



ELED 447 Assessment and Inquiry COURSE SYLLABUS

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Required: *On-line TExES Resource – CertifyTeacher*

Optional Text: 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>

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.

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

Interaction with Instructor Statement:

The instructor(s) of this course will be available to students before, during, and after seminar as well as in the field setting. They also may be contacted through email and phone.

Instructor(s) & e-mail:

Nicole Pearce	Nicole.Pearce@tamuc.edu
Rhonda Clark	Rhonda.Clark@tamuc.edu

US Mail:	C&I Dept., A&M University-Commerce, P.O. Box 3011, Commerce, TX 75429
Telephone:	903.886.5525
FAX:	903.886.5581

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:

Attendance

Class attendance and participation is one of the most important, yet underrated elements of a student’s education. There are numerous elements that go into class participation:

1. Good attendance (According to University rules, students may be dropped from the class for excessive unexcused absences. For this class that will be considered 3 unexcused absences.)
2. Arrive on time and stay until class is dismissed.
3. Frequent and relevant contributions to class discussion.
4. Reading assigned work and course material.
5. Polite and civil interactions with all members of the class [“All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Policies and Procedures, Conduct)].
6. Turn off all electric devices, specifically cell phones, pagers, PDA’s, and computers. Students who fail to do so may be asked to leave the class.

It is your responsibility to attend each class and stay the entire time. Please be respectful of your fellow students by arriving on time for class. Attendance at every class meeting is important because additional information will be presented that is not in the textbook. Excessive absences, tardies, and/or leaving class early may result in a letter grade reduction. You are responsible for completing all class work and for keeping informed about any announcements made in class, whether or not you are present. In-class assignments cannot be made up if a student is absent for any reason.

Late Work Policy

Plan ahead and try to complete assignments well in advance to avoid last-minute problems. Computer difficulties will not be accepted as an excuse for late submission. Students are encouraged to check with different browsers, security levels; and, if settings on home computers are not compatible, they are encouraged to use libraries or computer labs on campus or local/private cyber cafes. It is a good idea to allow plenty of time for eleventh-hour adversities.

Each student will receive ONE 48-hour grace period for one assignment. No explanation is necessary. Subsequent assignments will be accepted for 7 days after the due date with a deduction of 50%. It does not apply to in class activities and discussions or the exams which are due at the specified dates (NO EXCEPTIONS).

Withdrawal Policy

Every student has the right to drop the course without penalty until the drop-date. Students dropping the course during this period will be given a DP (drop while passing). A grade of DP is GPA neutral, but a grade of DF counts as an F on your transcript.

If you choose to stop attending class, you may be dropped from the course due to excessive absences. If you are not satisfied with your grade in the course and wish you to drop, it is YOUR responsibility to drop the course. Once a grade of DP or DF has been submitted, it cannot be changed.

A student may drop a course by logging into their myLEO account and clicking on the hyperlink labeled 'Drop a class' from among the choices found under the myLEO section of the Web page.

Student Conduct

All students are expected to conduct themselves in a professional manner at all times. You are adults and will be treated as such. Discriminatory, rude, and inappropriate language will not be tolerated in this class and students will be asked to leave or drop the class (these same rules apply for online discussions). If a student continues to act in the same manner during future classes, the instructor reserves the right to drop the student from the course.

University 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 the 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.

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

Disciplinary action for these offenses may include any combination of the following:

1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

Campus Carry Rule

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Drop a Course www.tamuc.edu/home/registrar/dropadd.asp

Students who wish to drop a course are responsible for initiating this action. Students may drop a class with a full refund (if remaining enrolled) until the census day of the particular term. Census date is the 12th University class day of Fall or Spring, 4th university class day of summer or 2nd university class day of a mini term. After census date, eligible students may use their MyLeo to process drops online. The student must obtain approval from the department/instructor to drop after census date.

Administrative Withdrawal www.tamuc.edu/admissions/registrar/generalInformation/dropAdd.aspx

It is the prerogative of the faculty to drop students from courses in which they have accrued excessive absences as defined in the course syllabus. In such cases, faculty members recommend through the department head to the appropriate college dean that a student be dropped from a class. The faculty member will document absences and will make a reasonable effort to communicate with the student prior to recommending the drop. If approved, the college dean will forward the recommendation to the Registrar's Office.

ADA Statement

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 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

www.tamuc.edu/studentLife/campusServices/studentDisabilityResourcesAndServices