Eastern Illinois University
Early Childhood/Elementary/Middle Level Education Department
MLE 4100.001 Assessing Student Learning: A Field Based Experience

Instructor: Dr. Jeanne Okrasinski **Office Hours:** M 9:15-9:55; T 9:15 – 11:15; W 9:15-9:55 & 6:15-6:55pm
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Class Meetings: Buzzard 1302 **Email:** jeokrasinski@eiu.edu

Mondays and Wednesdays 8-9:15 am
Friday Seminars in Buzzard Auditorium
August 23, 2013 10:30 – 12:00
September 6, 2013 9:00 – 12:00
September 13, 2013 9:00 – 12:00
Friday Practicum Dates
September 20, 2013
September 27, 2013
October 4, 2013
October 11, 2013 (Fall Break—Optional Date)
October 18, 2013
4 Week Practicum
Monday, October 21, 2013 – Friday, Novemeber15, 2013

Unit Theme:
Educators as Creators of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies and technologies.

Course Description:
This course emphasizes monitoring children's learning through data-driven assessment in order to meet the needs of diverse learners. Topics will include effective classroom management and developing positive teaching dispositions in order to become a reflective practitioner. This course includes class meeting times and supervised field experiences (minimum 60 hours).

Prerequisites:
Elementary General option: ELE 3100, 3280, 3340, 3350; or Early Childhood: ELE 3250, 3281, 4775
University Teacher Education requirements apply and department requirements for enrollment must be met.

Course Purpose:
This course emphasizes monitoring children's learning through data-driven assessment in order to meet the needs of diverse learners. Through implementation and reflection the teacher candidate will examine the effective cycle of teaching: planning, instruction and assessment that fosters a positive learning environment. This course includes class meeting times and supervised field experiences (minimum of 60 hours). A student must maintain a "C" average in all course work to be placed/continue in practicum.

Admission to student teaching depends upon successful completion of ELE 4100 and on the positive recommendation of the cooperating classroom teacher with whom the student participates for 60+ clinical hours.

Course Textbooks:
Russell, M. & Airasian, P. W. (2012). *Classroom assessment: Concepts and applications, 7th ed.* New York: McGraw Hill.

Taggart, G.L. & Wilson, A.P. (2005). *Promoting reflective thinking in teachers: 50 action strategies, 2nd ed.* Thousand Oaks, CA: Corwin Press.

Supplemental Materials:
- Personal LiveText account
- Department portfolio binder and inserts
- Binder for course notebook
- Professional Development Requirements (PDR), sheet

Teaching Model:
The Information-Processing Models

- Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them.

The Social Family Models: Building the Learning Community

- When we work together, we generate a collective energy that we call synergy. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways of interacting and norms that support vigorous learning activity.

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching*. (8th ed.). Boston: Pearson.

Dispositions:
Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Live Text Assessment Requirement:
For those classes with Live Text or Practicum- If the portfolio or Live Text requirements are rated by the instructor to have been completed in less than a satisfactory manner then no more than a "D" may be earned in the class regardless of the number of points earned.

Standards:
Course requirements and demonstrated competencies are aligned with the following standards:
The Illinois Professional Teaching Standards (IPTS)
http://www.isbe.net/
http://www.isbe.state.il.us/peac/pdf/IL_prof_teaching_stds.pdf
Association for Childhood Education International Elementary Education Standards (ACEI)
http://www.acei.org/
http://www.american.edu/cas/seth/pdf/upload/ACEIElementaryStandardsSupportingExplanation-5-07.pdf
Illinois Social Emotional Learning Standards (SEL)
http://www.isbe.net/ils/social_emotional/standards.htm
Eastern Illinois University Professional Dispositions
http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf

Outcomes Specific to ELE 4100:

- Analyze and apply assessment data to inform instruction, including learning about key elements of the scientific basis of teaching and the impact the principles of child development (cognitive, physical and socio-emotional) have on individual student learning.
- Utilize a variety of approaches and classroom-based intervention strategies to analyze the needs of all learners and apply the Multi-Tiered System of Support Framework through differentiation, material selection and lesson pace.
- Apply and assess Common Core Standards in the design of lesson plans and units.
- Through observation and interpretation, teacher candidate implements a central focus using best practice techniques to provide an effective classroom environment to support the success of individual pupils.
- Analyze lesson plans and student work samples as a means to reflect on practice to improve instruction through data-driven decision making.
- Analyze and reflect on dispositions, both positive and negative in the teacher candidate's practicum assignment.
- Analyze the relationship between school, home and community so as to gain an understanding of the need for collaboration within the larger learning community.

Course Core Requirements	Demonstrated Competencies	Aligned Standards
Participation	Performance includes presence and contribution during class meetings and support of peers. Focus is on responsible, enthusiastic, and effective communication and collaboration with university supervisor, classroom teacher, children, and peers.	ACEI: 5.1 IPTS: 9I, 9P, 9T NAEYC: 6c
Reflective Commentaries	Performance includes reflecting on professional practice and resulting outcomes. Teacher candidates engage in self-assessment and professional growth.	ACEI: 5.1 IPTS: 2J, 4O, 8A, 9K NAEYC: 4d, 6c, 6d
Classroom & Community Environment Report	Performance includes recognizing schools as organizations within the larger community context. Teacher candidates will analyze the impact of cultural and social contexts in understanding the school environment.	ACEI: 3.1, 5.2 IPTS: 1G, 1L, 4L, 8A, 9L NAEYC: 1c, 2a
Classroom Assessment Report	Performance includes creation of assessments for lessons taught, application of textbook evaluations, assistance with standardized testing as may be scheduled, rubric development, and revision of evaluation instruments. Teacher candidates will keep and utilize records based on diagnostic assessments of students. Focus is on creation and implementation developmentally appropriate assessments of children for the improvement of teaching and learning. (RTI/MTSS, ELL, Socio Emotional, etc.)	ACEI: 4.0 IPTS: 1G, 1H, 2I, 2P, 2Q, 3C, 3D, 3G, 3J, 3M, 5G, 5J, 5P, 6P, 7B, 7H 7R, 8O, 9J NAEYC: 3a, 3b, 3c, 3d
Classroom Management Report	Performance includes review and commentary of policies/strategies in the field classroom/school based on theoretical models. Teacher candidate implements current classroom management plan.	ACEI: 1.0, 3.3, 3.4, 3.5 IPTS: 4A, 4K, 8K NAEYC: 1a, 1b, 1c
Learning Segment Commentary	Performance demonstrates knowledge of how to apply varied instructional strategies to meet diverse learning needs and provides opportunities for guided practice. Teacher candidate provides a challenging learning environment that promotes mutual respect among students.	ACEI: 1.0, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4 IPTS: 1I, 1J, 1K, 2I, 2J, 2K, 2M, 2N, 2P, 2Q, 3F, 3J, 3K, 3M, 3P, 3Q, 4K, 4M, 4N, 5R, 5S, 7K, 8K, 8N, 8O NAEYC: 4b, 4c, 4d5a, 5b,
Practicum Notebook	Documentation includes evidence of performance as directed by the university supervisor and the classroom teacher. Dispositions of inquiry, serious effort, professional demeanor and dedication to excellence will be expected.	ACEI: 5.1 IPTS; 9H, 9T NAEYC: 6b, 6c, 6d
Teaching Evaluation	Teacher candidates will engage in self-evaluation as directed by the university supervisor. Teacher candidates will submit completed and signed evaluation forms from the cooperating teacher. (Practicum Rubric, Dispositions Rubric, Log,	ACEI: 5.1 NAEYC: 6c

	Classroom Observation Form). Documentation also includes all appropriate LiveText submissions. Failure to adequately meet dispositional requirements will be remanded for remediation. Failure to pass the practicum portion of the course will require the teacher candidate to repeat the course.	
Reflective Video Analysis	Performance includes evaluation and use of student performance data to adjust instruction while teaching, and justifies why the instructional sequence is important. The commentary includes addressing supports for individuals with differing learning needs.	ACEI: 3.1, 4.0 IPTS: 1F, 1H, 1I, 1J, 2I, 2K, 2M, 2N, 2Q, 3J, 3K, 3M, 3Q,5G, 5L, 5M, 5R, 5S, 6J, 6P, 7H, 9I, 9K NAEYC: 1a, 3c, 4c, 4d
Professional Development Plan	Revisit and refine Professional Development Plan from ELE3100 including reflection on progress in the area of forming habits of positive teacher dispositions.	ACEI: 5.1 IPTS: 9D, 9H, 9I, 9O, 9P NAEYC: 6b, 6c
Exam	Tests will be provided as one form of assessment of teacher candidate's content knowledge related to planning and teaching. Focus is on demonstrating understanding of course content knowledge.	ACEI 2.2 NAEYC 5a IPTS 2A - 2F Dispositions: PEP

Course Core Assignments	**Brief Description**	**Points**
Participation	Contributions to discussions and activities (both in class and electronic), responsibility for group work, responsibility for all aspects of the in-school practicum are required.	**(20 points)**
Reflective Journal Entries	Maintain on-going reflection about field placement experiences (teacher dispositions, classroom management, assessment tools, community environment, etc.), course readings and discussions through regular journal entries and/or online participation.	**(50 points)**
Classroom & Community Environment Report	Analyze and report on the field assignment classroom and community learning environment. The resources for this assignment may include the Illinois School Report Card, School Improvement Plan, Multi-Tiered System Support, Classroom Environment Rubric, Interviews (teacher/principal), etc.	**(30 points)**
Classroom Assessment Report	Classroom Assessment Report: Part A—Teacher Candidate will review classroom assessment tools used in their field placement, and write a report analyzing the use of data for monitoring student progress and planning instruction. Part B--The analysis should connect evidence from theoretical practices from course content to the data gathered from student work samples within learning segment.	**(20 points)** **(30 points)**
Classroom Management Report	Review and evaluate management policies/strategies used in the field placement classroom/school. Analyze theoretical practices from classroom management models through student dispositions.	**(20 points)**
Part A: Learning Segment Commentary	Plan and implement a learning segment of 3-5 lessons within a content area based on the needs of the students in the classroom (MTSS, ELL, Socio-Emotional, Common Core Standards, etc.). Using EdTPA Rubrics analyze instruction and use student work samples to provide evidence of student learning.	**(50 points)**

Part B: Reflective Video Analysis	Videotape at least one lesson selected from the Learning Segment in the field placement classroom. Using EdTPA Rubrics analyze the taped segment and student work samples to identify patterns of learning and write an assessment commentary.	**(50 points)**
Documentation Practicum Notebook	Performance includes fulfillment of instructor's guidelines for the practicum notebook which may require -- • printing out the course syllabus and calendar, • cooperating teacher's observations notes • daily lesson plans and/or reflections including—research and development of teaching materials, reference lists of books and websites incorporated into planning • The original signed copies of the log of practicum hours • LiveText uploads of the observed lesson plan.	**(50 points)**
Teaching Evaluation	The Dispositions Rubric and C.O.R.E. III Practicum Rubric as completed and signed by the cooperating teacher must be submitted. <u>These documents will not be returned to the student.</u>	**(Pass/Fail)**
Professional Development Plan (Portfolio)	Revisit and refine Professional Development Plan from ELE3100 including reflection on progress in the area of forming habits of positive teacher dispositions.	**(Pass/Fail)**
Graphic Organizer/ Test Items	Read the assigned chapter from *Classroom Assessment: Concepts and Application*, and take notes. Meet with your group members and discuss the important ideas. Create a graphic organizer template to give your peers to complete as they read the chapter. Using the criteria established in class, create a ten item quiz.	**(30 points)**
Final Exam	A final exam covering the content presented in this course will be given.	**(50 points)**

Grading Scale: A: 400 - 372 B: 371 - 336 C: 335 - 300 D: 299 - 264 F: 263 - 0

COURSE OUTLINE

Weeks	Topics	DUE
Aug 19/21 Aug 23 10:30-12 Buzz Aud.	The Importance of Assessment • Getting to Know Your Students (observations, surveys, interviews) • Phases of Classroom Assessment • Ethical Issues	Chapter 1
Aug 26/28	Assessing the Classroom & School Environments • Classroom/School Organization • Classroom/School Safety • Procedures & Routines	Chapters 2 & 10 Selected Readings
Sep 4 Sep 6: 9-12 Buzz Aud	Community Environment • Data about People, Practices and Perceptions	Chapters 2 & 10 Selected Readings
Sep 9/11 Sep 13 9-12 Buzz Aud	Inter-relationship between classroom environment, student learning and teacher disposition • RTI/ELL/Socio Emotional • Lesson Planning—Differentiation • Student Assessment	Chapter 3 Selected Readings

Sep 16/18 Sep 20 @MMS	Data Literacy—Observe, analyze, and respond to a variety of assessment data to continuously improve teaching and learning. • Assessment Sources • Formative Assessment • Summative Assessment	Chapters 4 & 5
Sep 23/25 Sep 27 @MMS	Data Literacy—Observe, analyze, and respond to a variety of assessment data to continuously improve teaching and learning. • Assessment Sources • Formative Assessment • Summative Assessment	Chapters 4 & 5
Sep 30/Oct 2 Oct 4 @MMS	Universal Test Design • Assemble & Administer Tests (validity & reliability) • Measuring essential learning and achievement • Apply principles of universal design for assessment adaptations	Chapters 6 & 7 Environment Report Due
Oct 7/9	Authentic/Embedded Assessments (gathering and analyzing data) • Process of developing performance criteria • Variety of assessments available based on content, process and product • Developing rubrics	Chapter 8 Class Assessment Part A Due Reflective Journals Due
Oct 14/16 Oct 18 @MMS	Authentic/Embedded Assessments (gathering and analyzing data) • Process of developing performance criteria • Variety of assessments available based on content, process and product • Developing rubrics	Chapter 8 Class Management Due
Oct 21	Best practice across the curriculum • Best practice in reading and writing assessment and instruction	Selected Readings
Oct 28	Best practice across the curriculum • Best practice in mathematics assessment and instruction	Selected Readings
Nov 4	Best practice across the curriculum • Best practice in science assessment and instruction	Selected Readings
Nov 11	Best practice across the curriculum • Best practice in social studies assessment and curriculum	Selected Readings
Nov 18/20	Debriefing Practicum-Learning Segment Commentaries	Chapter 9 Practicum Notebook Due Learning Segment Due Teaching Eval Due Class Assessment Part B Due
Dec 2/4	Professionalism, Ethics and Reflection	Video Review Due Portfolio Due
Dec 12	Final Exam	

Academic Integrity

"The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to

scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard."

Assignments & Discussion Questions

It is your responsibility to keep up with the reading assignments and to come to class prepared to discuss the information contained in the assigned reading and be able to apply this to the information presented in class. ALL textbook information may be on exams.

Mastery of the English language, including grammar, mechanics, spelling etc. is expected. **One point** will be deducted for each infraction in all written work submitted for a grade.

Attendance and Participation

Consistent attendance is a basic expectation and extremely important to educational progress. If an illness or other issue prevents you from attending class, please notify me via email before the beginning of class about your absence and provide documentation upon your return to class. Also, ask a classmate to turn in any assignments which may be due, take notes for you, and pick up any handouts. Points will be deducted from your participation grade for any absence – if you are not in class, you cannot participate. Your assignments will be judged on quality of content, presentation, organization, and the integration of ideas. Evaluation of progress will be based on written exams, course assignments, and class contributions.

Late Work

Late work will not be accepted.

Student Success Center

Students who are having difficulty achieving their academic goals are encouraged to first contact their instructor. If needing additional help, please contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

ELE 4100 References

Allington, R. L. (2012). *What really matters for struggling readers: Designing research-based programs.* Boston: Pearson.

Allington, R. L. (2012). *What really matters in response to intervention: Research-based programs.* Boston: Pearson.

Allyn, P. (2013). *Be core ready: Powerful effective steps to implementing and achieving the common core state standards.* Boston: Pearson.

Calkins, L., Ehrenworth, M. & Lehman, C. (2012). *Pathways to the common core: Accelerating achievement.* Portsmouth, NH: Heinemann.

Brooks, J. G. & Brooks, M. (2002). *The case for constructivist classrooms* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Burns, M. (2000). *About teaching mathematics: A K-8 resource* (2nd ed.). Sausalito, CA: Math Solutions Publications.

Caldwell, J. S. (2008). *Reading assessment: A primer for teachers and coaches, 2nd ed.* New York: The Guilford Press.

Caldwell, J. S. & Leslie, L. (2013). *Intervention strategies to follow informal reading inventory assessment: So what do I do now?* Boston: Pearson.

Chapin, S. H. & Johnson, A. (2006). *Math matters, grades K-6: Understanding the math you teach* (2nd ed.). Sausalito, CA: Math Solutions Publications.

Cummings, C. (2000). *Winning strategies for classroom management.* Alexandria, VA: Association for Supervision and Curriculum Development.

Dean, C. B., Hubbell, E. R., Pitler, H. & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement.*

Glasser, W. (1993). *The quality school teacher: A companion volume to the quality school*. New York: Harper Collins.

Hein, G. & Price, S. (1994). *Active assessment for active science, a guide for elementary school teachers*. Portsmouth, NH: Heinemann.

Kohn, A. (1996). *Beyond discipline: From compliance to community*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. Marzano, J. S., & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher.* Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Miller, P. H. (1993). *Theories of developmental psychology, 3rd ed.* New York: W. H. Freeman and Company.

Owocki, G. (2010). *The RTI daily planning book: K-6.* Portsmouth, NH: Heinemann.

Schmoker, M. (2001). *The results fieldbook: Practical strategies from dramatically improved schools.* Alexandria, VA: Association for Supervision and Curriculum Development.

Stronge, J. H. (2002). *Qualities of effective teachers.* Alexandria, VA: Association for Supervision and Curriculum Development.

Tomilinson, C. A. (1995). *How to differentiate instruction in mixed-ability classrooms*, (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. (2003). *Fulfilling the promise of the differentiated classroom: Strategies and tools for responsive teaching.* Alexandria, VA: Association for Supervision and Curriculum Development.

Tomlinson, C. A. & Imbeau, M. (2010). *Leading and managing a differentiated classroom.* Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (2005). *Backwards by design* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Wong, H. K. & Wong, R. T. (1998). *The first days of school.* Mountain View, CA: Harry K. Wong Publications, Inc.

Zemelman, S., Daniels, H., & Hyde, A. (2012). *Best practice: Today's standards for teaching and learning in America's schools* (4th ed.). Portsmouth, NH: Heinemann

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Students with Disabilities: If you have a documented disability and wish to discuss academic accommodations, please contact the Office of Disability Services at 581-6583.

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