TENTATIVE—SUBJECT TO CHANGES
The University Of Texas at Tyler
School of Education
Course Syllabus Fall 2020
Assessment for Instruction
EDUC 4365

Course: EDUC 4365
Semester & Year: Spring 2020
Time & Days: Wednesday 11:00 a.m. to 1:45 p.m.
Location: HPR 262

Instructor Information
Jessica A. Rueter, PhD
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School of Education
Office: BEP 240
Office Hours: Tuesday 12:00 to 3:00 p.m. (F2F): Other times by appointment
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> *It is my desire that each of you profits from this course. I believe in open
> communication so we can all learn from each other.*
>
> *I also welcome you visit with me during office hours, after class, or schedule a
> Zoom conference session if you need any assistance or wish to discuss your
> grades or class performance. Office appointments scheduled in advance are
> appreciated, preferred, and given priority, but are not required.*

<u>**Course Catalog Description:**</u>
A study of assessment in education. Includes formal and informal assessment procedures,
due process, procedural safeguards, and parents' rights.

<u>**Course Prerequisites and Co requisites**</u>:
Prerequisites to this course are the following; READ 4350, READ 4337; Admission to
the educator preparation program.

Student Learning Outcomes & Assessments

Each student in EDUC 4365 will participate in class assignments and activities that include informal and formal assessment procedures. You will apply information obtained in the assessment process to guide instructional decisions and recommendations.

Topic/Objective	Activities	Assessment (including performance-based)	Standards Alignment
Apply the assessment cycle SLO #1	Analyzing DMAC & STAAR Data Guest Presenters – Unpacking the TEKS and data notebooks Small group discussions	Iris Center Module Data Driven Decision Making Project Quizzes/Exams	**TES:**1Di; 2Aii&iii; 2Cii&iii; 5Aiⅈ 5Biii; 5Ciⅈ 5Dii; 6Ai **ISTE**: 1d, 2d, 3b, 5d **INTASC**: 6, 7, 9 **TEKS**: 113.1 (b) 7 A
Apply basic psychometric principles SLO #2	In Class Activities (Human Curve/Percentile Rank) CTOPP 2 Mock Assessment Small group discussion	CTOPP 2 Protocol Peer and Instructor Feedback Human Curve/Percentile Rank – Observation Activity Exit Slip Quizzes/Exam	**TES**: 5Ai-ii; 5Bi-iii; 5Ci-ii; 1Ei- iii; 5D1i-ii; **INTASC:** 6 **ISTE:** 1d, 2d
Examine characteristics of formal and informal assessments SLO #3	In Class Activities (Response Cards, Good, Bad, Ugly, Think, Pair, Share) Expectancy Tables – Scoring CTOPP 2	CTOPP 2 Protocol Small Group Discussions Compare/Contrast	**TES:** 5Ai-ii; 5Bi-iii; 5Ci-ii; 1Ei- iii; 5D1i-ii; **INTASC:** 6 **ISTE:** 1d, 2c, 2d

	Small group discussions.	Exit Slip Quizzes/Exams	
Identify key components of reading skills in students with dyslexia SLO #4	View *Embracing Dyslexia* Small group discussions Think, Pair, Share Case Study of Student with Dyslexia (In Class Activity	Entrance Slip Movie Critique Quizzes/Exams TEA Dyslexia Module	**TES:** 1Ci-iii; 2Ai-iii; 2Bi-ii; 5Ai-ii; 5B i-iii; 5Ci-ii **INTASC:** 6 **ISTE:** 1c, 1d, 2d, 4b, 5d **TEKS:** 110.11 (b)(2); 110.12(b)(2) **ELPS**: 4(A)

Evaluation and Grading

Your grade will be determined based on your performance on particular assignments and/or category of assignments, which are weighted according to the percentage specified.

Possible Points

Exams	5%
Quizzes	5%
In Class Learning Activities	10%

Data Driven Decision-Making Project	*(45% of total grade)*
Phase One (SE & Concept Maps)	10%
Phase Two (Data Analysis)	10%
Phase Three (Scholarly Sources and Objectives)	15%
Phase 4 (Final Submission & Reflections)	10%

Dyslexia Module	*20%*

Embracing Dyslexia Movie Critique
TEA Dyslexia Module

Tier Two Assignments	*15%*

Iris Center Module
Word Cloud
Library Tutorials

Keep track of your scores for the course through Canvas's Student Tools folder.

A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

It is my policy not to round grades at the end of the semester. The percentage you earn will be the letter grade that is recorded. For example, a percentage of 89.5 will be recorded as a B.

Grades earned will be frequently posted in Canvas throughout the semester. I typically return your assignments with feedback and grades within one week of your due date.

It is my policy not to discuss grades via email. If you need to discuss grade issues, please email me to schedule a zoom conference. This will allow us time to review your concern and allow me to give you my undivided attention.

Description of Course Assignments, Evaluation, and Grading:

1. **Exams:** Exams are one way in which you can demonstrate your knowledge and skills over the semester. Your exams may cover textbook readings, online module and in class learning activities, and may be objective or essay or a combination of both (25 points each)

2. **Iris Center Module:** The Iris Center Module provide a unique opportunity to learn about Response to Intervention and curriculum-based measures through the Iris Center website; this is a valuable assessment tool you can use in your classrooms to help identify students who are struggling to learn. Grades will be determined according to the Iris Center Module Rubric (12 points)

3. **Scheduled Quizzes:** Throughout the semester, scheduled online quizzes will be given. Quizzes will cover the topics discussed in online class sessions (5 points each)

4. **Word Cloud:** This learning activity will help you connect creatively with the meaning of assessment (15 points).

5. **In Class Learning Activities:** *(Great Expectations, Exit Slips, Informal Writing Activities, Response Cards, The Good, Bad, and Ugly, etc.)* These learning activities provide a way for you to experience some of the assessment strategies you can use in your own teaching, as well as to demonstrate your own knowledge and skills. ***You must be in attendance and actively participate in the activities to earn these points. If you are absent or late to class for any reason, these points cannot be recouped.*** For each F2F class session you will have the opportunity to earn In Class Learning Activity points. The number of points will vary for each F2F class session. Points will be determined by the quality of work produced, active participation in activities *(also see cell phone policy)*, and collaborative interactions with your classmates (**Points TBD**)

6. **Embracing Dyslexia Movie Critique:** Reflecting upon the main ideas and themes presented in this documentary is one way that you can connect to your future students who struggle with reading disabilities. Points will be based on the Movie Critique Rubric (20 points)

7. **TEA Dyslexia Module:** Because the majority of students who are falling behind are students who are struggling to read, you will need a solid foundation in understanding the characteristics of reading related disorders. This TEA approved module will help you gain a deeper understanding of children who struggle with reading and/or dyslexia (20 points).

8. **Data Driven Decision-Making Project:** The purpose of this project is for you to practice interpretation and decision-making based on individual student assessment data from the STAAR and DMAC. This project will help you understand how to interpret data and identify/develop interventions that can assist in classroom instruction. Grades will be determined according to the Data Driven Decision-Making Project Rubric (120 points and 45% of your grade).

9. **Library Tutorials:** Library tutorials will help you (1) find scholarly sources for Phase 3 of the DDDMP and (2) cite sources according to APA guidelines (Points to be determined).

Teaching Strategies

The following instructional strategies will be employed during this class: lecture, class discussion, Canvas activities and learning modules, cooperative learning, multimedia and simulations.

Required Text and Related Readings

Overton, T. (2016). *Assessing learners with special needs: An applied approach* (8th ed.) Upper Saddle River NJ: Merrill Pearson.

NOTE: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

There will be other readings as assigned in class. You will access all of our class notes, assignments, grades, and course information through Canvas. Any changes made to the course schedule, schedule of assignments, or any special assignments will be posted to Canvas.

Bibliography:

Butler, S. M. & McMunn, N. D. (2011). *A teacher's guide to classroom assessment: Understanding and using assessment to improve student learning.* Jossey-Bass.

Hosp, M. K., & Hosp, J. L. (2003). Curriculum-based measurement for reading, spelling, and math: How to do it and why. *Preventing School Failure, 48*(1), 10–17.

Griffin, P. (2009) Teachers' use of assessment data. In: Wyatt-Smith, C., Cumming J.J. (eds.). *Educational Assessment in the 21st Century.* Springer, Dordrecht.

Mather, N. & Wendling B. (2011). *Essentials of dyslexia assessment and intervention.* Hoboken, NJ: John Wiley & Sons.

Wendling, B. & Mather, N. (2008). *Essential of evidence-based academic interventions.* Hoboken, NJ: John Wiley & Sons.

Course Policies

- **People First Language/Class Etiquette:** Our language reflects our attitudes. Always refer to persons with disabilities with respect. Degrading terminology will not be tolerated. In this class, we will strive to use "people first" language at all times. "People First" language always refers to the person first and not as a label or a category. For example, refer to "a student with autism" an not "an autistic child.

- **Safe Zone:** I consider this classroom to be a place where you will be treated with respect as a human being - regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is my expectation that ALL students consider the classroom a safe environment.

- **Communication and Peer Coaches:** You'll need to log in to Canvas regularly (at least once a week) to view that week's assignments and check announcements Before emailing me with questions, please ask your peer coach because 1) your peer coach will respond more quickly with an answer, and 2) you have the opportunity to collaborate and build peer relationships that can assist you during your academic career at UT Tyler.

  If you need to email me privately, I normally respond to emails within 24 hours during the week, and up to 48 hours on a weekend. If you email me over a weekend, holiday break, or semester break, there may be a longer response time.

  Also, it is my policy to discuss grades in a live, one-on-one meeting so that we can clearly communicate and I can hear your perspective and you can hear mine (i.e. open dialogue). If you have questions about grades or your performance in the class, I'm happy to meet with you during my office hours or to schedule a Zoom conference.

- **Attendance and Late Arrivals**. Attendance and punctuality are essential skills you will need in your own teaching career: all of us need to show up, be on time every day, and be prepared and ready to go. You simply will not be able to do well in the class without prompt and regular attendance; as a hybrid class, missing a class session means you are missing half of the information and activities discussed for a module.

  Class will begin on-time. You are expected to arrive early and be prepared to begin class when class is scheduled to begin. ***Arriving to class after instruction begins and/or from mid-class break will be considered late.***

- **Participation**: I want you to use this course as an opportunity to take active responsibility for your learning and the learning of your peers as we build a scholarly and professional community. This means being well prepared to engage in discussion on the day's scheduled subject matter. Participation in this class means all of us will come prepared for discussion; demonstrate professional body language; be actively engaged and proactive, not reactive; and ask relevant questions.

- **Late Work and Make Up Exams**: Because this is a hybrid class, you have a lot of flexibility in where and when you complete many of your assignments. You have many opportunities to submit the assignment on time throughout the week.

  Typically, assignments are due Sundays at 11:59 p.m. The submission link expires at 11:59 p.m. so you will need to make plans to submit prior to this time. If you wait until 11:59 p.m. the submission link will have expired and you will not be able to submit your assignment. *Late assignments will not be accepted unless you have made prior arrangements with me 48 hours in advance of the due date/time.* Assignments and due dates are noted on the course schedule located in the syllabus.

  There will be NO make-up activities or exams for this course unless there is an extended emergency that encompasses more than the time allowed in the module. Relevant documentation must be submitted (i.e. doctor's note) in the event of a make-up activity to receive full credit.

- **Assignment Submissions:** Assignments will only be accepted via the designated submission links that are specifically noted in each module. I do not accept assignments via email. If the submission link and/or time have expired, you have lost the opportunity to submit your assignment.

- **Resubmissions:** It is my policy that once an assignment is submitted that it is considered your best work and is the final draft. Therefore, I do not allow for assignments to be resubmitted even when you do not obtain a passing grade.

- **Turnitin:** All written assignments will be submitted via the Canvas submission link that utilizes Turnitin. Turnitin is a plagiarism detection device. A similarity match of 25% or greater indicates that you engaged in unethical behavior. Any written assignment with a 25% or greater match will receive a grade of zero and you will not be able to redo or make corrections.

- **Course Organization:** The course is organized into learning modules. A typical module will begin with online learning activities and will conclude with anchoring ideas and concepts in the face-to-face class sessions.

- **Written assignments:** Written assignments MUST be typed using double spacing lines and have page numbers. In addition, work submitted must reflect a professional quality in terms of scope, depth, writing mechanics, and appearance. Proofread all assignments as only materials with minimal or no errors will receive high scores. **Type assignments in an easily-readable 12 point (e.g. Times New Roman, Helvetica, Tahoma). All written assignments must be submitted via Word – (NO PDFs).**

- **Cell Phone / Pager / PDA / Blackberry usage:** When we are in class, I want everyone, including myself, to be fully present, demonstrate undivided attention, and actively engage with one another. Cell phones, pagers, etc., will not to be used during class. ***Please turn such devices off or on vibrate and place them in your purse, backpacks, etc.*** That is, they should not be on the table/desk, in your lap, or hidden behind your textbook/notebooks. The use of cell phone during class indicates that you are not fully participating and are not actively engaged in our class discussion and activities. *Violation of the cell phone policy will result in a loss of your In Class Learning Activity Points for the class session.* Frequent violations may result in a teacher education disposition*.* However, if you have personal circumstances when you must leave your phone on, please let me know before the class meeting.

- **Teacher Candidate Dispositions.** The University of Texas at Tyler School of Education has developed **Teacher Candidate Disposition Assessment** outlining professional behaviors educators are expected to demonstrate in their interactions with students, families, colleagues and communities. The process assumptions, dispositions to be assessed, and examples of deficiencies within each disposition assessment categories are available at the UT-Tyler School of Education website: www.uttyler.edu/education (access School of Education; School of Education Disposition Assessment). It is expected that all students enrolled in EDUC 4365 will adhere to and demonstrate these teacher candidate dispositions at all times.

Code of Conduct

- Please see section 2.098 of the University of Texas at Tyler Handbook of Operating Procedures for specific information about expectations related to student conduct. It is the responsibility of the student to bring to the instructor's attention any question, misunderstanding or confusions he/she has concerning classroom policy or course requirements BEFORE an adverse effect on student's grade results.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click here.

- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and

promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.

Class Schedule
(Tentative Schedule – subject to announced changes)
Class Meetings: Wednesday 11:00 AM - 1:45 PM

Refer to Canvas for additional reading requirements or changes to the following course calendar.

Assigned readings should be completed prior to the scheduled class session.

Module	Date	Topic	Assignments	What's Due
Module 1:	January 15 **F2F**	Introductions Review of Syllabus and Course Requirements/Expectations Overview of Assessment	Read Chapter 1	*In Class Activities* **Quiz #1**
Module 2:	Jan 16 to Jan 26 *O/L*	Reliability and Validity: Technical Adequacy You Tube Lecture	Read Chapter 4	**Quiz #2**
Module 3:	Jan 29 **F2F**	Descriptive Statistics	Read Chapter 3	*In Class Activities* **Word Cloud Due – beginning of class.**
Module 4:	Feb 5 *O/L*			**Exam #1 8:00 a.m. to 11:59 p.m.**
Module 5:	Feb 6 to Feb 16 *O/L*	Progress Monitoring	Read Chapter 6 (Pages 115-125)	**Quiz #3** Iris Center Module
Module 6:	**Feb 19 to April 5**	**Data Driven Decision-Making Project**		
	Feb 19 **F2F**	Sherry Morton & Jacquelyn Reavis Region 7 Guest Presenters/Data Driven Decision-Making Rubric (Phase One)		*In Class Activities*
	Feb 26 **F2F**	Analyzing DMAC Data/Writing Results (Phase Two)		*In Class Activities*
	March 4 **F2F**	In Class Work Day (Phase 2)		*In Class Activities*
	March 8			Phase 1 & Phase 2

				Library Tutorials
	March 18 **F2F**	Scholarly Sources; Library Tutorials; Writing measurable objectives (Phase3)		*In Class Activities*
	March 25 **F2F**	In Class Work Day (Phase Three)		*In Class Activities*
	March 29			Phase 3
	April 1 **O/L**	Field Week (Phase 4)		
	April 5	Final Submission and Reflections (Phase 4)		Data Driven Decision-Making Project
Module 7:	April 8 **F2F**	Dyslexia/Movie Critique Rubric		*In Class Activities*
	April 9 – April 19 **O/L**	Dyslexia and Identification of Students with Reading Disabilities	Watch *Embracing Dyslexia*	**Quiz #4** Movie Critique/TEA Dyslexia Module Certificate
Module 8:	April 22 **F2F**	End of course wrap-up		
Module 9:	April 29 **O/L**			**Exam #2 8:00 a.m. to 11:59 p.m.**