ELED 447.710 Assessment and Inquiry
COURSE SYLLABUS: Fall 2015

Instructor: Dr. Amy Corp
Office Location: Corsicana 321 Bain Building
Office Hours: Monday 1-4, Tuesday 1-4
Office Phone: 903-875-7651
University Email Address: Amy.Corp@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:


*Required for Corsicana students

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 with your residency.

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 demonstrates 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 sessions, school-based class sessions, and school-based meetings.
2. Professionalism exemplified by preparation and enthusiasm for all school-based and university 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 session activities as assigned in session.
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.

For Navarro Partnership:
Objective:

1. Students will understand teacher inquiry and implement this research component in their field teaching. 3.4k, 3.4s, 3.5s,
2. Students will understand the various types of assessment. 1.16k
3. Students will understand the role of assessment for modifying instruction. 1.25k, 1.31k
4. 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
5. Residents will review data to interpret results in order to make informed decisions 1.31k, 4.2k
6. Students will be exposed to problem based learning and understand how it works to engage student in higher level thinking in meaningful contexts. 1.26k, 1.27k
7. Students will be exposed to technologies used in collecting, managing, and analyzing data sets. 1.17k

Assignments:

Objective 1: Course project: Teacher Inquiry (10 weeks)=100 points
   Wondering: 5 pts.
   Research on the topic: 10 pts.
   Design of Inquiry project: 15 pts.
   Data Collection (ample sources and amount): 25 pts.
   Data Analysis (qualitative and quantitative): 15 pts.
   Findings, Conclusion: 15 pts.
   Presentation: 10 pts.

Objective 2, 3, 4 and 5: Understanding how to use assessment=20 points
   Collecting and classifying formal and informal assessment by purpose: 5 pts.
   Evaluating 2 different assessments used by mentor: 5 pts.
   Use assessment to elicit evidence of student understanding: 5 pts.
   Looking at data to drive instruction: 5 points

Objective 6: Understanding problem based learning=5 points
   Create an ill-structured problem: 5 pts.

Possible various in-class assignments to promote readiness for interview/job search.

Grading
The following holistic scoring will be utilized:

A (90 – 100%). Excellent attitude, attendance, participation and completion of assignments by due date with quality effort and work.
B (80 – 89%) = Good attitude, attendance, participation and completion of most assignments by due date
**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](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@tamuc.commerce.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**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Field Work</th>
</tr>
</thead>
</table>
| One and two | Overview of Assessment  
What is Teacher Inquiry and Why Do Teach Inquiry- title 1 on CD | Read chapters: 1&2  
(start log of assessments you see in the classroom)                      |
| Three and four | Types of Assessments (to look for in field)  
Review Inquiry (ppt.  
How to Come to a Topic for Inquiry -watch title 2, 3, 4 on book’s CD  
How to get the research for your topic (online library, websites) | Read chapter: 3  
Develop a wondering (5pts) due in writing  
Summary of research on your topic- 2-3 references to learn from (10pts) due |
| Five and six | How to Design your plan-  
Dr. Corp’s example  
How to Collect Data (need 3 ways)  
Classifying assessments (formal & informal, summative and formative) | Bring in assessment log to class(5pts)  
Inquiry plan (thoughtful draft) (15pts) due  
Start collecting data |
| Seven and eight | Understand how assessment elicits evidence of student understanding | Continue to collect data  
Create or modify assessment to elicit evidence of student understanding (5pts) due |
| Nine and ten | Share what we learned by critiquing mentor assessments  
Looking at assessment to drive instruction | Evaluating mentor’s assessments (5pts) due  
Use assessment to drive instruction assignment (5pts) due |
| Eleven and twelve | Data Analysis (tech tools, methods, formats)- time in class to plan how qualitative & quantitative | Continue to collect data  
Read chapter: 4  
Begin to analyze data  
Collection of data verification (25pts)-due  
Data analysis (15pts) |
| Thirteen and fourteen | PBL- what, why, how?  
How to Present Data- watch title 6 on book’s CD | Read: (PBL)  
Work on presentation of inquiry project (10pts) |
| Fifteen | Presentation of Inquiry Projects | Create ill-structured problem (5pts) |
| Sixteen | Be sure ALL work is in | |