**CAMPBELLSVILLE UNIVERSITY**

 **COURSE SYLLABUS**

# PLEASE TYPE. DATE Fall 2016

ACADEMIC UNIT School of Education

Please check to indicate this course has a service learning component.

FACULTY Susan Blevins

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

 ED 390-01 Assessment & Instructional 3
 Strategies

TEXTBOOK Required Not Required

Author Jan Chappuis, Rick Stiggins, Steve Chappuis, & Judith Arter

Title Classroom Assessment for Student Learning 2nd edition

Publisher Pearson

Date of Publication 2012

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
	1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
	2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
	3. Supplemental reading assignments or outside work required.
	4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: Beverly Ennis Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

*Campbellsville University*

**School Of Education**

**Fall 2017**

**ED 390 Assessment and Evaluation of Learning**

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**“Empowerment for Learning”**



**Textbook:** Chappuis, J., Stiggins, R., Chappuis, S. & Arter, J. (2012). *Classroom assessment for student learning.* (2nd ed.). New York NY: Pearson.

**Pre-requisites**: Admission to Teacher Education

**Course Description:**

This assessment course is designed to equip teacher preparation candidates with the essential knowledge and tools necessary for a deeper understanding of quality classroom assessment. The course will assist teacher candidates in implementing the Kentucky Teacher Standards as well as the Kentucky Teacher Professional Growth and Effectiveness System Domains. Included in the course are experiences and strategies to guide the selection, crafting, evaluation and interpretation of a variety of assessment types. Emphasis is given to the study of concepts and methods for improving student learning in a standards-based system. Professional, ethical and legal responsibilities in educational assessment, grading, and accurate record-keeping are also explored.

**Course Objectives:**

**PROFESSIONAL STANDARDS addressed in this course:**

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

 Standard 2 The Teacher Designs and Plans Instruction

 Standard 3 The Teacher Creates and Maintains Learning Environment

 Standard 4 The Teacher Implements and Manages Instruction

 Standard 5 The Teacher Assesses and Communicates Learning Results

 Standard 6 The Teacher Demonstrates the Implementation of Technology

 Standard 7 Reflects On and Evaluates Teaching and Learning

 Standard 8 Collaborates with Colleagues/Parents/Others

 Standard 9 Evaluates Teaching and Implements Professional Development

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

 KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Teacher Professional Growth and Effectiveness Standards (*TPGES*)**

Domain 1Planning and Preparation

Domain 2 Classroom Environment

Domain 3 Instruction

Domain 4 Professional Responsibilities

**Interstate Teacher Assessment and Support Consortium** (***InTASC***) **International Literacy Association (*ILA*)**

 InTASC 1 Learner Development Standard 1 Foundational Knowledge InTASC 2 Learner Differences Standard 2 Curriculum and Instruction InTASC 4 Content Knowledge Standard 3 Assessment and Evaluation

 InTASC 5 Application of Content Standard 4 Diversity

 InTASC 6 Assessment

 InTASC 7 Planning for Instruction **Council for Accreditation of Educator Programs**

 InTASK 8 Instructional Strategies Standard 1 Content and Pedagogical Knowledge

 InTASC 9 Professional Learning and Ethical Practice Standard 2 Clinical Partnerships and Practice

 InTASC 10 Leadership and Collaboration

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

       Knowledge and skills

       Caring Dispositions, including respect for diversity

       Commitment to life-long learning in a global society-

       Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics.

**SPECIFIC OBJECTIVES:**

Upon completion of this course, you will have gained an understanding of:

1. Recognize and be able to apply at a high performance level the ten Kentucky Teachers Standards and Teacher Professional Growth Effectiveness System Domains **(Clinical Experiences, Inverted Assignments, and Class Exams)**
2. Demonstrate the ability to use Kentucky Core Content and Kentucky Core Academic Standards and Program Review to design, plan, teach, and assess student learning through a unit of study in local classrooms. **(Unit and Portfolio Assessments)**
3. Demonstrates an ability to implement, reflect and improve assessment practices. **(Clinical Experience Reflection Journal, PPD Reflection Paper, Final Presentation Self-Assessment)**
4. Demonstrate a high level of performance while teaching a classroom of students and/or working with individual students and small groups during after-school programs. **(Clinical Experiences: Unit and Collaboration Project)**
5. Recognize and develop various types of quality classroom assessment tasks and analyze and utilize assessment data to modify instruction and address all learners within the classroom. **(Clinical Experiences Unit/Collaboration Project and Portfolio Assessments)**
6. Recognize best practice instructional strategies and implement those strategies into lessons in order to improve instructional skills and increase student learning. **(Clinical Experiences Unit and Reflection Journal)**
7. Demonstrate the ability to accept and give effective feedback for self-assessment. **(Final Presentation and Clinical Experiences: Unit/Reflection Journal/Collaboration Project)**

**COURSE TASKS/Requirements:**

**Participation:** Students will participate in an Inverted Classroom. Inverted Assignments will be submitted
 Tigernet before the beginning of the class period. Each assignment will be worth 10-20 points each and will be
 related to the course work and/or specific course tasks/requirements.

**Clinical Experiences:** Students will complete 40 clinical hours as described below. Students will be required to keep a journal. Each journal entry should contain a heading with the date, school and teacher, type of field experience, and number of hours. The journal entry must have an observation list from the experience and
paragraphs that analyze/critique the experience, discuss possible implications for future growth, and connections to course work. The journal will be scored using a rubric at mid-term (20 hours completed for 100 points) and before finals (remaining 20 hours completed for 100 points).

*-Unit Clinical Experience 20 hours:* Students will be placed with a classroom teacher to plan, teach, and assess a 5-day unit. The field hours should be divided as follows:

(1 hour) 1st Meeting with Teacher—discuss unit topics, dates, class, etc.

 (1 hour) 2nd Meeting with Teacher—discuss unit objectives and pre/post-test
 (7 hours) \*\*Classroom Observations—can include administering the pre-test for the unit

\*\*These hours need to be co-teaching hours One Teach One Observe and/or One Teach One Assist.

(10 hours) \*\*Unit Lessons—5 days but can include the post-test on the fifth day
 \*\*Teaching a lesson carries 2 hours due to planning and reviewing the formative assessment results

 (1 hour) Sharing Results—give tests back and communicate results to teacher and students

Unit Documents SOE 1.1, 1.2, 1.4, 2 (for each lesson) & 4 will be worth a total of 100 points. Save your unit on
a jump drive and bring to class on the due date.

 -*After School Experience 10 hours:* Students will complete 10 hours in an after school program working with
 individual students and/or small groups.

*-Collaboration Project 10 hours:* Students will select a student from the after school program or from
the class where the unit was taught to develop a Collaboration Project using SOE 10 for 50 points. This project requires that students write an instructional goal, develop a base-line score, develop and implement a plan to help the student, administer an assessment, analyze progress, and reflect on the Collaboration Plan’s impact on student learning.

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| **KTS** | **CU Diversity** | **TPGES** | **InTASC** | **ILA** | **CAEP** |
| 1, 2, 3, 4, 5, 6, 7, 8 | 1.2, 2.2, 2.4, 4.2, 5.4, 6.3, 8.1 | 1, 2, 3, 4 | 1, 2, 4, 5, 6, 7, 8, 10 | 1, 2, 3, 4 | 1 and 2 |

**Pre-Professional Development Experiences:** Students will attend 5 PPD sessions. Students will be
required to keep notes in their field experience journal while attending each PPD sessions. Students will write a reflection on each PPD based on what was learned in the PPD, how that information will be used in the future, how the sessions contributed to the students PPGP and/or relates to course material for 50 points.
(KTS 9, Domain 4. InTASC 9)

**Assignments/Projects/Research:** Students will be assessed formatively through the inverted classroom
 assignments on Tigernet and various summative assessment tasks throughout the semester.

Inverted Assignments: Students will complete various class assignments during the semester which will be inverted. These assignments will be posted on Tigernet (approximately one per week). Students must complete and submit the assignment to Tigernet by the deadline. These assignments will be used for class discussion, activities and for student feedback before submitting assignments for summative grades. Inverted assignments will be worth 10-20 points each. Some assignments will require the reading of articles. Check handouts on Tigernet for links to those articles.

Summative Assessment Tasks: Students will be assessed using traditional paper/pencil exams with selected and constructed response, performance assessments and Socratic Seminar. Each summative task will be worth 100 points.

* Exam 1 will cover Quality Classroom Assessment Chapters 1-3.
* Performance Assessment will cover Sound Design Chapters 4, 5, 6, and 7
* Exam 2 will cover Formative Assessment Chapter 8 and 9
* Socratic Seminar that will cover Grading Chapter 10
* Performance Assessment will be a “Tool Box Presentation” worth 50 points.
* Performance Assessment: Students will create original assessment tasks following the 5 keys to quality
classroom assessment (100 points).

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| **KTS** | **CU Diversity** | **TPGES** | **InTASC** | **ILA** | **CAEP** |
| 1, 2, 4, 5, 6, 7,  | 1.2, 2.2, 2.4, 4.2, 5.4, 6.3,  | 1 and 3 | 1, 2, 4, 5, 6, 7, 8,  | 1 | 1 |

**EVALUATION Process and expectations: GRADING SCALE:**

 Exams 4 @ 100 400 points 92%-100% A
 Final/PPD 50 points 84%-91% B

 Collaboration Project 50 points 74%-83% C

Unit 100 points 65%-73% D
 Journal/Clinical Hours 200 points 64%-Below F

 Portfolio Assessments 100 points
 Inverted Assignments TBD

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions.  If you have a documented disability or condition of this nature, you may be eligible for disability services.  Documentation must be from a licensed professional and current in terms of assessment.  Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

**Plagiarism Policy**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**\*\*\* School of Education Attendance Policy:\*\*\***

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses. Absences in excess of these numbers of days will result in an **F** for the course. **Tardy** is defined as missing 10 minutes or less of class time due to late arrival or early departure.  An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy.  Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence.  More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly.  This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

**Incomplete Statement**

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789-5016; Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX)

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility.  All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

**Communication Requirement**

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

**Disposition Assessment**

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self-efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.