Secondary Education and Educational Leadership

SED 450.004

Assessment for Diverse and Contemporary Classrooms

Spring 2020

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Office Hours: By appointment (email me or see me before/after class)

Course Time/Location: MW 8:00-8:50 am
ECRC 205

Prerequisites: HMS 203, SED 370, SED 371, SED 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. Formative and summative assessment methods will receive a strong focus as well as numerous other assessment strategies for diverse learners including diagnostic, self and peer assessment, alternative, authentic, and portfolio assessment. Measurement, test construction, validity and reliability will also be course topics. The course will also address standardized testing and data disaggregation. Co-requisite: SED 450L. This course is a pre-requisite for Clinical Practice (Student Teaching).

Assessment for Diverse and Contemporary Classrooms (2 Credits) meets twice each week in 50-minute segments for 15 weeks and includes three in-class assessments. Outside of class work includes weekly readings, assignments, formative assessments, lesson plans, and reflection writing assignments. These outside requirements average a minimum of 10 hours each week for 15 weeks. This course is taken concurrently with SED 450Lab.

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

A complete listing of the state and national 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.
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 traditional, authentic, alternative, and performance assessments.
2. The candidates will develop lesson plans with appropriate relevant assessments.
3. The candidates will critically evaluate research and readings connected to assessments.
4. The candidates will critically analyze an assessment related to their mentor’s classroom using best practices and research-based measures.

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


For additional information on meaningful and measurable learning outcomes see the assessment resource page

http://www.sfasu.edu/assessment/index.asp

   a. Goals and Objectives

**COMMISIONER 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(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 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.
III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS:

1. Assessment Portfolio: Students will create assessments including authentic, performance, alternative and other. (TEKS training).
2. Unit and Lesson Design including appropriate assessments: Students will continue work on their unit and lesson design from earlier classes to include assessments appropriate for EL and special needs students. (TEKS training)
3. Reflection of assigned readings and research: Students will write critical reflections based on readings in the course.
4. Assessment Analysis Project (CAEP Assessment)

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<thead>
<tr>
<th>Assignments</th>
<th>Directions</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment and assignments</td>
<td>Weekly assignments</td>
<td>500pts</td>
<td>TBD</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Quizzes will be given on topics covered in class.</td>
<td>200pts</td>
<td>TBD</td>
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<tr>
<td>Lesson Plan</td>
<td>Student will design a lesson plan and accompanying assessment based upon their field experience placement.</td>
<td>100 pts</td>
<td>TBD</td>
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<tr>
<td>Weekly Reflections Journals</td>
<td>Students will write weekly reflection journals about class activities and internship experiences, 10pts. each</td>
<td>100 pts</td>
<td>Weekly</td>
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<tr>
<td>Attendance/ Professional Disposition</td>
<td>Students will have 10 points deducted per absences (5 or more absences will cause the student to fail the class).</td>
<td>50 pts</td>
<td>Daily</td>
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<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.</td>
<td>150 pts</td>
<td>April 27th and 29th</td>
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Total Points 1100 pts

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 assignments are to be submitted in a timely, professional manner. This includes proper use of Standard English, correct grammar and spelling, and appropriate formatting. Remember that the quality of work you present reflects the quality of your desire to be a professional educator.

ATTENDANCE/ PROFESSIONAL DISPOSITIONS EVALUATION:

At this point in each student’s professional development, the Department of Secondary Education expects pre-service candidates to demonstrate a wide range of professional dispositions, including: attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflections, and student focus.
Each student is required to participate in class through discussion and collaboration. Each unexcused absence will result in a 20 pts. deduction from the Attendance grade.

**At 5 unexcused absences, you will fail this course.** Five points are deducted for every tardy over 5 minutes unless there is an extenuating circumstance. Based upon student attendance, tardiness, and interaction and observation of each student during the semester, the course instructor will calculate the disposition grade.

**Failure Clause:** You can immediately earn an F in this course due to the following reasons:

- Falsifying documents and records pertaining to any aspect of this course, including field experience hours
- Your observing, tutoring, 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

**Students must successfully complete the internship program of SED 450 (and SED 450L), making a grade of “C” or higher in each course and fulfilling the 50-clock hour lab requirement as well. If they do not, they are required to re-take the course(s) and are required to meet with the Department Chair and Secondary Program coordinator before they will be allowed to register again.**

**IV. Evaluation and Assessment (Grading):**

This course requires mastery learning. Students will be asked to turn in work repeatedly until the student fully understands the work required of the course.

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

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 – Classroom Culture
- Week 2 – Legal and ethical standards for Texas teachers
- Week 3 – Legal and ethical standards for Texas teachers
- Week 4 – Def. & role of assessment; Relationship between state curriculum standards, instruction, and state exams
- Week 5 – Assessment models: Characteristics, uses, advantages, and limitations
- Week 6 – Assessment models: Characteristics, uses, advantages, and limitations
- Week 7 – Formative Assessment
- Week 8 – Characteristics and role of effective feedback
- Week 9 – Summative Assessment; Test Construction
- Week 10 – Performance Assessment; Project-based learning
Week 11 – Culturally relevant pedagogy in assessment; modifying assessments
Week 12 – Use of technology is assessment; analyzing data for student growth and instructional planning
Week 13 – Guided practice in computer lab and independent work on assessment design
Week 14 – Professional resumes and interviewing techniques
Week 15 – Student and candidate self-assessment strategies, PPR exam strategies

VI. Materials:

1. **Required: Course packet only available at Staples.** This contains all the forms, handouts, worksheets, etc. you will use in the lab and in your time at the local school. You will need a 2-inch 3 ring binder for this packet. This binder will be used for both the SED 450 class and the SED 450 Lab as well.

2. **Required: LiveText/Watermark Statement:** This course uses the LiveText/Watermark 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 PCOE. Students who do not have an existing LiveText/Watermark 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/Watermark account, and you will be notified how to do this via email. If you forward your SFA email to another account and do not receive an e-mail concerning LiveText/Watermark 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/Watermark account or any technical questions, call 936-468-2395 or email LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignments within the LiveText/Watermark system may result in course failure.

3. **Required: Field Experience Module (FEM) $18.00 before you begin your field experience hours:** In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience. This add-on will be used in BOTH the internship course (Field Experience II) and clinical practice (student 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.

4. A 2 inch three-ring binder plus a set of alphabetical dividers. (You will use the same binder for both SED 450 and SED 450 Lab).

VII. Student Ethics and Other Policy Information:

A. **Academic Accommodation for Students with Disabilities: Policy 6.1 and 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, 936-468-3004 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, to to http://www.sfasu.edu/disabilityservices/

B. **Student Academic Dishonesty: Policy 4.1.** Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the
components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

C. **Withheld Grades: Policy 5.5.** At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

D. **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. 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 policy 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 refereed to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.