Assessment for Diverse and Contemporary Classrooms

Instructors: Dr. Chrissy Cross  Course Time: T Th 9:30-10:20 am (lab W, 12:00-12:50)
Pronouns: she/her/hers  Location: ECRC 204
Office: ECRC  Credits: 3 hours
Office Hours: MW 10-11, T/Th 10:30-11, and by appt.

Course modality: in-person at SFA campus, 30 face to face hours of observation in public school per TEA requirement
Email: crossc1@sfasu.edu

Prerequisites: Prerequisites: Varies by content area, admission to Educator Preparation Program.

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, formative, summative, and portfolio assessment. Measurements, test construction, validity and reliability will also be course topics. The course will also address standardized testing and data disaggregation.

This course includes a critical assignment related to accountability and accreditation. The Assessment Analysis assignment will be submitted in the D2L Dropbox and/or Qclassroom, the data management system of the College of Education.

Course Justification: SEED 4350 Assessment for Diverse and Contemporary Classrooms (3 credits) meets once or twice each week for 75 minutes 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. The class also requires 30 in person hours outside of the classroom to be spent in Texas Public Schools as a certification requirement of Texas Education Code for pre-service teachers prior to Clinical Teaching.

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.

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

This course fulfills the following university and program learning outcomes:

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.

A complete listing of the standards associated with this course and the secondary education certification sequence is located on the Perkins College of Education (PCOE) website.

**Program Learning Outcomes:**

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

**Candidate Learning Outcomes:**

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

**III. Course Assignments, Activities, Instructional Strategies, use of Technology (due dates TBD):**

**A. Reflective Journal (5 pts. Per class period, 27 class periods- Total 135 points)**

Each class period you will be required to journal at least one paragraph (7 sentences or more) about the topics/discussions/ideas from class. This journal will be digital and kept in the accompanying D2L folder, you can type your journal on your phone during the last 5 minutes of class. These are due each class period and cannot made up. If you miss a journal, you cannot get points for that journal entry.

**B. Attendance and Engagement (50 points, every absence deducts 2 points from the total)**

Due to the social constructivist nature of our course, it is expected that all teacher candidates arrive on time, attend, remain for the entirety of the meeting, and fully engage in all class meetings and scheduled activities. Engagement will be documented each class period via the engagement folder that will be provided to you. Candidates can earn 0-2 points each class period for class engagement, which could include completing an entrance or exit tickets, engaging in a partner or group activity, etc.

If you get more than 5 absences, you will receive an automatic grade of F for the course.

Arriving 15 minutes after the start of class or leaving 15 minutes prior to the end of class will also constitute an absence.

To keep up with course knowledge progress, make-up work for all absences may be expected and failure to complete it could result in grade penalties.

**Because of the ongoing increase in COVID-19 cases, if you have COVID-19 symptoms (use this CDC self-assessment), email me through D2L before class and STAY HOME. You must also bring a doctor’s note from the SFA clinic or your doctor confirming the positive test.**
You may not choose to Zoom in to the class if you are sick. All classwork missed must be made up or substituted with a different assignment at the discretion of the instructor.

This policy is subject to review and revision by professors due to extenuating circumstances/emergencies communicated to the professors by the teacher candidate; it is the responsibility of the teacher candidate to communicate extenuating circumstances/emergencies in a timely fashion. Final decisions regarding grades will be at the professional discretion of the professors.

B. Major Assignments (50 Points per assignment, 8 assignments- 400 pts.)

- Candidates will complete an assessment analysis of a type of assessment from their field experience, personalized for their grade level and content area. Assessment types may include, but will not be limited to: authentic, performance, alternative, formative, summative, etc. The student will also collect the assessment results of five students and submit their results with feedback to show their ability to give student feedback according to EdTPA guidelines (EdTPA task 3).

- Analysis of a school’s Annual Report Card. Your analysis will consist of your overall impression of the district report card, including critique of the system and a more in-depth analysis of the campus for your field placement to include STAAR results (including disaggregated data).

- Context for Learning for your internship placement – The student will complete a Context for Learning for their internship placement site according to the requirements of the EdTPA assessment.

- Lesson Plans (edTPA Task 1)—The student will write a lesson plan to practice skills required for the EdTPA Lesson Plan Assessment

- Assessment Design (edTPA Task 3)-The student will design an Assessment for their Lesson Plan that fits the requirements of the EdTPA task 3 assessment, this will include a Formative, summative, and performance assessment.

- Rubric Design (edTPA Task 3, Evaluation Criteria)—The student will design a rubric to accompany the assessment and lesson in accordance with the requirements set forth by EdTPA

- The student will film themselves in ONE video Lesson at their placement site, for a total time of 10 minutes

- The student will complete a Video Analysis of their Video filmed at their placement site (edTPA Task 2)

D. Community Show-Ups &Professional Development hours (55 points)

Candidates will participate in and document 5 hours of community show-ups and professional development experiences to prepare you to be more effective teachers:

- school-based and community-based activities - to help you see connections between families, schools, and the community, and to better enable them to know the people and community in which they teach, this includes performances, concerts, UIL competitions, sports games, etc. related to the school in which the student is doing an internship.

- professional development opportunities – to help you engage as a (future) professional educator, these vary by semester and will be presented as they occur. The first opportunity is the SFA MLK Day of Service.

I will provide notice of local opportunities in our D2L course or in class. If you learn of an opportunity that you want to engage in, please email me through D2L to get approval to get course credit for it before attending.

These hours will be documented through selfies taken at the experience and uploaded to the assignment folder in D2L.
E. Final Exam (120 points)—The final exam will consist of a two-part written/video document that captures the essence of the student’s goals for what kind of teacher they will be. The student will be asked to create an original presentation on a video showing the class the ideology they hope to bring into their classroom. A one-page paper will accompany the video.

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.). Students who use fake news websites, religious texts, or conspiracy theories in their written material will be asked to redo their assignments with support from scholarly research sources.

All writing assignments must be typed using 12-point Times New Roman font, double-spaced. Please proofread your papers before submitting. Points will be deducted for inappropriate format, style, grammar, and spelling errors. Poorly written assignments will be returned and resubmitted with appropriate corrections before credit is earned.

This class is a Mastery Learning class. That means most major assignments have a revise and edit option for you to get more points if you so desire. You will also be asked to redo assignments that do not meet minimum criteria for quality.

General criteria for quality in written assignments
1. Original work— you must come up with your own ideas and not use other peoples’ ideas without giving credit to them. Plagiarism and copying your peers ideas is not acceptable.
2. Write professionally—Teachers must be able to communicate professionally, that means using proper grammar, spelling, and sentence structure.
3. Communicate well- Poorly communicated information results in confused students and parents, if your written communication does not make sense or is confusing then it is poor quality communication.
4. Use of deficit thinking, racial slurs, homophobic or transphobic statements, harmful stereotypes or conspiracy theories is not only poor-quality writing and unprofessional, it can result in a teacher losing a job. It is not acceptable as part of professional communication and will not be tolerated in any assignment in this course.

LATE WORK:

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):
Candidate 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
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 CALENDAR (may be adjusted by instructor as needed in case of COVID pandemic, natural disasters, or other sociocultural needs of the class).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics/Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-23</td>
<td>Syllabus, Intro Homework—Teaching Philosophy Arts Based Assignment Reflective Journal</td>
<td>5</td>
</tr>
<tr>
<td>8-25</td>
<td>Present Where I’m From, The Assessment Cycle and overview of types of assessment Reflective Journal</td>
<td>5</td>
</tr>
<tr>
<td>8-30</td>
<td>EdTPA Focus students and special pops within schools (Deficit vs. Asset) Context For Learning Reflective Journal</td>
<td>50, 5</td>
</tr>
<tr>
<td>9-1</td>
<td>Community Assessment of Your Program, Creating goals that impact your program within your community, the importance of being seen in the community Reflective Journal</td>
<td>5</td>
</tr>
<tr>
<td>9-6</td>
<td>Developing Lessons with Assessments in Mind, Types of Assessment EdTPA likes Reflective Journal</td>
<td>5</td>
</tr>
<tr>
<td>9-13</td>
<td>Core Assessment and Elective Assessment</td>
<td>5</td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
<td>Journal</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>9-15</td>
<td><strong>Lesson Plans Due</strong>&lt;br&gt;Reflective Journal</td>
<td>50</td>
</tr>
<tr>
<td>9-15</td>
<td>Reflective Journal&lt;br&gt;Designing Assessment for Skill Based Classes</td>
<td>5</td>
</tr>
<tr>
<td>9-20</td>
<td>Reflective Journal&lt;br&gt;Alignment of TEKS, Assessment and Rubric</td>
<td>5</td>
</tr>
<tr>
<td>9-22</td>
<td>Reflective Journal&lt;br&gt;EdTPA required assessments&lt;br&gt;<strong>Assessments Due</strong></td>
<td>50</td>
</tr>
<tr>
<td>9-27</td>
<td>Reflective Journal&lt;br&gt;How to make a good rubric</td>
<td>5</td>
</tr>
<tr>
<td>9-29</td>
<td>Reflective Journal&lt;br&gt;Can rubrics measure everything?</td>
<td>5</td>
</tr>
<tr>
<td>10-4</td>
<td>Reflective Journal&lt;br&gt;Exceptional students and the limitations of rubrics</td>
<td>50</td>
</tr>
<tr>
<td>10-6</td>
<td>Reflective Journal&lt;br&gt;Choosing an assessment in your placement to analyze.</td>
<td>5</td>
</tr>
<tr>
<td>10-11</td>
<td>Reflective Journal&lt;br&gt;How to analysis your assessment, why should we do this?</td>
<td>5</td>
</tr>
<tr>
<td>10-13</td>
<td>Reflective Journal&lt;br&gt;STAAR test day 1&lt;br&gt;<strong>Assessment Analysis Due</strong></td>
<td>50</td>
</tr>
<tr>
<td>10-18</td>
<td>Reflective Journal&lt;br&gt;STAAR test Day 2</td>
<td>5</td>
</tr>
<tr>
<td>10-20</td>
<td>Online Work Day&lt;br&gt;13th Video Analysis&lt;br&gt;Reflective Journal</td>
<td>5</td>
</tr>
<tr>
<td>10-25</td>
<td>Teaching Videos Due to Dropbox Data Analysis in Standardized Testing (Why does this matter to Extracurriculars?)&lt;br&gt;Reflective Journal</td>
<td>5</td>
</tr>
<tr>
<td>10-27</td>
<td>The opportunity gap&lt;br&gt;Reflective Journal</td>
<td>5</td>
</tr>
<tr>
<td>11-1</td>
<td>How to Analyze your video&lt;br&gt;Reflective Journal</td>
<td>5</td>
</tr>
<tr>
<td>11-3</td>
<td>Reflective Journal&lt;br&gt;The poverty and assessment problem&lt;br&gt;<strong>Video Narratives Due</strong></td>
<td>50</td>
</tr>
<tr>
<td>11-8</td>
<td>Advocacy for Extracurricular Programs&lt;br&gt;Reflective Journal</td>
<td>5</td>
</tr>
<tr>
<td>11-10</td>
<td>School Report Card, TAPR Report&lt;br&gt;Reflective Journal</td>
<td>5</td>
</tr>
</tbody>
</table>
VI. Readings:

CliffsNotes Guide to the EdTPA assessment by Jane Burstein
ISBN-10: 0544466314

Research-based literature supporting the course content:


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

Important course related policies:
A. 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.

C. 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, 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, go to http://www.sfasu.edu/disabilityservices/

D. 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.

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;
- 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;
- 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.

**Student Appeals**

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

**E. 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.

**F. Student Code of Conduct: Policy 10.4**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 at SFA.

**G. Student Mental Health**

SFASU values students’ mental health and the role it plays in academic and overall student success. 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.

**IX: Resources**
On-campus Resources:
SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202 • 936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

X: Additional Information Specific to Educator Preparation (only add if educator preparation):

**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.texaspubliceducation.org/tac/247.2/).

**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.