TENTATIVE—SUBJECT TO CHANGES
The University Of Texas at Tyler
School of Education
Course Syllabus Spring 2022
Assessment for Instruction
EDUC 4365

Course: EDUC 4365
Semester & Year: Spring 2022
Time & Days: Online
Location: Online

Instructor Information
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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.*

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

Course Prerequisites and Co requisites:
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 Unpacking the TEKS and data notebooks Small group discussions Discussion Board	Iris Center Module Data Driven Decision Making Project Rubric Quizzes/Exams RTGM Rubric	**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	CTOPP 2 Mock Assessment Small group discussion Discussion Board	RTGM Rubric 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	CTOPP 2 Small group discussions Exit Slips Discussion Board	RTGM Rubric Exit Slip Quizzes/Exams	**TES**: 5Ai-ii; 5Bi-iii; 5Ci-ii; 1Ei- iii; 5D1i-ii; **INTASC:** 6 **ISTE:** 1d, 2c, 2d
Identify key components of reading skills in students with dyslexia	View *Embracing Dyslexia*	Movie Critique Rubric Quizzes/Exams	**TES:** 1Ci-iii; 2Ai-iii; 2Bi-ii; 5Ai-ii; 5B i-iii; 5Ci-ii

SLO #4	Discussion Board		**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.

Exams & Quizzes	*10%*
Exams	5%
Quizzes	5%
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%
Online Class Sessions/Meetings	*25%*
Zoom Class Sessions	
RTGM	
Other Assignments	*20%*
Classmate Introduction	
Iris Center Module	
Word Cloud	
Library Tutorials	
Informal Assessments (Exit slips, observations, etc.)	
Embracing Dyslexia Movie Critique	

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

There are three specific grading policies that you need to be aware of.

1. It is my policy not to round grades at the end of the semester. The percentage you earn is the letter grade that will be recorded. For example, a percentage of 89.5 to 89.9 will be recorded as a B and a percentage of 79.5 to 79.9 will be recorded as a C.
2. It is also my policy not to extend extra credit or additional assignments/activities at the end of the semester.
3. Finally, 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:

Course Assignment	Description	Point Value
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 5% of grade
Scheduled Quizzes	Throughout the semester, scheduled online quizzes will be given. Quizzes will cover the topics discussed in online class sessions/modules.	5 points each 5% of grade
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 20% of grade (Other Assignments)
Classmate Introduction	In an effort to establish an online learning community and create a network of colleagues in your class, you will begin by introducing yourself to your classmates during the first week of classes. Specific directions will be stated in the online module.	10 points 20% of grade (Other Assignments)
Word Cloud	This learning activity will help you connect creatively with the meaning of assessment.	15 points 20% of grade (Other Assignments)
Embracing Dyslexia Movie Critique	Reflecting upon the main ideas and themes presented in	20 points

	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% of grade (Other Assignments)
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
Real Time Group Meetings (RTGM)	RTGM are held via Zoom. During these meetings, you and your group members (I will organize groups) will set up zoom conference times to discuss specified topics. ***Unless some extraordinary event occurs during the semester, the groups will remain the same throughout the entire semester.***	40 points each 25% of grade (Online Meetings)
Zoom Video-Conferences	You will have the opportunity to participate in Zoom Conferences throughout the semester. The primary purpose of these video-conferences is to facilitate conversations about assessment and course assignments/activities. The secondary purpose is to build an on-line community of learners.	75 points each 25% of grade (Online Meetings)
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.	100 points each 20% of grade (Other Assignments)

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.

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" and 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. That said, if you have a specific pronoun that you would like to be addressed by, please let me know. 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:** You'll need to log in to Canvas regularly (at least once a week) to view that week's assignments and check announcements and the Coffee & Conversations discussion board – this is a forum in Canvas that is for you to pose questions and general musings about the course. Before emailing me with questions, please post them here because 1) your classmates will respond more quickly with an answer, and 2) everyone in the class has the benefit of that answer. My goal is to check this board periodically and answer any questions that have not been answered by your classmates or that still seems to be unclear. However, I reserve the right to respond or not respond to any question that is

posed. That said, I encourage you to use Coffee and Conversations as an environment to interact with and support one another throughout the semester.

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 as this promotes open dialogue. If you have questions about grades or your performance in this class, I'm happy to meet with you in a Zoom conference.

- **Course Organization and Frequent Logins:** This course is organized into learning modules. The modules will open Mondays at 6:00 a.m. and close Sundays at 11:59 p.m. unless otherwise noted. Because this is an online course, on-campus attendance is not applicable. However, you must demonstrate self-motivation and be disciplined to complete the course activities and assignments in a timely manner. Thus, frequent (not less than once a week) logins to the course are expected.

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- **Late Work and Make Up Exams**: Because this is an online 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.

  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 <u>NO make-up activities or exams</u> 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.

- **UniCheck:** All written assignments will be submitted via the Canvas submission link that utilizes UniCheck. UniCheck is a plagiarism detection device. A similarity match of 25% or greater indicates that you may have engaged in unethical behavior and a meeting with me will be scheduled.

- **Tutoring Sessions:** Tutoring session(s) will be available to you regarding the Data Driven Decision-Making Project. These sessions are optional and you are not required to attend. However, your attendance at these sessions are highly encouraged. There are no points associated with attending these sessions.

- **Zoom Conferences:** Zoom conferences are face-to-face class meetings. Thus, face-to-face class etiquette will apply. Please create a distraction free environment while in our meeting. Zoom Conferences will begin at the time scheduled and will last approximately 30 to 45 minutes. To earn points for the Zoom conference you are expected to be in attendance for the duration of the meeting and actively contribute to the conversation.

  You will not earn points if the environment is inappropriate for the conference, you are absent, you are late to sign in, you exit the conference early, you leave the conference and reenter even if you are only gone for a minute or two, or there are significant interruptions during the meeting.

  Please take note of the following guidelines:

  a. Create an environment that is conducive for participating in Zoom conferences. For example, this could be your office at home, kitchen table, etc. as long as it is distraction free. Participating in Zoom conferences in your car while driving or riding as a passenger or while engaged in activities not related to the conference will be considered as an inappropriate environment and you will not receive credit for attendance.
  b. Once you are logged into the Zoom conference, you should be seated in an appropriate environment and remain seated for the entire time. You are to refrain from getting up and moving about during the Zoom meeting.
  c. Please no eating or drinking during our conference.
  d. Being on time, means that you have logged in and are ready to begin the Zoom conference when it is scheduled or within 1 to 3 minutes of the scheduled start of the conference. *Logging in after 3 minutes of the start time will be considered a late log in and points cannot be awarded even if you attend the entire meeting.*
  e. Please make sure that you have access to a web-cam. We want to see your bright smiling face. ☺

      f. Make plans to sign in early and have your technology working before the start of the meeting.

      g. If you have family members and or children in the home, please inform them that Zoom conferences are face-to-face class sessions and that you are expected to actively participate and contribute to the discussion without interruptions.

      h. Make plans to attend the entire Zoom conference and contribute to the meeting. That is, have your commute and errands completed, family activities, obligations, and childcare taken care of before signing in for the meeting.

- **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. <u>Proofread all assignments as only materials with minimal or no errors will receive high scores.</u> **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).**

- **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.

Class Schedule
(Tentative Schedule – subject to announced changes)
Class Meetings: Online

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

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.