SED 450.003

Department of Secondary Education & Educational Leadership

Assessment for Diverse & Contemporary Classrooms

Fall 2018

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Course Time & Location: MW 1:00-1:50 / MKB 439
Office Hours: M 10-12; T 10-11; W 10-12; F by Appt.
E-mail: armstronn@sfasu.edu
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):
A complete list of the standards associated with this course is located on the Perkins College of Education (PCOE) website.

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

Student Learning Outcomes:

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

A complete list of all the educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found at: http://www.sfasu.edu/secondaryed/documents/Sec-Ed-Standards-Alignment-and-Key-Assessments.pdf

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/summary 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, September 5th, (and then 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. 12th/ #2 – Sept. 19th/ #3 – Sept. 26th/ #4 – Oct. 3rd/ #5 – Oct. 10th/ #6 – Oct. 24th/ #7 – Nov. 7th/ #8 – Nov. 14th.**
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 with 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 Wed. Sept. 5th / Final Project Due: Mon. Sept. 24th.**

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. 5th.**

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 – Nov. 26th; #2 – Nov. 28th; #3 – Dec. 3rd; #4 – Dec. 5th.**

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: Oct. 31st.**

8. **Content 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: Dec. 5th.**

9. **Final Exam Due: Dec. 10th.**

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:** Nov. 12th.

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 Abstract 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 Abstract due**; **Facilitation # 2**
Week # 5: **Cultural ID Task due**; **Facilitation # 3**
Week # 6: 3rd **Reading Abstract due**; **Facilitation # 4**
Week # 7: **Facilitation # 5**
Week # 8: Mid-Term Project: Assigned / 4th **Reading Abstract due**
Week # 9: **Facilitation # 6**
Week # 10: 5th **Reading Abstract due**; Mid-Term Project due
Week # 11: **Facilitation # 7**; **Philosophy of Assessment due**
Week # 12: 6th Reading Abstract due; Facilitation # 8; Assessment Resource File due

Thanksgiving Break: November 17 - 25

Week # 13: Hands-On Assessment Presentation #1 & 2
Week # 14: DEAD WEEK: 7th Reading Abstract due; Hands-On Assess. Pres. # 3 & # 4
Week # 15: FINAL EXAM WEEK: Final Exam due: Mon. Dec. 10th.

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

VII. Other Research-Based Readings Provided in Class:

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.

FEM

In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription

VIII. 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.

IX. 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/disabilitieservices/](http://www.sfasu.edu/disabilitieservices/).

**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](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.

Code of Ethics for the Texas Educator

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y

Additional Information:

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

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history
evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s 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 state mandated a 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 Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

LiveText Statement:

This course uses the LiveText data management system to collect critical 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. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. 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 obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

X. 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