



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

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Spring 2019

EDU 416—Assessment and Data for the Informed Teacher

Credit Hours 3 (CRN 20594, Section 1HW, Wednesday 8-10:30, Marsh Hall 136)

College/Department Website: www.concord.edu/education/

Course Management System: None

Hardware/Software Needed: An active **LiveText** account is a required resource for this course because certain assignments must be submitted electronically using this online platform. LiveText is used by Concord University to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work, and to create digital documents such as electronic portfolios or reflective journals, which can be shared with prospective employers or other audiences. You can purchase your account online with a credit or debit card at www.livetext.com. Please purchase the Field Experience Edition. LiveText will be a required resource in several different courses throughout your program, and you can use the same account for any course that requires it for up to five years, so you only need to purchase the account one time. If you already have an active LiveText account, you do not need to purchase another one. After five years you can extend your membership if you continue to need it for additional coursework or would like to maintain it for your personal use." (Taken from an e-mail from the division chair per company's suggestion)

Prerequisites: Students must be admitted into the Teacher Education Program.

Text Requirements:

Chappuis, J. Stiggins, R. J. (2017.) Student Involved Assessment For Learning. (7th edition) Pearson.

Course Description/Rationale: Provides teacher candidates with instructional methods and curriculum concepts to assess teaching and learning in elementary schools.

Concord University Educational Goals and Learning Outcomes: The Concord University Educational Goals are aligned with each of the course outcomes. This course addresses the standards and provides knowledge and skills for the preservice teachers that will aid in the process of becoming 21st Century Professionals.

Learning Outcomes and Course Objectives:

Course Objectives: Upon satisfactory completion of this course, the student will:	WV Professional Teaching Standards	WV Educational Technology Standards (ISTE)	Praxis II	Concord University Educational Goals
Demonstrate an understanding of the interrelation among teaching, learning and evaluation in decision making.	1-a, b, c, d, e 2-a, d, f, 3-a, e	1, 2, 3	1a, 1b, 1c, 1d	Attitude
Demonstrate an understanding of the concepts and central tendencies, validity, reliability, percentiles, and scaled scores, norms and their role in the construction, selection and interpretation of evaluation instruments.	1-e, 3-c, e	4, 5, 8	2a, 2c, 2d	Knowledge
Identify authentic assessments involving various approaches related to the assessment of student achievement including portfolio, rubrics, and other performance assessments.	1-e, 2-f, 3-a, d, e, f	1, 3, 4	2a, 2c, 2d	Skills
Differentiate the relationship between instructional objectives, instructional activities, and test items by evaluating classroom tests that measure a variety of intended learning outcomes, including higher order thinking skills such as knowledge, comprehension, application, analysis, synthesis, evaluation (Bloom’s taxonomy) and critical thinking skills through lecture, discussion, assigned readings and other online components.	1-a, b, c, d, e 2-a, d, e, f 3-a, b, c, d,e, f	1, 2, 3, 7, 8	5a	Skills
Demonstrate the ability to construct and/or select online effective objective/subjective	1-e, 3-a, c, d, e	1, 4, 5	3a, 3b, 3c, 3d	Skills

instruments such as Rubistar, and other assessment strategies to assess learning and behaviors.				
Demonstrate an awareness of evaluative techniques congruent with individual abilities, learning styles, at risk, multiple intelligence, and exceptionalities.	1-e, 3-e	8	2a, 2b, 2c, 2d	Knowledge
Interpret various standardized tests, specifically the WV Standards test, Alternative Performance Assessment and Virginias Standards of Learning Test.	1-e, 3-e	8	2a, 2b, 2c	Skills
Demonstrate an awareness of the influence of cultural differences, SES, special needs, and diversity in assessing student achievement on both formal and informal performance based evaluations.	2-a, b, c 3-a, b, c, e, f	1, 3, 4	4b, 4d	Knowledge
Incorporate technology in presenting or disseminating data through an understanding and application of the various marking and grading systems such as Excel/Grade Pro.	1-d, 3-e, 5-d	4, 7, 8	3b, 3c, 3d	Knowledge

Course Requirements:

Attendance: The goal of this course is to learn, and in order to achieve that goal you must attend class, since learning will not consist of just reading the material. It will also consist of presenting material, viewing presentations, engaging in classroom discussions, and writing, editing, and revising papers in class. Your overall grade will be lowered by 2% for each tardy or missed class, after the first tardy and/or absence. Assignments, tests, quizzes, etc. can only be made up with an excused absence. You are expected not to miss more than two classes. Excessive absences will result in the student being dropped from the course and receiving a failing grade.

Plagiarism: It is the student's responsibility to be familiar with the policy on plagiarism set forth by Concord University. Reproduction of any work, in part or whole, without appropriate references will constitute plagiarism. Any paper, or section of a paper, that is reproduced for the class, from any source, without proper citation and/or permission, will be considered plagiarized. If the student has any question as to whether or not they are plagiarizing, they should consult the instructor. Per Concord University's policy, any student who plagiarizes will either receive a failing grade on the assignment, receive a failing grade in the course, or be removed from the university.

ASSIGNMENTS

It is the expectation of the instructor that each student will come to class having read the assigned material, reflected on said material, and completed the assignment due for that class period. These assignments can be found on the Class Schedule/Agenda, but some assignments will be assigned in class and some adjustments may be made to the Class Schedule, so attendance is doubly important, as is being prepared for each class.

Students' opinions on issues related to education and factors influencing education, will not only be welcome, they will be expected. It is also expected that all students' opinions will be respected by the entire classroom community. This does not mean you have to agree with your fellow students, or the instructor for that matter, but you must be able to demonstrate the professionalism required in the teaching profession, by respecting all differences, even those of opinion. These opinions should show reflection on the material, connection to personal experience, and a culmination of past educational experiences, as a liberal arts education should provide.

Written work should be of high quality. Any writing done outside of class, excluding journal entries, should be proofread by one of your peers, have no spelling or grammar errors, and convey to the reader a well thought-out and supported argument. Written work that does not meet what the instructor deems as college level writing will not be accepted. Some aspects of writing that will not be acceptable include: poor grammar and/or organization, not meeting the page length requirements, inappropriate line-spacing, and font size beyond 12 pt. This list is not an exhaustive list; therefore, it is the student's responsibility to proof read their own work and even seek outside help through tutoring, seeing the professor, having another person read their paper, or any combination of these proactive attempts to improve the quality of the work one will submit.

Class Participation

As noted above, students will be expected to show up to class having read the material, properly reflected on the material, and completed any assignment due. Students will also be asked to contribute to class discussions in the form of cooperative learning, jigsaw methods, open class discussion, Socratic Discussion, partner discussion, etc. While the instructor is aware that some students do not like to share their views in class, it is extremely important that teachers be able to communicate their ideas to students, and therefore this will be a required feature of this class. In addition, there will be various assignments made throughout class that are not classified elsewhere. These assignments will fall under class participation.

Grades:

Reflection Project	(5%)
Class Participation	(5%)
Field Placement Assignments	(10%)
Field Placement Project	(20%)
Standardized Assessment Review	(10%)
Teacher Performance Assessment	(50%)

Grading Scale: A 94-100 A- 90-93 B+ 87-89 B 84-86 B- 80-83
 C+ 77-79 C 74-76 C- 70-73 F 69 or below

Make Up Work and Late Policy

If a student knows that they will need to miss class on a day when there will be a test, quiz, or assignment due, it is the student’s responsibility to take the test or quiz before the absence or to turn in an assignment prior to the date of their absence. Late assignments will be accepted only with a valid excuse and will be subject to a grade reduction.

Course Timeline:

Date	Topic
Jan 15	Overview of Course Requirements
Jan 22	Validity, Reliability
Jan 29	Formative and Summative Evaluations
Feb 5	Backward Design
Feb 12	21 st Century Assessment
Feb 19	Assessment Plan Best Determinations
Feb 26	PBLs, Authentic Assessments
Mar 5	Rubrics
Mar 19	Final Products
Mar 26	Guide Instruction Daily reflection
Apr 2	Data Analysis
Apr 9	Data interpretation
Apr 16	Effects of Validity
Apr 23	Analyze Test Questions/Assessments with LGs
Apr 30	Coteaching models
May 7	Final Exam

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and the instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located on the Athens campus Jean and Jerry Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states: "As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same." The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure No students or employees are to report. Classes Cancelled Students do NOT report BUT employees are expected to report to work at their normal time. Operating on an Inclement Weather Delay Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."