

EDUC 623 Assessment of Instruction

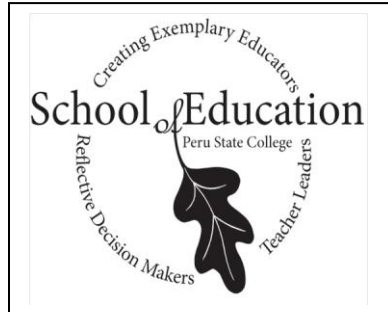
Department: Peru State College School of Education

Course Number: Education 623

Course Title: Research and Design

Credit Hours: Three (3)

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 600

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]

Instruction Method/Mode of Delivery:

The instructional methods for Assessment of Instruction will appropriately model current best practices such as use of differentiated learning strategies, technology, and a successful framework for teaching on a consistent basis. Acquisition/Integration of knowledge will take place via online presentations, a significant amount of facilitation of both large and small group collaborative reflection, and the completion of the Instructional Analysis Project. The planning, implementation, evaluation and analysis of instruction will provide for direct application, extension, and reflection.

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.
 - ✓ Your ONE (1) original thought and THREE (3) responses to your peers' postings are **due each week by midnight on Saturday**. Any postings after this time will not receive credit. Please do not wait until the last minute to complete your discussion board postings.
3. **Assessment Development Workshop:** You will construct **two (2) assessments** for your IAP 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 instructional objectives. Identify how you will grade the assessments and how they will help guide your teaching.
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. Please make sure your project is submitted by this date. For each day the project is late, you will be deducted 10 points from your final grade.

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. Identify how they will meet your learning objectives and how you will assess them. 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.
- ✓ **THE COMPLETE IAP PROJECT IS DUE TO LIVETEXT. For each day that you are late, there will be 10 points deducted per day. Please don’t wait until the last minute to submit this project in case there are any problems.**

Correlation to Live Text Professional Portfolio: All students entering the Master’s program are required to purchase a membership in Live Text, participate in an orientation and training session in the use of Live Text, and develop an electronic portfolio. The portfolio contains artifacts and reflections as required in their specific courses. The artifacts represent mastery of specific standards. You will be submitting the IAP as one of your artifacts. *In addition to including this artifact within the portfolio, you are also expected to align these artifacts with standards and reflect upon how the artifact represents the standards that you have selected.* LIVETEXT PORTFOLIO MUST BE ASSESSED AT AN 80% OR HIGHER IN ORDER TO RECEIVE YOUR COURSE GRADE.

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 complete 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 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, November 10):

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 17):

Assessment Development Workshop (includes one summative and one formative assessment WITH EXPLANATIONS)
Assessment Alignment Chart (Instructional Objectives and Assessments Alignment Chart)

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 24):

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 TO IMPLEMENT IAP

Week Seven:

Data Analysis (cont.)

Supplemental Readings:

Guskey, T. (2008). The rest of the story. *Educational Leadership*, 65(4), p28-35.

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

ASSIGNMENT:

IAP DUE TO LIVETEXT BY THURSDAY, December 8. For each day that you are late, there will be 10 points deducted per day. Please don't wait until the last minute to submit this project in case there are any problems.

Week Eight:

MAKE SURE YOU ARE COMPLETING YOUR LIVETEXT PORTFOLIO FOR GRADUATION.

DUE BY TUESDAY, December 13

EXIT SURVEY (COMPLETED THROUGH LIVETEXT)

MAKE SURE YOUR SUPERVISOR EVALUATIONS ARE COMPLETED BY YOUR SUPERVISOR

PLEASE MAKE SURE THE THREE ITEMS ABOVE ARE COMPLETE. If they are not complete, you will receive and incomplete in the course. The grade will be changed once all three tasks are successfully completed (LiveText Portfolio must have a 80% or higher and your evaluations must be a 55/80 or better).

- ✓ The instructor reserves the right to deduct **one (1)** point for each day the assignment is late (EXCEPT FOR THE FINAL IAP, WHICH WILL BE 10 POINTS PER DAY). 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+
✓			70-75% = C
			66-69% = D+
Rough Draft- Contextual Factors	10	5, 6, 7	60-65% = D
Rough Draft- Instructional Objectives	10	5, 6, 7	0-59% = F
Rough Draft- I.O. and Assessments Alignment Chart	10	5, 6, 7	
Rough Draft- Instructional Plan	10	5, 6, 7	
Instructional Analysis Project	<u>150</u>	5, 6, 7	
Total Possible	337		

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.

ACCOMMODATIONS 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 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. Students are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.
3. Students should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodations.
4. Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

Academic Integrity Policy:

The College expects all students to conduct themselves in a manner that supports an honest assessment of student learning outcomes and the assignment of grades that appropriately reflect student performance. It is ultimately the student’s responsibility to understand and comply with instructions regarding the completion of assignments, exams, and other academic activities. At a minimum, students should assume that at each assessment opportunity they are expected to do their own original academic work and/or clearly acknowledge in an appropriate fashion the intellectual work of others, when such contributions are allowed. Students helping others to circumvent honest assessments of learning outcomes, or who fail to report instances of academic dishonesty, are also subject to the sanctions defined in this policy.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and/or may simply recognize familiar passages that are not cited. They may observe students in the act of cheating or may become aware of instances of cheating from the statements of others. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

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. Submission of an application and continued enrollment signifies your permission for this use of your written work.

NSCS Board of Trustees Policy 4220 states that each College “. . . will establish a distance learning assessment policy that will include, at a minimum, a substantial culminating experience that is proctored.” Peru State College’s policy is that each course that is offered entirely online will feature a proctored final exam that substantially measures the extent the course’s stated learning objectives are achieved. Courses which feature graded site-based activities (e.g.,

teaching demonstrations) and/or video-taped presentations that occur near the end of the term, and that are designed to substantially assess the achievement of learning objectives, can be considered in compliance with this policy. Project-based capstone and graduate courses utilizing real-time discussions held by web-cam, phone or in person with the faculty member as part of the assessment process can also be considered in compliance with this policy.

Should an occurrence of academic misconduct occur, the faculty member may assign a failing grade for the assignment or a failing grade for the course. Each incident of academic misconduct should be reported to the Dean and the Vice President for Academic Affairs (VPAA). The VPAA may suspend students for two semesters found to be responsible for multiple instances of academic dishonesty. The reason for the suspension will be noted on the student's transcript.

A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding these tenets of academic honesty and integrity. Students may appeal penalties for academic dishonesty using the process established for grades appeals.

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College's nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to the Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.