

EDUC 623 Assessment of Instruction

Department: Peru State College School of Education

Course Number: Education 602

Course Title: Research and Design

Credit Hours: Three (3)

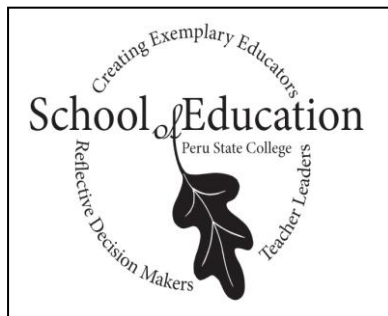
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Graduate Conceptual Framework



Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

The Peru State College graduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a personal disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education and Graduate Studies believes that if the graduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that our Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

Course Description:

This course is designed to discuss and examine instructional effectiveness. Emphasis will be placed on the interaction of effective instructional planning, implementation, assessment, and student achievement. An understanding of how to improve instruction and student achievement will be scrutinized.

Prerequisite: EDUC 512

Required Texts:

Butler, S. and McMunn, N. (2006). A teacher's guide to classroom assessment: Understanding and using assessment to improve student learning. Jossey-Bass: California.

Course Objectives: Upon successful completion of this course, the student will:

1. Examine a variety of methods for appropriately assessing the degree of student understanding, knowledge, and skill. (1.1.1, 1.1.2, 3.1.1) [1.2, 3.1]
2. Consider the role that predictable student misunderstandings should plan in the design of curricula, assessments, and instruction. (1.1.1, 1.1.2, 3.1.1) [1.2, 4.2]
3. Explore common curriculum, assessment and instruction practices that may interview with the cultivation of student understanding. (1.1.1, 1.1.2) [1.2., 4.2]
4. Explore a theory of the "six facets of understanding" and its implications for curriculum, assessment, and teaching. (1.1.3, 3.1.3) [3.1, 3.5]
5. Apply a backward design approach to planning that incorporates big ideas, essential questions, and core assessment tasks. (1.1.2) [1.2, 2.3, 3.1, 4.2]
6. Design a unit of instruction that is designed and focused on student understanding. (1.1.5, 3.1.3) [4.2]
7. Implement and evaluate the unit of instruction for effectiveness of instruction and level of student understanding. (1.1.1, 3.1.3,) [4.1]

Key for Standards: *(Peru Conceptual Framework – Advanced)*
 [National Board for Professional Teaching Standards]

PLAGERISM OF ANY TYPE WILL RESULT IN A ZERO FOR THE ASSIGNMENT AND POSSIBLE FAILURE OF THE COURSE.

In order to promote academic integrity, the college subscribes to an electronic service to review papers for the appropriate citations and originality. Key elements of submitted papers are stored electronically in a limited access database and thus become a permanent part of the material to which future submissions are compared. Continued enrollment in a course signifies your permission for this use of your written work. Should you not wish to agree to this procedure, you may drop the course during the add/drop period before any works are completed and submitted.

COMMUNICATION IN ONLINE COURSES

Students should be aware that online faculty are with few exceptions either full time Peru State College faculty or Adjunct faculty with professional responsibilities beyond their online commitment. It is the expectation of Peru State College that all online instructors will respond to e-mail or BlackBoard communications within 24 hours. Please do not expect faculty to respond within minutes or hours of your communication. We ask all faculty to respond to communication as soon as is practical. Like yourself, your instructor has numerous responsibilities which may interfere with an immediate response.

Many instructors, of their own choice, pride themselves on exceptional, seven day a week availability. While we applaud this attitude, it should not be considered a realistic expectation of everyone.

Course Requirements:

The following are brief descriptions of the requirements for successful completion of this course. Detailed descriptions and grading rubrics are located on Blackboard on the Assignments Page.

1. **Text Readings and Supplemental Readings:** You will be expected to read all assigned text readings as identified in the assignments section of the course. You should be prepared to discuss your perceptions related to the text within discussion forums and integrate concepts from the text within your Instructional Analysis Project.
2. **BlackBoard Discussion Forums:** You will be expected to share your perspectives relating to text readings and course activities, and for each discussion forum, respond to at **least three of your peers'** perspectives. The expectations for these discussions are:
 - ✓ Each posting must use effective grammar and sentence structure, and bring a clear perspective to the discussion. No "regurgitation" of others' thoughts or ideas – your posting needs to add to the discussion and take it further.
 - ✓ Each peer response must use effective grammar and sentence structure, and constructively consider and/or respond to the ideas presented. Disrespectful responses will result in zero points.
3. **Assessment Development Workshop:** You will construct **two (2) assessments** for your IAP and share them in the proper discussion forum, as part of your IAP unit development and prior to the implementation of the unit. **Please provide one formative and one summative assessment and demonstrate their connection to the instruction objectives.** You will also be expected to provide detailed, constructive feedback to **two (2) of your peers** on their assessment instruments. These critiques need to contain both complementary and constructive feedback.
4. **Instructional Analysis Project (IAP):** This culminating project requires the comprehensive planning, implementation, assessment and analysis of one instructional unit. Detailed directions for completing this project can be found in LiveText, within the project template. The Instructional Analysis Project **must** be submitted to the instructor, via LiveText, or the project will not be graded!

As an overview, the project will include the following:

- ✓ **Contextual Factors/Instructional Implications** – You will identify several sets of factors that impact your instructional planning. These include community, district, and school factors;

classroom factors; and student characteristics. Once you identify these contextual factors, you will address how they impact your instructional planning.

- ✓ **Instructional Objectives/Justification** – You will identify the instructional objectives for your unit of instruction and provide a justification for why the objectives that you have selected are appropriate for the students in your class and the grade level/content area.
 - ✓ **Assessment Plan** – You will describe both the formative and summative assessments that you plan to include in the unit. Please include a copy of the assessments.
 - ✓ **Assessment Alignment Table (Instructional Objectives and Assessments Alignment Chart)** - You will construct a table that correlates each of the assessments to your instructional objectives and discuss the accommodations that you may need to make for specific students, or groups of students.
 - ✓ **Instructional Block Plan** – You will create a block plan of the unit that identifies the instructional methods and activities that you plan to incorporate. You will identify how instruction is differentiated, how technology is utilized, and how this unit is connected or integrates with the larger curriculum for this grade level and/or content area.
 - ✓ **Analysis** – After you have taught the unit and collected the assessment data, you will analyze the assessment data for evidence of student learning, and you will analyze the effectiveness of your instruction. You will include charts, graphs, or written notes from observations for BOTH your summative and formative assessments. You will indicate what this information tells you about your instruction and your students' learning. You will then indicate how this information will impact your future instruction.
5. **Graduate “field experience”:** As part of this course, you will formally complete the field experience component of the MSED program. If you are a full time teacher, you will use your own teaching position as your placement for this experience. If you are NOT a full time teacher, you will complete the field experience at a placement that you self-identify and arrange.

Your Instructional Analysis Project will be completed as part of this field experience. If you are being placed with a supervising teacher, you are expected to collaborate with him/her through the IAP process, so that the unit you develop, implement, and assess is an effective choice for the curricular needs of the teacher/class with whom you're placed.

At the end of the course, your supervisor (either your building principal or the supervising teacher with whom you are placed) will completed two evaluations on your behalf. The first will be a Graduate Candidate Evaluation that measures your knowledge, skills, and dispositions in relation to the National Board Professional Teaching Standards (NBPTS). The second will be a Disposition Evaluation that provides feedback related to the professional dispositions that the Peru State College School of Education has established for all teacher education programs.

Those students who receive a score of 55/80 or higher on the Graduate Candidate Evaluation will receive full points for the field experience portion of this course.

Deadlines for Course Requirements:

Week One: **Introduction to course**
Text Readings: *Introduction* (xxv-xxxv) and *Chapter 1*

Discussion Board: Please answer one question from pages 219-220 (*Introduction and Chapter 1*); respond to three of your peers' responses

Week Two: Understanding Assessment

Supplemental Readings:

Black, P. and Wiliam, D. (1998). Inside the black box. *Phi Delta Kappan*, 80(2), 139-148.

Black, P., Harrison, C., Lee, C., Marshall, B., Wiliam, D. (2004). Working inside the black box. *Phi Delta Kappan*, 86(1), 9-21.

Discussion Board: Respond to one or more of the supplemental readings

Week Three: Clarifying Learning Targets

Text Readings: *Chapters 2 and 3*

PowerPoint: *How to Develop your Instructional Analysis Project- Part One*

Discussion Board: Please answer one question from pages 220-221 (Chapters 2 and 3); respond to three of your peers' responses

ASSIGNMENTS (DUE THURSDAY, OCTOBER 29):

Analysis of Contextual Factors (which includes **Instructional Implications**)
Instructional Objectives (which includes the **Justification**)

Week Four: Gathering Assessment Data

Text Readings: *Chapters 4-7*

PowerPoints: *How to Develop your Instructional Analysis Project- Part Two*
Formative Assessments

ASSIGNMENTS (DUE THURSDAY, NOVEMBER 5):

Assessment Development Workshop (includes one summative and one formative assessment which will be posted on the discussion board)

Assessment Alignment Chart (Instructional Objectives and Assessments Alignment Chart)

Peer Critiques of Assessments (THIS IS DUE BY SATURDAY, NOVEMBER 7)

Week Five: Assessment as a Tool for Learning

Supplemental Readings:

Leahy, S., Lyon, C., Thompson, M. and Willam, D. (2005). Classroom assessment minute by minute, day by day. *Educational Leadership*, 63(3), 18-24.

Stiggins, R. and Chappuis, J. (2005). Using student-involved classroom assessment to close achievement gaps. *Theory Into Practice*, 44(1), 11-18.

PowerPoint: *How to Develop your Instructional Analysis Project- Part Three*

Discussion Board: Respond to one or more of the supplemental readings

ASSIGNMENT (DUE THURSDAY, NOVEMBER 12):

Instructional Block Plan (address differentiation of instruction, technology and connection of curriculum)

BEGIN TO IMPLEMENT IAP

Week Six:

Data Analysis

Text Reading: *Chapters 8-10*

PowerPoints: *How to Develop your Instructional Analysis Project- Part Four Analysis of Data*

Discussion board: Please answer one question from pages 224-226 (Chapters 8-10); respond to three of your peers' responses

ASSIGNMENT:

CONTINUE/BEGIN TO IMPLEMENT IAP

Week Seven:

Data Analysis (cont.)

Supplemental Readings: TBA

Discussion Board: Respond to one or more of the supplemental readings

ASSIGNMENT:

CONTINUE TO IMPLEMENT IAP

Week Eight:

Instructional Analysis Project (DUE TUESDAY, DECEMBER 1)

MAKE SURE TO POST THE FINAL PROJECT TO LIVETEXT.

- ✓ The instructor reserves the right to deduct **one (1)** point for each day the assignment is late. There are no exceptions to this rule due to the fact that the point deduction is minimal.
- ✓ **All assignments MUST be completed by the last day of the course to receive credit for this course!!!**

Grading System:

BlackBoard Discussion Postings (6 @ 3 pts. each)	18	1, 2, 3, 4	90-100% = A
BlackBoard Discussion Responses (18 @ 3 pts. each)	54	1, 2, 3, 4	86-89% = B+
Assessment Development Workshop			80-85% = B
✓ Developing/sharing one formative and one self-created summative assessment	45	1, 5, 6	76-79% = C+
✓ Evaluating two peers' assessments (2 @ 15 pts. each)	30	1, 5, 6	70-75% = C
Rough Draft- Contextual Factors	10	5, 6, 7	66-69% = D+
Rough Draft- Instructional Objectives	10	5, 6, 7	60-65% = D
Rough Draft- I.O. and Assessments Alignment Chart	10	5, 6, 7	0-59% = F
Rough Draft- Instructional Plan	10	5, 6, 7	
Instructional Analysis Project	150	5, 6, 7	
Field Experience	<u>25</u>		
Total Possible	362		

Incomplete Coursework:

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from

completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Students who have filed an application for graduation are not eligible for a grade of Incomplete.

Accommodation Statement:

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that “no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or by subjected to discrimination under any program or activity receiving federal financial assistance.”

1. It is the student's responsibility to notify the institution of any special circumstances that would affect his/her ability to complete equally in the college environment. Learning disabilities must be appropriately documented.
2. While students are encouraged to self-identify at the earliest possible time, students may not know or choose to self-identify, but can still receive services at any time once they self-disclose and document.
3. Students should contact the office of Student Support Services, Vice President for Student Affairs or the Director of Admissions for further advisement.

Academic Dishonesty:

Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. It is dishonest to submit materials in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member's satisfaction, that all work submitted for evaluation belongs to the student or is properly documented. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:

1. Refers during an academic evaluation to material sources not authorized by the faculty member.
2. Utilizes devices during an academic evaluation that are not authorized by the faculty member.
3. Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
4. Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources, commonly called plagiarism.
5. Knowingly permits his/her words to be submitted by another person without the faculty member's specific permission.
6. Acts as a substitute or utilizes a substitute in any academic evaluation.
7. Fabricates data in support of laboratory or fieldwork.

8. Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration. This includes online posting of papers, essays, exams, etc., online or hardcopy.
9. Alters grade records of his/her own or another students work in a course or a component of a course.

Peru State College Mission Statement:

Peru State College serves the community through education, research, and public service programs. Our mission is to excel as a comprehensive liberal arts college that encourages student learning with educational priorities in baccalaureate and graduate teacher education, as well as undergraduate programs in business, the humanities, and the natural sciences. We value free-inquiry, professional development, research enhancing our educational role, and public service related to and supportive of instruction. Peru State College serves students from throughout the state, nation, and world but retains a special commitment to serve the residents and needs of Southeast Nebraska.

Peru State College Purposes:

The Purposes of Peru State College support the mission and are derived from the specific responsibilities assigned to the institution by the Nebraska State College System Board of Trustees and the Nebraska Coordinating Commission for Postsecondary Education. These purposes are:

- Provide an affordable and accessible quality education through high quality teaching and emphasis on student learning to the citizens in the assigned service region
- Provide its graduates with a solid foundation for continued life-long learning through a strong general education program
- Provide quality baccalaureate degrees in selected academic fields, with emphasis on teacher education, business, and selected disciplines in the arts and sciences
- Provide a quality graduate program leading to a master's degree in education
- Contribute to the development of the fields of knowledge and teaching in the disciplines represented in the College programs
- Contribute to the economic and social/cultural development of the service region

Peru State College Educational Goals:

Instill in our students:

- Effective communication skills
- Computer and information literacy
- Independent critical thought and intellectual capacity for change
- Preparation to assume social and civic leadership roles
- The ability to pursue intellectually, ethically, aesthetically, and physically rewarding lives