 14: Dead Week - 7th Reading Summary due; Assessment Resource File Review (organization essential) (in-class): Dec. 6th.
Week # 15: Final Exam Week: Final Exam due: Dec. 11th.

VI. Readings:
Required texts for the course are:
1. SED 450 Course Packet: Available at _____________________

Additional readings will be assigned and/or distributed as the class progresses. These will be provided by the instructor or will be designated as available on-line, in the library or in Course Packet.
VII. Course Evaluations:

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Attendance is mandatory. This course constitutes a portion of your professional preparation. You may have two excused absences. When you choose (or are compelled) to be absent you must notify the professor BEFORE the absence. Notification may take the form of an e-mail, a phone call, or an advisement by a peer. Any more than the allowed absences may result in the lowering of the final grade in the course, e.g. lowering of final grade by one letter per unexcused absence (dependent upon the circumstances surrounding those absences). Each absence (excused or otherwise) incurs an automatic loss of that day’s participation points / professional disposition points.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.
Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Penalties for Academic Dishonesty

Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Student Appeals

A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades Policy 5.5

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate / inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
Additional Information:

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due ______________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at [www.texas.ets.org/registrationBulletin/](http://www.texas.ets.org/registrationBulletin/)). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete a state mandated fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Synder 936-468-1740 or snyderke1@sfasu.edu.

LiveText Statement:

This course collects assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

IX. Other Relevant Course Information:

1. Use of Cell Phones in class – cell phone use or scrutiny is prohibited in class. Under no circumstances will cell phones be tolerated during regular course time unless candidates are requested to access personal technological devices for in-class academic activities. Just as in the public school environment where cell phone usage in class would be considered a sign of disrespect and a distraction (not to mention a hindrance to learning), so shall their presence be viewed in your internship class. As such, **cell phone use or incident of incoming calls will result in the loss of 50 percent or more of the intern’s Professional Disposition points.**

2. Candidate Late Work – **any assignment submitted late will automatically receive a 50 percent reduction in value. Assignments more than one week late will not be accepted.** This is regrettable in that it is recognized that candidates lead active and sometimes stressful lives but assignments are structured to coincide with ongoing course activity, thus timeliness is relevant to facilitate professional growth as well as to enhance content understanding. Moreover, instructor’s use of time is also of great value and
incessant regression to administer to late submissions constitutes abuse of instructor’s professional and personal timelines.

**Suggestion:** To assist candidates in their record keeping I have provided you with an *Assignment Calendar* so that you may maintain a log of *Assignments Due* and possess an ongoing record of all assignments submitted and returned. This implies that you should *keep all graded assignments and compare them to Assignments Due* in order to protect yourself and your academic progress in this course. Record keeping is a professional organizational skill so begin now to develop this ability.

3. Students in the secondary and all levels of education programs (undergraduate and PBIC) must earn a “C” or better in each pedagogy course before progressing to the next course/level. Students earning a grade less than “C” must repeat the course and earn a “C” or better before the course counts toward certification.

4. **Failure Clause** – Candidates can immediately earn an F in the Internship due to any of the following issues:
   - Your placement site asks for you to be removed
   - You have more than 5 absences or 10 late arrivals
   - You have violated school policy
   - You have violated university policy
   - You have violated the Texas Code of Ethics
   - You have violated any state or federal law
   - You have committed any other egregious acts of non-professional behavior