Assessment for Diverse and Contemporary Classrooms

Instructor: Dr. Amanda Rudolph        Office Hours: MW 11-1 & 2:25-2:45, by request by Zoom
Email: rudolpham@sfasu.edu        Time & Location: MWF 8:00-8:50 ECRC 215
Credits: 3 hours        Modality: In person on campus
Office: 209 T8

Prerequisites: HMS 2302, SEED 3370, SEED 3371, SEED 3372 and admission to Educator Preparation.

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 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.

Course Justification: SEED 4250 (2 hours) meets twice each week in 50-minute segments for 16 weeks. Outside of class work includes reading assignments, written reflections, critical evaluations of existing classroom assessments, and creation of various types of classroom assessments. Outside of class activities average a minimum of six hours each week for 15 weeks.

Perkins College of Education Diversity Statement: The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

Perkins College of Education Core Values:
In the Perkins College of Education, we value and are committed to the following core values, which are reflected in course assignments:
• Academic excellence through critical, reflective, and creative thinking
• Life-long learning
• Collaboration and shared decision-making
• Openness to new ideas, to culturally diverse people, and to innovation and change
• Integrity, responsibility, diligence, and ethical behavior, and
• Service that enriches the community

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 traditional, 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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Commissioner Teacher Standards</th>
<th>ELPS</th>
<th>PPR</th>
<th>ISTE</th>
</tr>
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<tbody>
<tr>
<td>SEED 4350</td>
<td>Assessment for Diverse and Contemporary Classrooms</td>
<td>Std 1 A ii-iii, B i-iii, C i-iii, D i-iii, E i-iii, F i-iii, Std 2 A i-iii, B i-iii, C i-iii, Std 3 A i-iii, B i-iii, C i-iii; Std. 4 A i-iii, B i-ii, C i-iii, D i-iv; Std 5 A i-ii, B i-iii, C i-ii, D i-ii; Std 6 A i-ii,B i-ii, C i-ii, D i-iii,</td>
<td>b 1-4, c 1 a-h, c 2 a-i, 3 a-j, 4 a-k, 5 a-g, d 1-6,</td>
<td>1.3-1.29k, 1.1 s-1.29s, 2.4k, 2.5k, 2.1 -2.5 s, 2.18 s-2.21 s, 3.1k-3.16k, 3.1 s-3.20 s, 4.1k-4.18k, 4.1s-4.19s</td>
<td>2.1a-2.1c, 2.2a-c, 2.3 a-d, 2.4 a-d, 2.5a-c, 2.6 a-d, 2.7 a-c</td>
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III. Course Assignments, Activities, Instructional Strategies, use of Technology:

COURSE ASSIGNMENTS:
1. Mandatory 30 hours of public school observation Required by TEA before Clinical Teaching (Failure to log this in Q classroom and also on the paper form will result in an automatic F for this course, and inability to enroll in Clinical Teaching). **TAC 22.35 b 1**
2. Assessment Philosophy (50 pts): Students will write a paper creating an assessment philosophy in their content area.
3. Field Reflections (4 @ 25 pts): Students will write a reflection on their field placements. There are 6 assigned but only 4 need to be completed for full credit.
4. Assessment Analysis (100 pts): Students will evaluate an assessment from their placements.
5. Unit/ Lesson Design including appropriate assessments (100 pts): Students will create a lesson for implementation in the FE including assessments.
6. Assessment Portfolio (250 pts): Students will create assessments including formative, summative, written, and performance assessments.
7. Lesson video (150 pts): Students will record themselves teaching and provide commentary.

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. 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.

Candidates must complete and submit all assignments on time and come prepared to engage in all class discussions/activities. ALL assignments must be completed in order to earn an A in the course. Late work submitted after the due date will be accepted at the instructors’ discretion based on the student’s pattern of performance on work/engagement throughout the semester; if accepted, a grade deduction will result. Please note, in-class engagement assignments cannot generally be made up. **It is the responsibility of the candidate to communicate to the instructors about extenuating circumstances/emergencies (preferably BEFORE assignment submission is due) to allow the professors an opportunity to consider if a makeup option/late work can be accepted.** Final decisions regarding grades will be at the professional discretion of the professors.

IV. Evaluation and Assessment (Grading):

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

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 placement site asks for you to be removed
- You violate state or federal law
- You violate school and/or district policy
- You violate university policy
- Any other egregious acts of non-professional behavior
- You accumulate 5 absences in your mentor’s class
- You do not complete the 30 hours of observations during the semester as required by TEA

**Candidates must successfully complete the 30 hours of TEA required observing at a local public school), making a grade of “C” or higher in each course. If they do not, they are required to re-take the 4350 and are required to meet with the Department Chair and Secondary Program coordinator before they will be allowed to register again.**
V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>INTRODUCTION</td>
<td></td>
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</table>
| August 28, 30 Sept. 1 | Introduction  
Syllabus  
Field Placements  
Code of Ethics |                          |
| Sept. 4,6,8  | EAS Ch. 1                     |                          |
| Sept. 11,13,15 | EAS Ch. 5                     | Assessment Philosophy    |
| TYPES OF ASSESSMENTS |                              |                          |
| Sept. 18, 20, 22 | EAS Ch. 6                     | Field Reflection          |
| Sept. 25, 27, 29 | EAS Ch. 7 & 8                 |                          |
| Oct. 2, 4, 6   | No Class 10/2  
EAS Ch. 9 & 10 | Field Reflection          |
| Oct. 9, 11, 13 | EAS Ch. 11                    |                          |
| Oct. 16, 18, 20 | EAS Ch. 12                    | Field Reflection          |
| Oct. 23, 25, 27 | EAS Ch. 13                    |                          |
| Oct. 30 Nov. 1, 3 | Rubrics                      | Field Reflection          |
| Nov. 6, 8, 10 | Modifications and Accommodation for SPED/ELs/GT | Assessment Analysis due |
| LARGE DATA SETS |                              |                          |
| Nov. 13, 15, 17 | EAS 16                        | Field Reflection          
Lesson plan due |
| Nov. 20-24    | Thanksgiving                  |                          |
| Nov. 27, 29 Dec. 1 | TAPR                        | Field Reflection          |
| Dec. 4, 6, 8  | National Data                 | TAPR Assignment due      |
| Dec. 11       |                              | Assessment Portfolio due 
Lesson Video due |

VI. Readings: (Required and recommended—including texts, websites, articles, etc.):


2. **Required**: QClassroom Statement: This course uses the QClassroom 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. Support emails will come from qclassroom@sfasu.edu.

   Research-based literature supporting the course content:


**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 planning improvement, planning, and accreditation 2. Instruction evaluation purposes 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 the final grades are posted.

**VIII. Student Ethics and Other Policy Information:**

**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 (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.

**Academic Integrity (4.1)**

The *Code of Student Conduct and Academic Integrity* outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy.
Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**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 coursework 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 to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities**
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 / 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 promptly may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

**Student Wellness and Well-Being**
SFA values students’ overall well-being, mental health and the role it plays in academic and overall student success. Students may experience stressors that can impact both their academic experience and their personal well-being. These may include academic pressure and challenges associated with relationships, emotional well-being, alcohol and other drugs, identities, finances, etc.
If you are experiencing concerns, seeking help, SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**

**The Dean of Students Office** (Rusk Building, 3rd floor lobby)

[www.sfasu.edu/deanofstudents](http://www.sfasu.edu/deanofstudents)

936.468.7249
dos@sfasu.edu

**SFA Human Services Counseling Clinic** Human Services, Room 202

[www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)

936.468.1041

**The Health and Wellness Hub** “The Hub”

Location: corner of E. College and Raguet St.

To support the health and well-being of every Lumberjack, the Health and Wellness Hub offers comprehensive services that treat the whole person – mind, body and spirit. Services include:

- Health Services
- Counseling Services
- Student Outreach and Support
- Food Pantry
- Wellness Coaching
- Alcohol and Other Drug Education

[www.sfasu.edu/thehub](http://www.sfasu.edu/thehub)

936.468.4008

thehub@sfasu.edu

**Crisis Resources:**

- Burke 24-hour crisis line: 1.800.392.8343
- National Suicide Crisis Prevention: 9-8-8
- Suicide Prevention Lifeline: 1.800.273.TALK (8255)
- johCrisis Text Line: Text HELLO to 741-741

**J. 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](http://www.sfasu.edu)

**To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, 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.

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. 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 SFA.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu