Department of Education Studies  
SEED 5316 – Fall 2023  
Assessment for Diverse and Contemporary Classrooms

Instructor: Dr. Kevin L. Jones  
Course Time: Asynchronous  
Location: Online  
Credits: 3 hours

Office: 209 M ECRC  
Office Hours: MW 10-12:00, Th 1:30-2:30 and by appt.
Course modality: Online  
Email: kevin.jones@sfasu.edu

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 Q classroom, the data management system of the College of Education.

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:

1. **Assessment Design:** Students will create a portfolio of assessment types including formative, summative, pre/post-assessments, portfolio, and assessment modifications. Students must ensure that each assessment they create allows all students to equitably demonstrate their understanding, skills, and growth (SLO 1,3) 150 pts

2. **Unit Plan Design:** Students will design a culturally responsive unit plan incorporating appropriate assessments for diverse learners. (SLO 2) 150 pts

3. **Group Reflections:** As a group, students will record or write six short critical reflections based on readings and resources in the course. (SLO 3) 150 pts total (6 reflections x 25 pts each).

3. **Assessment Analysis:** Students will collect an example assessment, analyze its quality and cultural responsiveness, and reflect on future practice. (SLO 3) 150 pts

Total: 600 points

**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 proof read 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 The Code of Ethics and Standard Practices for Texas Educators
• 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
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).

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<thead>
<tr>
<th>Topics/Assignment</th>
<th>Assignments Due</th>
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<td>Introduction</td>
<td>Welcome</td>
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<td>Discussion Post</td>
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<td>Sept 3rd</td>
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<td>Introduction to</td>
<td>Connect with</td>
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<td>Assessment</td>
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<td>Group Reflection #1 Sept 10th</td>
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<td>Part 1</td>
<td>Assessment</td>
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<td>October 1st</td>
<td>Portfolio</td>
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<td>Group Reflection #2</td>
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<td>September 24th</td>
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<td>Peer Feedback</td>
<td>First Draft due</td>
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<td>Week</td>
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<td>Assessment</td>
<td>Portfolio Due</td>
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<td>Portfolio</td>
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<td>Part 2</td>
<td>Culturally</td>
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<td>October 2nd – 29th</td>
<td>Responsive Unit</td>
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<td>Plan (new content</td>
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<td>Culturally</td>
<td>Group Reflection</td>
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<td>Responsive Unit</td>
<td>#3 October 15th</td>
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<td>Plan</td>
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<td>Peer Feedback</td>
<td>Unit plan draft</td>
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<td>Part 3</td>
<td>Assessment</td>
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<td>October 30th –</td>
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<td>Dec 10th</td>
<td>Analysis (new</td>
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<td>content posted)</td>
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<td>Assessment</td>
<td>Group Reflection</td>
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<td>Analysis</td>
<td>#5 November 5th</td>
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<td>Assessment</td>
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<td>Analysis</td>
<td>#6 Assessment</td>
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<td>Analysis Draft</td>
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<td>December 3rd</td>
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<td>Finals week</td>
<td>FINAL Assessment</td>
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<td>Analysis Due –</td>
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NOTE: This is subject to change, and students will be notified via D2L
VI. Readings:

Students are not required to purchase a textbook for this course. Required readings and resources will be posted on D2L.

Optional Reading:

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


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:

Course Grades (Including WH), Policy 5.5

Final Course Grade Appeals by Students, Policy 6.3

Academic Accommodation for Students with Disabilities, Policy 6.1

Appeal Procedure Relating to the Provision of accommodations for students with Disabilities, Policy 6.6

Class Attendance, Policy 6.7

Code of Student Conduct and Academic Integrity, Policy 10.4

***Other other SFA Policy Information
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
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

SFASU Human Services Counseling Clinic • 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

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.
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.