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

A. Time Requirements & Course Credit Justification

SED 450 “Assessment for Diverse and Contemporary Classrooms” (2 credits) typically meetings twice each week in 50-minute segments for 15 weeks. Students have weekly reading assignments, are expected to write six reflections throughout the semester, and are required to make a teaching presentation in class in which they show understanding of assessments and application to their content. These activities average a minimum of 2 hours each week with some weeks requiring more time.

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 complete listing of all the educator preparation standards this course meets and a list of the key assessments used for program accreditation purposes can be found here: “

III. Course Assignments: More detailed instructions will be supplied on Brightspace.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Directions</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Portfolio</td>
<td>Students will create 6 different assessment assignments to create a portfolio [Diagnostic, Post, Formative, Summative, ELL Accommodated, SPED Accommodated] (TEKS training)</td>
<td>600 pts</td>
<td>Throughout semester</td>
</tr>
<tr>
<td>Lesson Plan</td>
<td>Student will design a lesson plan (including rationale) and accompanying assessment based upon their field experience placement (TEKS training)</td>
<td>100 pts</td>
<td>May 3rd</td>
</tr>
<tr>
<td>6 Reflection Journals</td>
<td>Students will write six reflection journals about class activities and internship experiences, 15 pts. each (TEKS training)</td>
<td>120 pts</td>
<td>Due Throughout Semester</td>
</tr>
<tr>
<td>Attendance, Participation, &amp; Engagement</td>
<td>10 points possible for each class meeting</td>
<td>300 pts</td>
<td>Each Class Meeting</td>
</tr>
<tr>
<td>Assessment Analysis in Music Ed Research</td>
<td>Students will research a topic in assessment and complete an assessment analysis within Music Education and creatively present their research to the class (CAEP Assessment) (TEKS training)</td>
<td>150 pts</td>
<td>April 28th</td>
</tr>
<tr>
<td>Total points.</td>
<td></td>
<td>1270 pts.</td>
<td></td>
</tr>
</tbody>
</table>

Class Engagement, Involvement, and Attendance (300 points- 10 points per class meeting):
Our class will build on readings, discussions, in-class demonstrations and deconstruction of strategies, your knowledge of schools, and your personal and collaborative reflections. As a result, your participation in our class activities is important not only for your own learning, but also for the learning of others in the class. You should treat our class as part of your professional experience by taking responsibility for assignments and discussion and by acting in a professional and collegial manner. You will receive 15 points for your professional and collegial participation in each class meeting. If you must miss a class, you need to contact me PRIOR to the class. (You must be present to receive points.) Merely attending class, however, doesn’t really promote deep learning. Thus, I will also evaluate your participation in class. Participation can take many forms. Preparation and participation in the online element of class will be considered as well. The following rubric will be used to assess class engagement:
**Ties in to SFASU value of Academic Excellence through critical, reflective, and creative thinking.**

**Quality of Assignments:**
High professional standards are expected of all assignments. In order to obtain the full credit for an assignment, candidates must demonstrate higher order thinking skills (analyze data by applying theoretical and conceptual tools discussed in the course; construct convincing arguments; integrate information from various sources; evaluate various theoretical perspectives; etc.).

All writing assignments must be typed using 12-point Times New Roman or Calibri font, double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors.

Poorly written papers will be returned and resubmitted with appropriate corrections before credit is earned.

All work will be submitted via Brightspace to the course instructor.

**IV. Evaluation and Assessment (Grading):**
This course requires mastery learning. Students will be asked to turn in work repeatedly until it is clear that the students fully understand the work required of the course. Since this course is aligned with the PPR standards, the mastery work ensures that each person has the knowledge and skills to pass the PPR test. Students will not pass the course if they do not complete the required revisions of the work submitted.

**Late work will be accepted at the discretion of the instruction, with a points penalty corresponding to the length of time it is late.**

Student grades will be determined by the following criteria:

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:
***Always check the weekly modules on Brightspace for the most updated readings, videos, and tasks***

<table>
<thead>
<tr>
<th>Week #</th>
<th>Dates</th>
<th>Weekly Topics</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 21-25</td>
<td>Course introduction; overview; Intro to assessment; field placement planning</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Jan. 28-Feb. 1</td>
<td>Culture, Education, and Culturally Responsive Teaching; Development of Culturally Responsive Teaching in Music Pedagogy; Curriculum, Instruction, &amp; Assessment</td>
<td>Reflection 1 Due Feb. 3rd by 11:59pm</td>
</tr>
<tr>
<td>3</td>
<td>Feb. 4-8</td>
<td>Understanding How Culture Informs the Development of Teachers</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Feb 11-15</td>
<td>Understanding How Culture Informs Learner’s Experiences in the Music Classroom: Child Development and the Integration of Biology and Culture, Cognition and Culture, Aural Learning in Music</td>
<td>Reflection 2 Due Feb. 17th by 11:59pm</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 18-22</td>
<td>Understanding How Culture Informs Learner’s Experiences in the Music Classroom: Identity, Musical Identity, Cultural and Individual Identity</td>
<td>Portfolio Diagnostic/Post Assessment Due Feb 24th by 11:59pm</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 25-Mar. 1</td>
<td>The Intersection Where Teaching and Learning Meet: Classroom Environment, Creating Supportive Classrooms, Value of High Expectations, Culture of School, Family and Community Connections</td>
<td>Reflection 3 Due March 3rd by 11:59pm</td>
</tr>
<tr>
<td>7</td>
<td>March 4-8</td>
<td>Applications in the Classroom: Culturally Responsive Teaching in Action</td>
<td>Lesson Plan Rough Draft Due March 10th by 11:59pm</td>
</tr>
<tr>
<td>8</td>
<td>March 11-16</td>
<td>Applications in the Classroom: Making Program and Curricular Choices That Are Culturally Responsive</td>
<td>Reflection 4 Due March 15th by 11:59pm</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td><strong>SPRING BREAK</strong></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>March 25-29</td>
<td>School Culture: Culturally Responsive Schools in Action</td>
<td>Portfolio Formative &amp; Summative Assessments Due March 31 by 11:59pm</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment Due</td>
<td></td>
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</tr>
<tr>
<td>11 April</td>
<td>School Culture: Fostering Positive Connections; Classroom Management</td>
<td>Reflection 5 Due April 5th by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>12 April</td>
<td>Connecting to the Community</td>
<td>Portfolio ELL and SPED Accommodated Assessment Due APRil 14th by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>13 April</td>
<td>Learning Outside the School Room (Wednesday= Online Class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 April</td>
<td>A Vision for Culturally Responsive Music Education</td>
<td>Assessment Analysis Due April 28</td>
<td></td>
</tr>
<tr>
<td>15 April</td>
<td>Assessment Analysis Presentations</td>
<td>Reflection 5 Due April 28 by 11:59pm; Lesson Plan and Assessment from FW Due May 3rd by 11:59pm</td>
<td></td>
</tr>
<tr>
<td>16 May</td>
<td>Assessment Analysis Presentations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**VI. Readings:**

Readings will be posted on Brightspace.

**LiveText**

Upon your enrollment in this course, **if you do not already have an existing LiveText account**, you should receive an access code for a free LiveText account. LiveText is a data management system that you will use to submit designated assignments in this course. The access code will come to you directly from the LiveText system to your SFA email account. If you do not receive this code by the end of the first week of class, please check your junk e-mail. If you still do not have the message, please contact the SFA LiveText coordinator at livetext@sfasu.edu. Once you have received the access code, it is YOUR responsibility to activate the account. Failure to activate the account and/or submit the required assignment(s) could result in course failure.

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. [You may already have this from SED 372 if you took the course last semester.]

**VII. Course Evaluations:**
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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 Perkins 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:

Failure Clause: You can immediately earn an F in this course due to the following reasons:
- Falsifying records pertaining to any aspect of this course, including field experience hours
- Your tutoring, ementoring, or mentoring school asks for you to be removed
- You have violated state or federal law
- You have violated The Code of Ethics and Standard Practices for Texas Educators
- You have violated school and/or district policy
- You have violated university policy
- Any other egregious acts of non-professional behavior
- You have accumulated 5 unexcused absences in this class

**Note- Students in the secondary and all level 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” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

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 field experience hour records) and citations on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Attendance
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 (including the first 12 day attendance report) 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. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
a. **Excused Absences** - You have officially excused SFASU days available to you that are covered under SFASU policy. University policy lists the following reasons for excusing a student: Health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

b. **Unexcused Absences** - Absences other than those listed above will be considered unexcused and 2 unexcused absences will result in a drop in letter grade for the semester. For example: A student who earns an A and has 2 unexcused absences will receive a B for the semester; a student that earns an A and has 3 unexcused absences will receive a C for the semester. If you have 4 unexcused absences you will receive a D for the course, 5 unexcused resulting an F. Vacations, work/church camps, or anything unrelated to SFA travel will be considered unexcused.

c. **Tardies** – Tardies will result in deduction from participation and engagement points. Remember: you are developing **professional dispositions** that will define you for the course of your career. You must prepare for classes, read and view the required material, and be in class every day to experience all that you need to be ready for internship and student teaching.

**Students with Disabilities**

To obtain disability-related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325 (936) 468-3004 / 468-1004 (TDD) 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/](http://www.sfasu.edu/disabilityservices/). Location: Human Services Building, room 325. Phone: (936) 468-3004.

**Academic Integrity**

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) 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 your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp)

**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.

**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 (A-54)**
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 and 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.

Acceptable Student Behavior

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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Undergraduate Teacher Certification: To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

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. 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.

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.

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 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:

References used for course development:


