

**EDUC - 4103 Measurement and Assessments - Syllabus**

Fall - 2017

Monday 3:30 – 6:00 (tentative)

Goodhue 200

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Office Hours: **Monday 6:00-7:00 PM**

**\*Also by appointment**

**Required Text:**

* *Classroom Assessment for Student Learning: Doing it Right Using it Well.* Rick Stiggins, Judith Arter, Jan Chappius & Steve Chappius, 2012, 2nd Edition. Educational Testing Service.

**Required Materials:**

* 3-Ring Binder 2”
* 8-12 Tab Dividers
* 1 GB jump drive (minimum)

**Course Description:**

A pragmatic approach to the study of **educational tests and measurement** that explains essential **psychometric concepts** and their application in the classroom. Includes a through discussion of **performance and portfolio assessments** as well as how to assess special needs students. Examines construction, selection, administration, interpretation, and utilization of evaluation techniques and instruments, including statistical interpretations.

**Prerequisites:** Acceptance in Teacher Education Program.

**Conceptual Framework:**

Envisioning teacher as leader in the 21st century is integral to our work in **EDUC 4103**. The very foundation of our guiding text, Classroom Assessment for Student Learning (Stiggins, Arter, Chappius and Chappius, 2006) is a reliance on the concept of **Professional Learning Communities (PLC)** and their attendant requisite demand for leadership.

The assessment process both **formative** and **summative** works best when ideas and strategies are shared and their effectiveness evaluated across content and grade level **PLCs** as well as district and even state or national communities where possible. Foundational to the **PLC (Professional Learning Community)** process is the rotation of leadership duties within the **PLC**, an intrinsic leadership builder.

In **EDUC 4103** we will model and practice the **PLC concept.** Each cluster of **21st century skills** are embedded components of this course. **"Assessment Literacy"** is added to the list of forms included in **Digital Age Literacy**. Teacher candidates in this class will examine and use the latest in technological tools to augment the assessment process. Using tools like Karen Hess's **Cognitive Rigor Matrix** (2008) **Inventive Thinking** and **Higher order Cognitive Processes** will be learned as students develop **formative** and **summative** assessment items that meet the rigor demanded by the new **Common Core Standards** as incorporated into Kentucky's Academic Standards **(KAS)** and high stakes tests **(K-PREP and EOC).**

Students in **EDUC 4103** will use a variety of tools to hone effective **21st century communication skills**. The provision of **clear descriptive feedback** is key to the **formative** assessment process. In addition, the **PLC** process will encourage teaming, collaboration and interpersonal skills. High productivity will ensue as teacher candidates learn to develop **valid and reliable assessments** that are **authentic** and **Real-World** based. An introduction to the concept of **Instructional Rounds in Education** (City, Elmore, Fiarman and Teitel, 2010) will merge the rigor of 21st skills and the role of teacher as leader.

In addition, teacher candidates will learn to incorporate the Characteristics of **Highly Effective Teaching and Learning** as outlined by the Kentucky Department of Education and the requirements for Unbridled Learning. The research of Hattie (2012), and Popham (2003) will also inform instruction. Moreover, students will become-familiar with assessment related portions of the latest initiatives of the **KDE** including **CllTS,** **PD360** and **TPGES**.

**Course Objectives:**

Our primary objective in this course is to prepare future teachers to be able to **become assessment literate,** develop high quality, rigorous **formative** and **summative** assessment processes and to use assessment not only to gauge and grade students achievement, but to be, more importantly, an integral process that leads to and even causes students learning.

***At the end of this course candidates should meet the following objectives:***

 Working within the framework of our in-class mock **PLCs**, be able to **demonstrate** **"assessment literacy"** in the 21 century including a working knowledge of the new **Common Core Standards** and current state and national trends and reforms. Be able to explain and compare/contrast assessment for learning and assessment of learning.

1. Be **knowledgeable** and conversant of the requirements of Senate Bill I and all concomitant accountability criteria as incorporated in the **Unbridled Learning: College and Career Readiness** for All initiative of the Kentucky Department of Education as adopted by the Kentucky State Board of Education.
2. In **PLCs** be **able to differentiate** and classify types of learning targets then develop clear assessable targets from applicable standards. Be able to **"de-construct" standards** to put them in student friendly language.
3. Be **able to design assessment** processes and tools both to be used formatively and summatively including selected response items, extended written response items, performance assessments and personal communication. Be able to use **Universal Design for Learning (UDL)** to insure that assessments address all diverse learners including special populations, such as those with disabilities, gifted and talented, multicultural populations and English learners. Be able to design summative instruments that are emulative of Kentucky's **K-PREP** and other "high stakes" exams informed by **KAS** .
4. Be **able to implement and explain** quality grading systems and report cards. Be able to explain the advantages of standards based grading systems and properly develop an appropriately weighted grading system.
5. Be **able to identify and explain** in teacher friendly language common standardized testing terms (e.g., criterion-referenced, norm-referenced, reliability, validity, percentile, stanine). Be able to analyze standardized test **(K-PREP and EOC**) results to inform future instruction.
6. Be **able to use a variety of technological tools** to implement and augment assessment including but not limited to **MAP** and **CllTS (data subject to availability)**.
7. **Create and utilize** quality **self-assessments.**
8. Work with and **develop** an understanding of **PGES** and its components.
9. **Address the diverse learning needs** of all students through appropriate instructional strategies and creating a classroom climate conducive to learning.

**Address the following** **Kentucky Teacher Standards:**

**2.1 Plans instructional strategies and activities that address learning objectives for all students**

**3.3 Values and supports student diversity and addresses individual needs**

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**4.2 Implements instruction based on diverse student needs and assessment data.**

**Address the following** **International Literacy Association (ILA) Standards:**

**3.1: Understand types of assessments and their purposes, strengths, and limitations.**

**3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for**

**specific purposes.**

**3.3: Use assessment information to plan and evaluate instruction.**

**3.4: Communicate assessment results and implications to a variety of audiences.**

**Policy Statements**

**Education Division Policies**

**Cell Phone Policy**

The Education Division will adhere to the Lindsey Wilson cell phone policy for college classrooms that states “Student cell phones will be off during class time unless prior arrangement is made with the instructor. All cell phones must be put away during the class period.” Therefore, no cell phones are to be visible or turned on during class sessions or in public school classrooms during all clinical field experiences. First offence will receive a warning. For the second offence, the phone will be confiscated. For the third offence, the student will be asked to leave class and counted as an unexcused absence. Violation of LWC policy is grounds for dismissal from class. Any requests to keep the cell phone on but silent and not visible, such as family or medical emergencies, must be given prior approval by the instructor.

**Attendance Policy**

Students are expected to attend class. Due to the nature of this course you should avoid being absent whenever possible. You are preparing for the teaching profession where attendance is crucial to the effectiveness of instruction. Therefore, you should miss only for emergencies and illness. (Skipping because you don’t have an assignment ready only makes it worse. The assignment will be counted late and you will be counted absent. You lose twice. Better to come without the assignment and talk to me.) All sections of the school's attendance policy will be enforced.

In keeping with Lindsey Wilson College policy, students are responsible for regular class attendance, in-class participation, and completion of assignments.  In the Education Program students are expected to attend all class sessions and absences are counted. ***In this course that includes the Thursday sessions that are either online, in the field, or completed through Blackboard. Participation in these sessions will be documented for attendance. Students will not be allowed to make up class points lost due to unexcused absences****.* Excused absences for illness or school functions still count as absences from class, but require prior arrangements to make up the work.

Excessive tardiness especially those students who habitually arrive to class late, either in class or online, will result in being counted absent from the class. Tardiness is not compatible with effective teaching. If an emergency arises, the student must make every effort to notify the instructor prior to class through email or call if during regular office hours.

Students will only be allowed to make up work or tests from missed classes if the absence is excused. Excused absences include doctor appointments, funerals for immediate family, or valid emergencies. In order to have an absence excused the student must submit a signed excuse from the physician or bring proof of the emergency. This should be submitted to the instructor on the day the student returns to class. Missing class or arriving late because of taking a test in another course will not be excused unless the request is submitted to the professor for prior approval. The approval is at the discretion of the professor. Completion of field hours **is not** an excuse for missing an education class or any other class. Field hours are assigned early enough in the semester and at times when no classes are scheduled. Work is also not a valid excuse for missing classes.

According to College policy absences for scheduled, authorized obligations (e.g., athletic events, choir tours, field trips in other classes, etc.) are not counted as class absences. In order for these to be excused the student must notify the instructor prior to the absence. Students are responsible for completion of missed class work due to an authorized absence within a reasonable (defined by instructor) length of time. Participation in extracurricular activities (intercollegiate athletics in particular) place additional demands and responsibilities on students and therefore requires that any additional absences may jeopardize the course grade.

**COURSE ASSIGNMENTS & REQUIREMENTS**

**Grading Policy:**

* **In-class attendance and assignments (activities)**
* **Field Hours and logs**
* **Chapter Presentations**
* **School Data Analysis**
* **Assessment Presentation/discussion**
* **Data Analysis**
* **PGES evaluation/teaching**

**Course Assessment Tasks:**

I. In **class** a**ssignments** (300 points). Our class only meets once a week therefore it is very important that you attend every class. The in-class tasks will vary but may consist of questioning, short performance events, **PLC** leadership reports, response to readings, brief summaries of readings, etc. Your mid-term points will be included in this section. **(Assesses KTS 1-8)**

1. **Field Hours and Logs** (300 points) Students are responsible for turning field hours in by the assigned dates. Logs must also be completed and entered into **KFETS** (Kentucky Field Experience Tracking System) **AND A PRINTOUT OF COMPLETED/LOGGED HOURS ATTACHED TO EACH SET OF HOURS TURNED IN TO GET FULL CREDIT. (Assesses KTS 1-8)**
2. **Chapter Presentations** (50 points: see rubric) **(Assesses KTS 1-6)**
3. **School Data Analysis**  **Project 1**(50 points) Students will analyze data. Data should include information from **Census data, K-PREP, non-academic data, or other local data**. You will use the data to determine the school's strengths, weaknesses, and needs. **(Assesses KTS 1-8)**
4. **Assessment Presentation** **Project 2** (50 points) Develop three different assessment tools that could be used as part of the **formative assessment** process in your future classroom. Present those tools in a handout (newsletter, PPT slides, etc) The presentation should clearly show how the four main types of learning targets: knowledge, reasoning, skill, and product, are addressed. The project must also include an explanation of how the results of these formative assessments will be used to adjust teaching strategies. ALSO, use one of the original assessments and redesign it to an alternative assessment. Attention must be given to the needs of all special populations including students with disabilities, gifted and talented, multicultural populations and English learners. These will be **presented and discussed in small groups** as part of your final exam. **(Assesses KTS 1-6)**
5. **PGES Evaluation Presentation** (150 points). 30 minute presentations. Explain the purpose of the domain giving support with examples and reasoning. Create 3 CRITICAL THINKING questions to ask the audience based on your presentation. You may give these to students before, during or after the presentation. Ask and discuss questions. Questions will be turned in to the professor for assessment. **(Assesses KTS 1-8)**
6. **Assessment Binder** (see description) Final Exam Grade (100 points) **(Assesses KTS 1-8)**

**GRADING PROCEDURE FOR COURSE**

**A = 94 - 100%**

**A- = 90 - 93%**

**B+ = 87 - 89%**

**B = 83 - 86%**

**B- = 80 - 82%**

**C+ = 77 - 79%**

**C = 73 - 76%**

**C- = 70 - 72%**

**D = 60 - 69%**

**F = 0 - 59%**

Grades lowered 10% of total points possible if not turned in at the beginning of class when due. Late work **will not be accepted** later than 1 week after due date. NO LATE WORK ACCEPTED FINAL WEEK. **Plagiarism results in a grade of 0 on the assignment. This includes copying not only printed works and failing to cite source, but also copying from the internet.**

***During this course you will complete the following:***

* **15 hours in a classroom:** You will be assigned to work with a public school teacher **in your content area** and some will continue to work with this class in the spring semester. The logs you create should reflect the assessments you observed during your time in the classroom. Be mindful of self-assessments, formative, and summative assessments when you are observing. Also, discuss with your cooperating/supervising teacher how he/she is using data to drive their instruction.

**The Field Experience Due Dates (when the "logs" are due).**  
(The number of field experience hours in your course(s) determine the partial amount of hours due at the education division common due dates across the semester). For this class please follow the schedule below:

Submit the classroom teacher’s Evaluation and Signed Record of Field Experience Hours by **Aug. \_\_\_\_**

Submit logs, cover sheet & KFETS printout with cooperating teacher signature by **Sept.\_\_\_\_**

Submit logs, cover sheet & KFETS printout with cooperating teacher signature by **Oct.\_\_\_**.

Submit logs, cover sheet & KFETS printout with cooperating teacher signature by **Nov.\_\_\_\_**

**Nov. 30 - All field items completed and submitted / Hard copy to professor and all in KFETS**

**Failure to submit field logs and to complete required number of hours by these dates will result in a 0.**

**Guidelines for Classroom Visits:**

1. **Initial visit** - Talk with the teacher in order to plan a schedule so that you will meet the **required 20 hours**. (You must make this visit at a time the teacher can talk with you, i.e. planning period, after school, lunch.) Take the list of activities so that the teacher will know what you are expected to do. **Ask the teacher if you can co-teach** in some form during the field experience.
2. **Observation** – Only one hour visit should be spent in observation only. This visit may follow or precede your meeting with the teacher. Use this time to **become acquainted** with the teacher and the classroom.
3. **Scheduled visits** - When the schedule is made **KEEP IT.** Do not be late or change the schedule at the last minute. In an emergency, call the school to notify the teacher. Plan to make up the time as soon as possible. If you are scheduled to teach, **do not call the teacher that morning and say you can’t come. The teacher has planned the class around your teaching and it is not fair to the teacher if you don’t show.**
4. **Plan to arrive early** before the class begins in order to have time to talk to the classroom teacher. **Do not arrive just as the bell rings or leave when the bell rings.** Take time to talk with the teacher to be clear on what you will do each class period. Keep in touch through email or phone calls. You may **count this time as part of your 2 hours with the teacher**. Remember, this must be at the convenience of the teacher since you are a guest in the classroom.

**When you visit remember:**

* Wear your **ID at all times**. Check in at the office following the procedures outlined. **Arrive early** since this may take time.
* **Dress in a professional manner**. Professional doesn’t mean Sunday best. It means **no blue jeans**, **sweat shirts**, **casual sport** attire or clothes that will distract from your teaching**. Follow the LWCV dress code for teachers outlined in the Candidate Handbook**. Also, do not wear clothes that will make you look more like a student than a teacher. Be well groomed and comfortable. Remember, **this could be part of a job interview**.
* Be prepared to work when you go. **Take notebook, all materials, and pen for log entries and notes**. Be as helpful as possible. Remember, you are there to learn. **Do not go beyond the proper bounds** for a pre-service teacher. The classroom teacher is the authority and the teacher’s priority is to teach the students. You are there only at the invitation of the teacher and the teacher receives no compensation, so be as helpful as possible.
* **Do not have your cell phone out** or use it at any point during the time you are in the classroom or on the school grounds. Either leave it in your car or **have it off and out of sight**.
* **Do not touch the teacher’s computer** or desk unless told to do so.
* After the initial observation, participate as much as possible. This includes **helping students with class work, grading papers, tasks assigned by the teacher**. Volunteer and ask what you can do.

5. **Classroom Participation Activities**

* The classroom teacher will assign the classroom responsibilities. They may or may not confine their requests to the list (see below).
* **Volunteer** as much as you can. **If the students are doing individual seatwork, ask the teacher if you might assist**. You might work one on one with students or work with a small group.
* **If the teacher asks you to prepare a short (mini) lesson or an introduction, type it in full**. Teachers are not pleased if you come to teach and have nothing written prepared. To them this is no preparation. Be sure to type anything you prepare and make it look as professional as possible**. Teachers are also not impressed with handwritten notes**. The teacher will usually give you the topics and resources. Work within their guidelines. If you do not understand something, feel free to ask. If you have questions after returning to campus, email and ask.
* Include a **co-teaching** activity.

**Practicum Logs / KFETS Entry**

**Information for entering data in the *Kentucky Field Experience Tracking System (KFETS)* will be explained in class with written instructions.**

* **When your name is submitted for your student teaching semester, If the 200 hours are not logged in the system and it does not show that you have completed all requirements, the KY EPSB will not allow you to student-teach.**

**Make a “log” entry for each practicum visit.**

* **Date each entry and note grade level, number of students, and subject being taught.** Complete all codes as listed on the form for **KFETS**.
* **Describe instructional strategies and groupings**. Note new ideas for instruction, assessment, and classroom management you discover. Draw any parallels to what we are studying in class. During your visits when you are not involved in instruction, write a detailed, **reflective log** entry in **narrative format** giving an account of what **you observe** happening in the classroom. Do not make this a simple list of what happened, but an **anecdotal record** of your experience with **full reflection** on what you learned and what questions you have.
* If you are involved in instruction during your visit, **include a detailed outline** of what you did. Include the **written outline or lesson** plan that you prepared.
* Following your experience **reflect on what you did**, what you learned, how the students responded, feedback from the teacher, and what you would do differently next time and why.
* If you only observed during the class, reflect on how you plan to implement what you are learning.
* **Create the log and save as a Word document**. When entering in **KFETS**, you will be able to **copy and paste** your reflection.
* Each **reflection** must be at least **a page in length**. No two reflections should have similar wording or show a copy/ paste. If they do, you will only be given credit for one (1) field log entry.
* Make **a hard copy** of the entry for your **practicum notebook** to be turned in at the **end of the semester** for your official file.

**Create an Assessment/Reflection Notebook**

**In a 3 ring binder (8 tab dividers) compile the following:**

1. Field placement form
2. Completed Record of Field Experience Log (copy)
3. Field Experience reflections, cover sheets and KFETS information
4. Include the lesson plans and any support materials for any teaching that you do or observe that you think is beneficial to assessment
5. Include any materials from the classes you observed or worked with. Create a “rich” detailed notebook from your experience
6. Final Reflection

* At the end of your practicum, read and reflect on your entries and the practicum experience. How did this experience prepare you for literacy in the content area instruction?
* Write a final reflection on what you learned and the insights you gained from your practicum in which you analyze / synthesize your experience.
* Evaluate your overall performance.

1. Evaluation of Non-Teaching Field Experience form filled out by cooperating teacher (copy)

Remind your classroom teacher to fill in the evaluation in their packet. They can either mail it or send it by you.

8. Assessment Analysis paper

9. PGES: Framework of teaching, supporting documents, assessments, and any other documentation you find worthwhile

**Grading Criteria**

* Complete **15 hours field experience** meeting all guidelines for visits / appropriate teaching activities / full participation / items in specific required categories

**EDUC 4103 - Tentative Schedule:**

**Fall - 2017**

**Please remember that this is a TENTATIVE SCHEDULE, thus it is subject to change**

|  |  |  |
| --- | --- | --- |
| **Week** | **Content** | **Other Information** |
| Week 1 | * Get to Know You * Organize Groups by Content Area * Make More Video:   https://www.youtube.com/watch?v=I-ctFw-eoYY   * Syllabus * Assignment Dates   Overview of PGES |  |
| Week 2 | * PGES Domains 1 & 4 discussions Signed Syllabus due/syllabus quiz * Discuss purpose and organization of binders * Ch.1: Classroom Assessment: Every Student a Learner | <https://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx> |
| Week 3 | * PGES Domains 2 & 3 discussions * Ch. 2: Clear Purpose: Assessment for and of Learning * Divide into groups and assign domain for presentation | <https://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx> |
| Week 4 | * PGES Presentations: * 30 min each. * Explain purpose of standard, examples and reasoning * Create 3 CRITICAL THINKING questions to ask the audience based on your presentations. * Ask critical questions * Discussion * Conclusion | * First PGES EVALUATION DUE * submit logs and cover sheet with cooperating teacher signature (see timeline) |
| Week 5 | * Ch. 3 Clear Targets   Ch. 4 Sound Design |  |
| Week 6 |  | Malvena Farkle Day |
| Week 7 | * Ch.5 Selected Response Assessment * Ch. 6 Written Response Assessment * Review for mid-term |  |
| Week 8 | * Midterm- Data analysis | Submit logs and cover sheet with cooperating teacher signature (see timline) |
|  | LWC - Fall BREAK ☺ |  |
| Week 9 | * Ch. 7 Performance Assessments * Ch. 8 Personal Communication as Classroom Assessment |  |
| Week 10 | * 9 – Record Keeping: Tracking Student Learning * 10 - Converting Summative Assessment Information |  |
| Week 11 | * 11 - Portfolios * 12 – Conferences About and with Students |  |
| Week 12 | * Begin School Data Analysis Project Discussion on data | <https://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx> |
| Week 13 | * Assessments in the classroom | Final PGES EVALUATION DUE |
| Week 14 | * Assessments in the classroom continued |  |
| Week 15 |  | Assessment Presentations-small groups |
| Finals Week  Week 16 | * Assessment Presentations/Portfolio completion in lieu of final exam | Assessment Presentations-small groups |

**Textbooks** Chapter Presentations

**Rubric Criteria**

**Students will be placed in groups of 2 (ideally based on their major and content areas) and given a schedule of the reflection of the upcoming chapters presentation project.**

**Students will have a chance to choose the means to present their findings to the class:**

* **PowerPoint (or Prezi) Presentation**
* **Classroom Learning center;**
* **Poster Board Presentation.**

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| **Oral Communication VALUE Rubric**  *for more information, please contact value@aacu.org* |  |

**Definition**

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Capstone**  4 | **Milestones**  3 2 | | **Benchmark**  1 |
| **Organization** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| **Language** | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| **Delivery** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |
| **Supporting Material** | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| **Central Message** | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. |

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| **ILA Reflection** | **Emerging**  **1-2 ILA**  **indicators addressed.** | **Developing**  **3-4 ILA indicators addressed.** | **Accomplished**  **5-6 ILA**  **indicators addressed.** | **Exemplary**  **7-8 ILA indicators addressed.** |
| **Please check the ILA indicators for this assessment and write a brief self-reflection on how your group addressed each one as you completed this task.** | \_\_\_\_\_1.1 Foundations of reading and writing development and processes  \_\_\_\_\_1.3 Understand the role of professional judgment and practical  knowledge for improving all students’ reading development and  achievement.  \_\_\_\_\_2.1 Use foundational knowledge to design or implement an  integrated comprehensive and balanced curriculum.  \_\_\_\_\_2.2 Use appropriate and varied instructional approaches, including  those that develop word recognition, language comprehension,  strategic knowledge and reading/writing connections.  \_\_\_\_\_2.3 Use a wide range of texts (narrative, expository and poetry  from traditional print, digital and online resources.  \_\_\_\_\_3.1 Understand types of assessments and their purposes,  strengths and limitations.  \_\_\_\_\_3.2 Select, develop, administer and interpret assessments, both  traditional and electronic.  \_\_\_\_\_3.3 Use assessment information to plan and evaluate instruction.  \_\_\_\_\_3.4 Communicate assessment results and implications to a variety  of audiences.  \_\_\_\_\_4.1 Recognize, understand and value the forms of diversity that  exist in society and their importance in learning to read and  write.  \_\_\_\_\_4.2 Use a literacy curriculum and engage in instructional practices  that positively impact students’ knowledge, beliefs, and  engagement with the features of diversity.  \_\_\_\_\_4.3 Develop and implement strategies to advocate for equity.  \_\_\_\_\_5.1 Design the physical environment to optimize students’ use of  traditional, print, digital and online resources in reading and  writing instruction.  \_\_\_\_\_5.2 Design a social environment that is low risk and includes  choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write.  \_\_\_\_\_5.3 Use routines to support reading and writing instruction.  \_\_\_\_\_5.4 Use a variety of classroom configurations.  \_\_\_\_\_6.1 Demonstrate foundational knowledge of adult learning theories  and related research about organizational change, professional  development and school culture.  \_\_\_\_\_6.2 Display positive dispositions related to their own reading and writing  and the teaching of reading and writing, and pursue the development of  individual professional knowledge behaviors.  \_\_\_\_\_6.3 Participate individually and with colleagues in professional development  programs at the school and district levels.  \_\_\_\_\_6.4 Are informed about important professional issues | | | |
| **Total** | **32-34** | **35-40** | **41-44** | **45-50** |

**Assessing Learning Outcome**

**For the Formative Assessments and Summative Assessment, explain why each assessment represents a useful check-in point and measures student learning progress.**

**Rubric**

**The rubric was created by the instructor and was based on the major requirements of the course. Assessment Presentation. Develop three different assessment tools that could be used as part of a formative assessment process in your future classroom. Teacher-candidate should present those tools in a PowerPoint, Prezi, or Keynote type presentation. The presentation should clearly show how the four main types of learning targets: knowledge, reasoning, skill, and product, are addressed. The project must also include an explanation of how the results of these formative assessments will be used to adjust teaching strategies. In addition, Teacher-candidate should use one of the original assessments and redesign it to an alternative assessment. Attention must be given to the need of al] special populations including students with disabilities, gifted and talented, multicultural populations and English learners.**

|  |  |  |
| --- | --- | --- |
| **Assessments** | **Learning Outcomes Assessed** | **Rationale (Why does this represent important learning in the context of your content area)** |
| **Formative Assessment** |  |  |
| **Formative Assessment** |  |  |
| **Summative Assessment** |  |  |

**and/or academic content standa**

**Design Student Self-Assessment.**

**Design a student self-assessment and explain the usefulness of the self-assessment for students to understand their progress in all of the formative assessments submitted**

**Rubric**

**The rubric was created by the instructor and was based on the major requirements of the course. Assessment Presentation. Develop a student self-assessment tool that could be used in a future classroom. Teacher-candidate should present those tools in a PowerPoint, Prezi, or Keynote type presentation. The presentation should clearly show the usefulness of the student self-assessment opportunities for students to understand their progress.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Emerging**  **(10 Points)** | **Developing**  **(20 Points)** | **Accomplished**  **(30 Points)** | **Exemplary**  **(40 Points)** |
| There are no opportunities for student self- assessment in both formative assessments submitted.  or  The teacher provides no relevant information to explain the design and usefulness of the student self-assessment opportunities for students to understand their progress in both formative assessments submitted. | The teacher’s explanation of the design and usefulness of the student self-assessment opportunities for students to understand their progress is vague or general in both formative assessments submitted.  or  The teacher is inconsistent in allowing students to self-assess between both formative assessments submitted. | The teacher’s explanation of the design and usefulness of the student self-assessment opportunities for students to understand their progress is clear and includes some special information in both formative assessments submitted. | The teacher’s explanation of the design and usefulness of the student self-assessment opportunities for students to understand their progress is detailed and contains substantive information in both formative assessments submitted. |

* **Assessment Portfolio**
* You will be asked to revise the assessments you have created over the course based on the feedback you have received from your peers and your instructor.
* In addition, you will be examining assessment data and using that data to create new objectives for learning (i.e. using assessment data to improve teaching).
* You will collect these pieces of evidence into a portfolio as your final.
* More information will be given as the time gets closer.

**Rubric**

**The rubric was created by the instructor and was based on the major requirements of the course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Performance Criteria** | **Ineffective (20)** | **Developing (40)** | **Accomplished (60)** | **Exemplary (80)** |
| **Learning Target/Objective** | No reference made to standards.  Lesson objective is unclear and immeasurable and not connected to a standard. | Related content standard is minimally identified.  Lesson objective is somewhat clear and measureable with partial connection to the standard. | Related content standard is fully detailed from NGSS.  Lesson objective is clear, measureable, and matches standard. | Related content standard is fully detailed from Next Generation Science Standards and English Language Arts Standards.  Lesson objective is clear, measureable, and matches standard. |
| **Pre-assessment** | No pre-assessment provided for lesson or pre-assessment does not measure objective. | Pre-assessment provided for the lesson but inaccurately measures objective. | Pre-assessment has clear relationship to learning objective. | Pre-assessment is defined, showing clear relationship to standard and learning objective.  Pre-assessment is used to help plan or modify lesson. |
| **Formative Assessment** | **(20 points)**  No assessment provided for the lesson.  No self-assessment included in lesson. | **(40 points)**  Formative assessment has vague relationship to learning objective.  Formative assessment inaccurately measures the objective.  Self-assessment vague or not communicated to teacher. | **(60 points)**  Formative assessment has clear relationship to learning objective.  Formative assessment occurs in only one element of the lesson.  Formative assessment clearly measures student performance related to the objective.  Self-assessment measures student performance which is communicated to teacher. | **(80 points)**  Formative assessment is defined, showing clear relationship to objective in the lesson.  Formative assessments occur in more than one element of the lesson.  Formative assessment clearly measures student performance related to the objective.  Self-assessment clearly measures student performance which is communicated to teacher. |

**Field Hours and Required Reflections**

***During this course you will complete the following:***

* **15 hours in a classroom:** You will be assigned to work with a public school teacher **in your content area** and some will continue to work with this class in the spring semester. The logs you create should reflect the assessments you observed during your time in the classroom. Be mindful of self-assessments, formative, and summative assessments when you are observing. Also, discuss with your cooperating/supervising teacher how he/she is using data to drive their instruction.

**Field Hours and Required Reflections**

**Rubric**

**This rubric was created by the instructor and was based on the major requirement of the course—15 hours of field experience. All 15 hours are clinical hours at which time the student will assist the supervising teacher and will be mindful of self-assessments, formative, and summative assessments observed in the classroom. In addition, teacher-candidate should discuss with cooperating/supervising teacher how he/she is using data to drive their instruction.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unacceptable**  **(50 Points)** | **Emerging**  **(75 Points)** | **(Developing**  **(100 Points)** | **Exemplary**  **(150 Points)** |
| **Field hours and required reflections submitted on time**  **(150 pts.)** | **15 field hours** Documented in the content classroom.  Few reflections submitted.  Limited observation hours appropriately inputted into **KFETS** | **15 field hours** Documented in the content classroom.  Some reflections submitted.  Most observation hours appropriately inputted into **KFETS** | **15 field hours** Documented in the content classroom.  Required reflections submitted.  Observation hours appropriately inputted into **KFETS** | **15 field hours** Documented in the content classroom.  Well crafted required reflections and other components submitted  Observation hours appropriately inputted into **KFETS** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ILA Reflection** | 2-3 indicators addressed. | 4-5 indicators addressed. | 6-7 indicators addressed. | 8-10 indicators addressed. |
| Please write a brief self-reflection on how you addressed each **ILA Standard Indicator** during your field experience. | \_\_\_\_\_1.1 Foundations of reading and writing development and processes  \_\_\_\_\_1.3 Understand the role of professional judgment and practical  knowledge for improving all students’ reading development and  achievement.  \_\_\_\_\_2.1 Use foundational knowledge to design or implement an  integrated comprehensive and balanced curriculum.  \_\_\_\_\_2.2 Use appropriate and varied instructional approaches, including  those that develop word recognition, language comprehension,  strategic knowledge and reading/writing connections.  \_\_\_\_\_2.3 Use a wide range of texts (narrative, expository and poetry  from traditional print, digital and online resources.  \_\_\_\_\_3.1 Understand types of assessments and their purposes,  strengths and limitations.  \_\_\_\_\_3.2 Select, develop, administer and interpret assessments, both  traditional and electronic.  \_\_\_\_\_3.3 Use assessment information to plan and evaluate instruction.  \_\_\_\_\_3.4 Communicate assessment results and implications to a variety  of audiences.  \_\_\_\_\_4.1 Recognize, understand and value the forms of diversity that  exist in society and their importance in learning to read and  write.  \_\_\_\_\_4.2 Use a literacy curriculum and engage in instructional practices  that positively impact students’ knowledge, beliefs, and  engagement with the features of diversity.  \_\_\_\_\_4.3 Develop and implement strategies to advocate for equity.  \_\_\_\_\_5.1 Design the physical environment to optimize students’ use of  traditional, print, digital and online resources in reading and  writing instruction.  \_\_\_\_\_5.2 Design a social environment that is low risk and includes  choice, motivation, and scaffolded support to optimize  students’ opportunities for learning to read and write.  \_\_\_\_\_5.3 Use routines to support reading and writing instruction.  \_\_\_\_\_5.4 Use a variety of classroom configurations.  \_\_\_\_\_6.1 Demonstrate foundational knowledge of adult learning theories  and related research about organizational change, professional  development and school culture.  \_\_\_\_\_6.2 Display positive dispositions related to their own reading and  writing and the teaching of reading and writing, and pursue the  development of individual professional knowledge behaviors.  \_\_\_\_\_6.3 Participate individually and with colleagues in professional development  programs at the school and district levels.  \_\_\_\_\_6.4 Are informed about important professional issues | | | |
| **Total** | **65-71** | **72-81** | **82-91** | **92-100** |

**Scoring Rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **47 – 50 points** | **42 – 46 points** | **38 - 41 points** | **35 – 37 points** | **0 – 34 points** |
| Meets all criteria at highest level | Meets all criteria with minimal deficiencies that do not detract from the effectiveness of the practicum experience. | Addresses all criteria but some deficiencies that may have adversely affected the practicum experience | Does not address all criteria and has some deficiencies that may have adversely affected the practicum experience | Does not adequately meet the outlined criteria. |

**CROSSWALK**

In this and all education courses, the course **objectives are aligned with learning outcomes** from the Education Division, Lindsey Wilson College, and standards from Kentucky Department of Education and agencies that set guidelines and standards for teacher preparation. These **outcomes** are addressed in course assessment tasks to demonstrate that each student in the course meets the identified standards and outcomes. These standards are:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objective** | **KAS** | **KTS** | **NSTA** | **INTASC** | **CAEP** | **SPA ILA** | **Assessment**  **Description** | **CAEP Diversity Theme**  **Yes/No** | **CAEP Technology Theme**  **Yes/No** |
| **1.Working within the framework of our in-class mock PLCs, be able to demonstrate "assessment literacy' in the 21st century including a working knowledge of the new Kentucky Academic Standards (KAR) and current state and national upends and reforms. Be able to explain and compare /contrast assessment for learning and assessment of learning.** | Write objectives for **KAS**-based learning targets  Describe the planned and implemented **KAS**- based instruction  Describe the **KAS**-based **Formative Assessments** | **1, 2** | 1,2,3,4,5,6 | **1,**  **6, 7, 8, 9** | **1.1, 1.2, 1.3, 1.4, 1.5** | **1.1,**  **1.2,**  **2.1,**  **2.2,**  **2.3** | Assignments  Project 1 – Analyzing Data  Project 2  Exams  PGES – Framework for Teaching Activities  Field Experience and Reflection  Formative and Summative assessment activities | **Yes** | **Yes** |
| **2. [n PLCs be able to differentiate and classes of learning targets then develop clear assessable targets from applicable standards. Be able to "deconstruct" standards to put them in student friendly language.** | Categorize and list **KAS** for content and literacy  Discuss and write objectives for **KAS**-based learning targets  Plan and implement **KAS**- based differentiated instruction and assessments  Describe the **KAS-**based formative assessments | 1, 2, 3, 6 | **1,2,3,4,5,6** | **1, 2,**  **3, 4, 5, 6, 7, 8** | **1.1, 1.2, 1.3, 1.4, 1.5** | **ILA: Stds**  **2.1,**  **2.2,**  **2.3** | Assignments  Project 1 – Analyzing Data  Project 2  Exams  PGES – Framework for Teaching Activities  Field Experience and Reflection | **Yes** | **No** |
| **3.Be able to design performance assessment processes and tools both to be used formatively and summatively including selected response items, extended written response items, performance and personal communication. Be able to use UDL to insure that assessments address all learners including special populations, such as those with disabilities, gifted and talented, multicultural populations and English learners.** | Identify and list **KAS** for content and literacy  Write objectives for **KAS**-based learning targets  Plan and implement **KAS**- based differentiated instruction and assessments  Describe the **KAS-**based formative and summative assessments | 1, 2 | 1,2,3,4,5,6,7,8 | **1, 2,**  **6, 7, 8** | **1.1, 1.2, 1.3, 1.4, 1.5** | **ILA: Stds**  **1.3** | Assignments  Project 1 – Analyzing Data  Project 2  Exams  PGES – Framework for Teaching Activities  Field Experience and Reflection | **Yes** | **Yes** |
| **4. Be able to design quality rubrics using descriptive rather than evaluative or quantitative language. Be able to design and implement proper evidence gathering and reporting instruments then to communicate learning results effectively to students and parents. In PLCs be able to analyze relative quality of rubrics and feedback tools.** | Categorize and list **KAS** for content and literacy  Write objectives for **KAS**-based learning targets  Describe the planned and implemented **KAS**- based instruction  Discuss the application of **KAS-**based formative and summative assessments in all lesson plans | **1, 2, 4, 5, 6** | **1,2,4,5,6,7** | **8, 9, 10** | **1.1, 1.2, 1.3, 1.4, 1.5** | **ILA: Stds**  **3.1,**  **3.2,**  **3.3**  **3.4** | Assignments  Project 1 – Analyzing Data  Project 2  Exams  PGES – Framework for Teaching Activities  Field Experience and Reflection | **Yes** | **Yes** |
| **5. Be able to implement and explain quality grading systems and report cards. Be able to explain the advantages of standards based grading systems and properly develop an appropriately weighted grading system.** | Implement and describe **KAS**-based grading systems and report cards | **2,4, 7** |  | **2,**  **4, 5, 6, 7, 8** | **1.1, 1.2, 1.3, 1.4, 1.5** | **ILA: Stds**  **2.3,**  **3.1,**  **3.2,**  **3.3**  **3.4** | Assignments  Project 1 – Analyzing Data  Project 2  Exams  PGES – Framework for Teaching Activities  Field Experience and Reflection | **No** | **Yes** |
| **6. Be able to identify and explain in teacher friendly language common standardized testing terms (e.g., criterion-referenced, norm-referenced, reliability, validity, percentile, stanine). Be able to analyze standardized test results to inform future instruction.** | Implement and describe **KAS**-based grading systems and report cards | **1, 2** |  | **1, 2,**  **6, 9, 10** | **1.1, 1.2, 1.3, 1.4, 1.5** | **ILA: Stds**  **1.1,**  **1,2,**  **1.3,**  **3.1,**  **3.2,**  **3.3**  **3.4** | Assignments  Project 1 – Analyzing Data  Project 2  Exams  PGES – Framework for Teaching Activities  Field Experience and Reflection | **Yes** | **Yes** |
|  |  |  |  |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objectives** | **KTS** | **KAS** | **ISTE**  **National Educational**  **Technology**  **Standards** | **Conceptual**  **Framework**  **Key**  **Concepts /**  **Program**  **Student**  **Learning**  **Outcomes** | **21st**  **Century** | **Lindsey**  **Wilson**  **College**  **Essential**  **Learning**  **Outcomes** | **EPSB**  **Themes** | **InTASC**  **STDS.** | **CAEP** | **Assessment**  **Tasks** |
| **1.**Working within the framework of our in-class mock **PLCs,** be able to demonstrate "assessment literacy' in the 21st century including a working knowledge of the new Common Core Standards and current state and national upends and reforms. Be able to explain and compare /contrast assessment for learning and assessment of learning. | **1, 2** | Write objectives for KAS-based learning targets  Describe the planned and implemented KAS- based instruction  Describe the KAS-based **Formative Assessments** | 1,  2,  5 | Knowledge  Pedagogy  Best Practice |  | Communicate Effectively.  Effective Skills of Inquiry and Analysis.  Engaged, culturally aware citizen of the nation and the world.  Apply and Integrate Knowledge. | Assessment  Literacy/  Reading |  |  | Assignments  Project 1 – Analyzing Data  Project 2  Analyzing Assessment Data  Presentations  Exams |
| **2.** [n **PLCs** be able to differentiate and classes of learning targets then develop clear assessable targets from applicable standards. Be able to "deconstruct" standards to put them in student friendly language. | 1, 2, 3, 6 | Write objectives for KAS-based learning targets  Describe the planned and implemented KAS- based instruction  Describe the KAS-based **Formative Assessments** | 2,  4,  5 | Pedagogy  Best Practice  Leadership Knowledge |  | Communicate Effectively.  Effective Skills of Inquiry and Analysis.  Engaged, culturally aware citizen of the nation and the world.  Apply and Integrate Knowledge. | Assessment |  |  | Project 1 – Analyzing Data  Project 2  Analyzing ELL Assessment Data  Exams Assignments |
| **3.**Be able to design performance assessment processes and tools both to be used formatively and summatively including selected response items, extended written response items, performance and personal communication. Be able to use **UDL** to insure that assessments address all learners including special populations, such as those with disabilities, gifted and talented, multicultural populations and English Learners. | 1, 2 | Write objectives for KAS-based learning targets  Describe the planned and implemented KAS- based instruction  Describe the KAS-based **Formative Assessments** | 2,  3,  4, | Pedagogy  Best Practice |  | Communicate Effectively.  Effective Skills of Inquiry and Analysis.  Engaged, culturally aware citizen of the nation and the world.  Apply and Integrate Knowledge. | Diversity  Assessment  Literacy/ Reading  Closing the  Gap |  |  | Assignments  Project 1 – Analyzing Data  Project 2  Project 3  Exams |
| 4. Be able to **design quality rubrics** using descriptive rather than evaluative or quantitative language. Be able to **design** and **implement** proper **evidenc**e gathering and reporting instruments then to communicate learning results effectively to students and parents. In **PLCs** be able to analyze relative quality of rubrics and feedback tools. | **1, 2, 4, 5, 6 ,** 8,10 | Write objectives for KAS-based learning targets  Describe the planned and implemented KAS- based instruction  Describe the KAS-based **Formative Assessments** | 1,  2,  3, | Knowledge  Pedagogy  Best Practice  Leadership |  | Communicate Effectively.  Effective Skills of Inquiry and Analysis.  Engaged, culturally aware citizen of the nation and the world.  Apply and Integrate Knowledge. | Diversity  Assessment  Closing the  Gap |  |  | Assignments  Project 2  Project 3  Exams |
| **5.** Be able to **implement** and **explain quality grading** systems and report cards. Be able to explain the advantages of standards based grading systems and properly develop an appropriately weighted grading system. | 1, 2 | Write objectives for KAS-based learning targets  Describe the planned and implemented KAS- based instruction  Describe the KAS-based **Formative Assessments** | 1,  2, | Knowledge  Pedagogy  Best Practice |  | Communicate Effectively.  Effective Skills of Inquiry and Analysis.  Engaged, culturally aware citizen of the nation and the world.  Apply and Integrate Knowledge. | Assessment  Value  Rubric  Used |  |  | Assignments  Project 1  Exams |
| **6.** Be able to **identify** and **explain** in teacher friendly language **common standardized testing terms** (e.g., criterion-referenced, norm-referenced, reliability, validity, percentile, stanine). Be able to **analyze** **standardized test results** to inform future instruction. | **2,4, 7** |  | 4,  5 | Knowledge  Pedagogy  Best Practice |  | Communicate Effectively.  Effective Skills of Inquiry and Analysis.  Engaged, culturally aware citizen of the nation and the world.  Apply and Integrate Knowledge. | Literacy/ Reading  Assessment |  |  | Assignments  Exams |

**Lindsey Wilson College Essential Learning Outcomes**

* Communicate Effectively
* Effective Skills of Inquiry and Analysis
* Engaged, culturally aware citizen of the nation and the world
* Apply and Integrate Knowledge

**Division of Education Candidate Learning Outcomes**

* Knowledge
* Pedagogy
* Leadership
* Reflective Best Practice

**21 st Century Skills**

* + Core Subjects and 21 st Century Themes
  + Learning and Innovation Skills
  + Information, Media and Technology Skills  Life and Career Skills

**Kentucky Teacher Standards:**

l. The teacher demonstrates applied content knowledge.

 2.The teacher designs and plans instruction.

1. The teacher creates and maintains learning climate.
2. The teacher implements and manages instruction.
3. The teacher assesses and communicates learning results.
4. The teacher demonstrates the implementation of technology.
5. Reflects on and evaluates teaching and learning.
6. Collaborates with colleagues/parents/others.
7. Evaluates teaching and implements professional development.
8. Provides leadership within school/community/profession.

**ISTE National Educational Technology Standards:**

***For Students:***

* Creativity and Innovation
* Communication and Collaboration
* Research and Information Fluency
* Critical Thinking, Problem Solving, and Decision Making  Digital
* Citizenship
* Technology Operations and Concepts

***For Teachers:***

* Facilitate and Inspire Student Learning and Creativity
* Design and Develop Digital-Age Learning Experiences and Assessments
* Model Digital-Age Work and Learning
* Promote and Model Digital Citizenship and Responsibility  Engage in Professional Growth and Leadership

***EPSB Themes:***

* Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity)
* Assessment (developing skills to assess student learning)
* Literacy/Reading
* Closing the Achievement Gap (identify what courses emphasize strategies for closing the gap)
* In-class attendance and assignments
* Field Hours and logs
* School Data Analysis
* Assessment Presentation
* Data Analysis
* PGES eValuation/teaching

**Council for Accreditation of Educator Programs (*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Interstate Teacher Assessment and Support Consortium** (***InTASC***)

**InTASC 1** Learner Development

**InTASC 2** Learner Differences

**InTASC 3** Learning Environments

**InTASC 4** Content Knowledge

**InTASC 5** Application of Content

**InTASC 6** Assessment

**InTASC 7** Planning for Instruction

**InTASK 8** Instructional Strategies

**InTASC 9** Professional Learning and Ethical Practice

**InTASC 10** Leadership and Collaboration

**Kentucky Academic Standards (KAS)**

Teacher-Candidates are required to use the **Grade/Content related Kentucky Academic Standards** (**KAS)**, to frame objectives/learning targets, instructional activities, lesson plans and units.

**NGSS**

Students with a major in science are required to use the Next **Generation Science Standards**, or **NGSS**, to frame objectives/learning targets, instructional activities, lesson plans and units.

https://www.nextgenscience.org/get-to-know

* **Framework for Teaching – (PGES)**
* **Domain 1**

In order to guide student learning, teachers must have command of the subjects they teach. They must know which concepts and skills are central to a discipline, and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating such issues as global awareness and cultural diversity, as appropriate. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.

* **Domain 2**

An essential skill of teaching is that of managing relationships with students and ensuring that those among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interaction they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued and safe.

* **Domain 3**

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are not merely “busy,” nor are they only “on task.” Rather, they are intellectually active in learning important and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. That is, they are engaged in discussion, debate, answering “what if?” questions, discovering patterns, and the like. They may be selecting their work from a range of (teacher arranged) choices, and making important contributions to the intellectual life of the class. Such activities don’t typically consume an entire lesson, but they are essential components of engagement.

* **Domain 4**

Reflecting on teaching encompasses the teacher’s thinking that follows any instructional event, an analysis of the many decisions made both in planning and implementation of a lesson. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions, and what aspects of the instruction they will continue in future lessons. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, informal observations and conversations with students, or simply thinking about their teaching. Reflecting with accuracy, specificity and ability to use what has been learned in future teaching is a learned skill; mentors, coaches and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time, this way of thinking and analyzing instruction through the lens of student learning becomes a habit of mind, leading to improvement in teaching and learning.

|  |  |
| --- | --- |
| **Required ILA Elements** | **Assessments**  **Aligned with ILA Standards** |
| **3.1**: Understand types of assessments and their purposes, strengths, and limitations | In-class attendance and assignments  * Field hours and logs * School Data Analysis * Assessment Presentations * Data Analysis * PGES eValuation/Teaching |
| **3.2**: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes | In-class attendance and assignments  * Field hours and logs * School Data Analysis * Assessment Presentations * Data Analysis * PGES eValuation/Teaching |
| **3.3**: Use assessment information to plan and evaluate instruction | In-class attendance and assignments  * Field hours and logs * School Data Analysis * Assessment Presentations * Data Analysis * PGES eValuation/Teaching |
| **3.4:** Communicate assessment results and implications to a variety of audiences | In-class attendance and assignments  * Field hours and logs * School Data Analysis * Assessment Presentations * Data Analysis * PGES eValuation/Teaching |

### 

**LINDSEY WILSON COLLEGE**

**STATEMENTS FOR INCLUSION IN THE SYLLABUS**

**2018-2019**

# Academic Integrity

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following honor code on tests, exams and other assignments as appropriate: **On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.**

Violations of the academic integrity policy include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without

acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer’s words, but also any paraphrase or summary of another writer’s concepts or ideas without documentation is plagiarizing that writer’s materials. Academic dishonesty is a profoundly serious offense because it involves an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an “F” for the activity in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs at any time in the student’s academic career, the Academic Affairs Office may, in consultation with the dean of students, refer the case to the Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the college, depending on the severity of the violation involved. **Note:** The college has access to a web product to detect plagiarized documents. Faculty members are encouraged to use this tool.

# Questioning a Grade -- The Student Academic Complaint Policy

A student, who wishes to question **an assignment grade, or other academic issue**, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, “receipt” is defined by when the final grade is posted online by the Registrar’s Office. (Please refer to the next section for appealing a final grade.)
2. Unless there are extenuating circumstances, the student may, within seven (7) days, request in writing a review of such decision by the academic unit/division chair/director in which the grade was assigned. Upon receipt of such request, that chair/director will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.
3. Upon receipt of these written accounts, the chair/director will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.
4. If either the student or the faculty member desires to appeal the decision of the chair/director, the student or faculty member may, within seven (7) days by written request to the chair/director, ask that the matter be reviewed by a Grade Appeals Panel\* convened by the Academic Affairs Office.
5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by email within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by email within the time limit, steps 2, 3, and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.
2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office within ten calendar days of when the grade was issued or before the first day of the semester following the one in which the grade was issued, whichever comes later. The written request must include the specific bases for the appeal.
3. The Academic Affairs Office will convene a Grade Appeals Panel.\*

*\*The rade Appeals Panel is comprised of the vice president for Academic Affairs, assistant vice president for Academic Affairs or the associate dean for the School of Professional Counseling,* *and thedirector/chair of the academic unit/division that houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student and the faculty member of its decision, if possible, within seven (7) days of the meeting.*

# Policy for Verification of Student Identity and Protection of Privacy

In compliance with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, all credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. One or more of the following methods must be used: a) A secure login and pass code;

1. Proctored examinations; and/or
2. Remote proctoring of one of more examinations using Tegrity or other technologies

Verification of student identity in distance learning must protect the privacy of student information. Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file. It is a violation of College policy for a student to give his or her password to another student.

Detailed information on privacy may be located at:

<http://www.lindsey.edu/media/319883/Online%20Services%20Privacy%20Policy%204.20.12.pdf>

## Institutional Review Board (IRB) Policies

The Lindsey Wilson College Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research and other research activities. Lindsey Wilson College faculty, staff, and students, which comprise its academic unites, and facilities, are subject to the IRB policies. This includes any research for which a research agreement (e.g., MOU) identifies Lindsey Wilson College Institutional Review Board (IRB) as the IRB of record. All student-led human subject research must have a LWC faculty sponsor. All faculty members and students conducting human subject research are required to submit documentation of training on research involving human subjects that has been completed within two years of the onset of the proposed research. Online training is available at https://phrp.nihtraining.com/users/login.php.

## Statement on Disabilities

Lindsey Wilson College accepts students with disabilities and provides reasonable accommodation that will facilitate success. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. New students needing accommodation should apply to the college as early as possible, usually before May 15 for the fall semester, October 1 for the spring semester, and March 1 for the summer term. Immediately after acceptance, students must identify and document the nature of their disabilities with Mr. Ben Martin, the learning & physical disabilities coordinator. It is the responsibility of the student to provide the learning & physical disabilities coordinator with appropriate materials documenting the disability. Disabilities are typically documented by a recent high school Individualized Education Program (IEP) and results from testing conducted by a psychologist, psychiatrist, or a qualified, licensed person. The college does not provide assessment services for students who may be disabled. Although Lindsey Wilson provides limited personal counseling for all students, the college does not have structured programs available for students with emotional or behavioral disabilities. For more information, contact Mr. Martin at (270) 384-7479.

## Academic Success Center

Located in the T.D. & Rowena Everett Center, the Academic Success Center (ASC) offers peer tutoring to aid students in completing class assignments, preparing for examinations, and improving their understanding of content covered in a particular course. In addition, computers are available for students’ academic use. Online tutoring is provided for community campus and online students.

Students are encouraged to utilize the center as a resource for improving study strategies and reading techniques. The center also offers assistance with other academic problems. To schedule a live or online tutoring session or for further information or assistance, please contact Ms. Maretta Garner, tutor coordinator, at (270) 384-8037 or at garnerm@lindsey.edu.

## Writing Center and Mathematics Center

The Writing Center (located in the W. W. Slider Humanities Center), and the Mathematics Center (located in the Jim & Helen Lee Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, writing center coordinator, at 270-384-8209 or Linda Kessler, math tutor coordinator, at 270384-8115 for further information and assistance.

## Final Exams

Final Exams for day classes are scheduled for the Fall 2018 semester on **December 10-14 and May 6-10** for the Spring 2019 semester. (Check with instructors of eight-week long courses for finals dates.) The academic calendar, which contains the schedule for finals, is in the College Catalog and course schedule listing. Please make any necessary flight arrangements **after** final exams. **Students will not be permitted to take early finals** unless extenuating circumstances exist. “Extenuating circumstance” means illness, a verified family emergency or participation in officially sponsored travel in support of an event arranged by the College. **Travel arrangements must be made in sufficient time** that tickets may be obtained after final exams and the semester is officially over. All requests for early finals must be made in person to the Academic Affairs Office.

## Email Policy

All Lindsey Wilson College students are required to communicate with LWC faculty and staff via LWC (Lindsey.edu) email addresses only. Alternative email addresses should not be used when communicating with LWC faculty and staff.

**Cell Phone Policy**

Student cell phones will be off during class time unless prior arrangement is made with the instructor.

## Adding/Dropping a Course

Students enrolled in the following courses cannot drop these classes during the semester: READ 0713, 0723, 0733, 0903, 1013 and 1023; STSK 1003; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

For undergraduate classes at the A.P. White Campus in Columbia and for online students, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and, after the term begins, of the instructor for each course involved as indicated on the Drop/Add Form. The change must be reported to the Business Office and the Registrar's Office on a Drop/Add/Drop, which may be obtained from the Registrar's Office or online. For courses at the Scottsville campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Scottsville enrollment manager. For courses taught at community campuses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the site enrollment coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75 percent of the instructional days for a course are completed, as indicated by the college’s academic calendar.

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those courses.

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I have read the entire syllabus for the Measurement and Assessment class. I understand and agree to the grading and assignments required for the course.

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