TEXAS A&M
UNIVERSITY
COMMERCE

ELED 447.711 Assessment and Inquiry
COURSE SYLLABUS: Fall 2015

Instructor: Dr. Amy Corp
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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Suggested Text: Dana,Nancy (2013) <u>Digging Deeper: A Teacher Inquirer's Field Guide into Action Research</u>.

OptionalText: Shagoury, R. & Power, B. (2012) *Living the Questions: A Guide for Teacher-Researchers* (2nd Edition). Portland, ME: Stenhouse Publishers
ISBN-978-1-57110-846-3
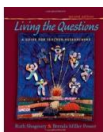
Online Resource:
Field-Based Teacher Education Program Handbook [revised August 2010]. Available online at
https://www.tamu-commerce.edu/teacher/pdf/FieldBasedProgramHandbook.pdf {save to your computer for reference}

Catalog Description: ELED 447. Teacher Inquiry Projects and Assessment in Field-Based Settings. 3 Hours.
Focuses on effective methods of assessment including the implementation of teacher inquiry projects as well as formal and informal assessments. The role of formative assessment as a guide for instruction and the importance of data-driven decisions will be emphasized. Problem based learning and the uses of technology to collect, manage, and analyze multiple data sources to interpret learning results for individual students and for groups of students will be demonstrated. Prerequisite: Continued "good standing" in the Teacher Education Program through successful completion of Internship courses Prerequisites: Prerequisite: "Continued "good standing" in the Teacher Education Program through successful completion of Internship courses".

Course Description:
Students will be able to demonstrate critical thinking, including the ability to explain issues; find, analyze, and select appropriate evidence; and construct a cogent argument that articulates conclusions and their consequences. This course is taught in an integrated manner during seminar by Center Faculty and includes ELED 452.

Student Learning Outcomes:

TEA Competencies
Standard 1 Domain III
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment

1.25k understands the role of assessment in guiding instructional planning

1.26k understands and demonstrates the importance of creating assessments that are congruent with instructional goals and objectives

1.27k understands the characteristics uses, advantages, and limitations of various assessment methods and strategies

1.17k demonstrates the use of technology in assessing student learning

1.29k understands the benefits of and strategies for promoting student self-assessment

1.30k links the connection between the Texas statewide assessment program, the TEKS, and instruction

1.31k demonstrate how to analyze data from local, state, and other assessments using common statistical measures

4.2k communicates assessment results to students and parents and other stakeholders

1.16k explores a wide range of assessment techniques (e.g., formative, summative, and standardized tests) to determine which assessment tools are appropriate for specific purposes

- (See Domain III Competency 7 3.12k, 3.13k, 3.14k, 3.15s, 3.16s, 3.17s) utilizes academic feedback as a form of communication to help students learn
- (See Domain III Competency 10 3.4k, 3.4s, 3.5s) Utilizes teacher inquiry to enhance their own teaching/learning purposes through:
  - Constructing well-supported, clearly articulated, and sustained arguments
  - Interpreting, analyzing, and evaluating statements, graphics, articles, and/or questions by discriminating among different degrees of credibility, accuracy, and reliability of evidence from data, as well as, recognizing assumptions from sources
  - Demonstrating an ability to justify conclusions based on evidence.

COURSE REQUIREMENTS

Required Seminar Courses: ELED 447 and ELED 452

1. *Attendance*— on time—at **all** scheduled university seminars, school-based class sessions, and school-based meetings.
2. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
3. Six lessons (planned, taught, and evaluated). [3 per rotation] A minimum of one lesson per rotation should be evaluated by the liaison.
4. Weekly seminar activities as assigned in seminar.
5. Teaching Inquiry Project – final project due in residency.
6. Technology requirements will be met by the use of eCollege/Dropbox as well as utilizing technology to teach lessons in the EC-6 classroom.
7. A digital *ePortfolio* that showcases growth as a teacher.
8. Extension activities following chapter readings related to the course content.
9. Register for TExES Certification Exams.
10. Check degree evaluation for accuracy.

Instructional / Methods / Activities Assessments

Instructional methods in this course will be delivered in a seminar setting, including but not limited to, lectures, discussions, internet researches, modeling, displays and presentations, classroom applications of TEKS & TExES Competencies, state standards, mini-teaches, and classroom teacher presentations. Also, instructional strategies utilized by the instructor will stress the importance of illustrations and concrete examples with use of hands-on experiences, as well as modeling content and vocabulary development for English language learners--- example: use of cognates with English learners. Instructor will model effective lesson design.

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1. Residents will analyze instructional vignettes to identify forms of formative or informal assessment, complete a Types of Assessment Chart, and be able to define formative and informative assessment. 1.16k
2. Residents will maintain a log of classroom assessments observed during their residency – these reflections will include observations regarding teacher made, standardized testing, test preparation procedures, and grading. 1.25k, 1.27k, 1.17k
3. Residents will review mock data to interpret results in order to make informed decisions 1.31k
4. Residents will utilize mock data to plan and carry out a mock parent conference. 4.2k
5. Residents will design an assessment to correlate with an instructional unit of study. 1.26k
6. Residents will practice using academic feedback and will be assessed during lesson evaluations. 3.12k, 3.13k, 3.14k, 3.15s, 3.16s, 3.17s
7. Residents will complete a self-selected teacher inquiry project. 3.4k, 3.4s, 3.5s

Grading

Grading will reflect a combination of seminar and field work. ***Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, and assessment of student progress.***

The following holistic scoring will be utilized:

A (90 – 100%) = Commendable. Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments by due date
B (80 – 89%) = Developing. Functional, but in need of instruction regarding initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention. Good attitude, attendance, participation and completion of assignments by due date
C (70 – 79%) = Needs Improvement. Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.
D – (less than 70%) = Not recommended for teacher certification

Additional Expectations:
1. Attend a data meeting
2. Attend a RTI meeting
3. Review classroom data

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this web enhanced course:
        Internet connection – high speed recommended (not dial-up)
        Word Processor (Microsoft Office Word – 2003 or 2007)

Access to University Library site
Access to an Email
Additionally, the following hardware and software are necessary to use eCollege:
   Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).
   Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.
It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

ACCESS AND NAVIGATION

Access and Log in Information
This course may be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamu-commerce.edu/login.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamucommerce.edu.

COMMUNICATION AND SUPPORT

Good communication is vital in this course. Students may contact me by phone, email, or in person.
I will make every effort to check and respond to emails during the week. Weekend contacts may not be returned until the following Monday. Please note that you **MUST** use your university issued email account when contacting me for any issue related to this class. If you must text me, please say **ELED447** and your name.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:
Academic Honesty Policy
Texas A&M University-Commerce does not tolerate plagiarism and other forms of academic dishonesty. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Suggested web resources to students for reference regarding what constitutes plagiarism and how to avoid it. http://www.plagiarism.org/ or http://www.unc.edu/depts/wcweb/handouts/plagiarism.html or http://www.indiana.edu/~wts/pamphlets/plagiarism.shtm

University Specific Procedures:
Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).
The use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco is prohibited inside and adjacent to any building owned, leased, or operated by A&M – Commerce.

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

COURSE OUTLINE/ CALENDAR		
Week	Topic	Field Work
One and two	What is Teacher Inquiry and Why Do Teach Inquiry	Read chapters:
Three and four	How to Come to a Topic for Inquiry and Design your plan	Read chapter: Develop a wondering
Five and six	How to Collect Data Classifying assessments	Research your topic- 2-3 references to learn from Read chapter: Start collecting data
Seven and eight	Understand how assessment elicits evidence of student understanding	Read chapter: Continue to collect data Create or modify assessment to elicit evidence of student understanding
Nine and ten	Looking at assessment to drive instruction	Use assessment to plan instruction/change instruction
Eleven and twelve	Data Analysis (tech tools, methods, formats)- examples and demonstrations Problem Based Learning	Continue to collect data Begin to analyze data Read: (PBL) Create ill-structured problem
Thirteen and fourteen	How to Present Data	Work on presentation of inquiry project
Fifteen	Examples of PBL Presentation of Inquiry Projects	Create ill-structured problem
Sixteen	Exam	