Eastern Illinois University Early Childhood/Elementary/Middle Level Education Department ELE 4100-020 Assessing Student Learning: A Field Based Experience

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Office Hours: Monday and Wednesday 1:30-4:00 p.m. or by appointment

Phone: 581-7900

Class Meetings: Monday and Wednesday 8:00- 9:15 a.m. Buzzard Hall 1302

Friday Seminars in Buzzard 1103

January 17, 2014 January 24, 2014 January 31, 2014 April 18, 2014 April 25, 2014

Friday Practicum Dates

February 7, 2014

February 14, 2014 (EIU closed Optional Date)

February 21, 2014 February 28, 2014 March 7, 2014

4 Week Field Experience

Monday March 17 - April 11, 2014

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/

 $\underline{http://www.american.edu/cas/seth/pdf/upload/ACEIElementaryStandardsSupportingExplanation-5-07.pdf}$

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
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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,
Field Experience III Portfolio (Notebook) and Documentation	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, Classroom Observation Form). Documentation also includes	ACEI: 5.1 NAEYC: 6c

	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 Departmental Portfolio (LiveText) Professional Develop Requirement (PDR Sheet)	The teacher candidate will continue to meet the nine Illinois Professional Teaching Standards (IPTS). The teacher candidate will include a comprehensive written commentary justifying inclusion of each of the artifacts submitted. The written commentary will use academic language and contain detailed evidence of how the teacher candidate has met the standard. The teacher candidate will seek out opportunities for professional development to enhance content knowledge and pedagogical skills.	ACEI: 5.1 IPTS: 9D, 9H, 9I, 9O, 9P NAEYC: 6b, 6c
Exams	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 IPTS2A-2F

Course Core Assignments	Brief Description	Points/ Due Date
Participation	Contributions to discussions and activities (both in class and electronic), responsibility for group work, responsibility for all aspects of the inschool practicum are required. 30 points	Ongoing
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	Ongoing
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 Model, Classroom Environment Rubric, Interviews	Due: Week 7

	(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. 20 points	Due: Week 8
	Part BThe analysis should connect evidence from theoretical practices from course content to the data gathered from student work samples within the learning segment. 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	Due: Week 9
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 1-4 analyze instruction and use student work samples to provide evidence of student learning. 50 points	Due: Week 14
Part B: Reflective Video Analysis	Video tape at least one lesson selected from the learning segment in the field experience placement classroom. Using edTPA Rubrics the taped segment, and student work samples to identify patterns of learning and write an assessment commentary. 50 points	Due Week 15
Field Experience III Portfolio (Notebook) and Documentation	 Performance includes fulfillment of instructor's guidelines for the practicum notebook which may require – 100 points printing out the course syllabus and calendar, cooperating teacher's signature on daily lesson plans and feedback forms (observations notes) cooperating teacher's weekly checklists daily lesson plans following the departmental lesson plan (includes evidence of planning-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. 	Due: Week 14
Teaching Evaluation	The Dispositions Rubric and C.O.R.E. III Practicum Rubric as completed and signed by the cooperating teacher must be submitted. These documents will not be returned to the student. Pass/Fail	Due: Week 14
Reflective Video Analysis	Videotape at least one lesson selected from the Learning Segment in the field placement classroom. Using EdTPA Rubric 5 analyze the taped segment and student work samples to identify patterns of learning and write an assessment commentary.	Due: Week 15
Professional Development Departmental Portfolio (LiveText) Professional Development Requirements (PDR)	The teacher candidate will continue to meet the nine Illinois Professional Teaching Standards (IPTS). The completed portfolio must have at least one artifact for each of the nine standards. The teacher candidate will select a minimum of six new artifacts to include in his/her professional portfolio from course work completed in CORE III that demonstrates growth in meeting the IPTS standards. The teacher candidate must include an additional artifact for the following standards: Standard 5: Instructional Delivery, Standard 7: Assessment, and Standard 9: Professionalism, Leadership and Advocacy.	Due: Week 16

	requirements by presenting authentic documentation. 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.	Due: TBA
Exams	The exams consist of multiple measures, including short answer, and essay questions. Questions will be derived from lecture, assigned readings, discussions, and student-generated ideas.	Midterm and Final

Reading 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.

Grading Scale: A 100-93%, B 92%-84%, C 83%-75%, D 74%-66%, F 65% and below

Attendance: Regular attendance and class participation are expected and count as part of your grade.

Assignments: Students are responsible for all material covered in class and all assignments on the syllabus or assignments made in class. Assignments are due at the beginning of class on the date for which they appear on the syllabus. **No late assignments will be accepted.** No assignments will be accepted after the last day of class.

Professional Behavior:

If an illness prevents you from attending class, please notify me, in writing through email, before the beginning of class about your absence. Upon your return to class you will be expected to provide proper documentation. Also, ask a classmate to take notes for you, and pick up any handouts.

Students enrolled in ELE 4000 level courses are in the final stage of their professional preparation; hence, 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.

	COURSE OUTLINE	
Weeks	Topics	Readings
Week 1	The Importance of Assessment	Chapter 1
	 Getting to Know Your Students (observations, surveys, interviews) 	
	 Phases of Classroom Assessment 	
	 Ethical Issues 	
Week 2	Assessing the Classroom & School Environments	Chapters 2 & 10
	 Classroom/School Organization 	Selected Readings
	 Classroom/School Safety 	
	 Procedures & Routines 	
Week 3	Community Environment	Chapters 2 & 10
	 Data about People, Practices and Perceptions 	Selected Readings
Week 4	Inter-relationship between classroom environment, student learning	Chapter 3
	and teacher disposition	Selected Readings
	 RTI/ELL/Socio Emotional 	
	 Lesson Planning—Differentiation 	
	Student Assessment	
Week 5	Data Literacy—Observe, analyze, and respond to a variety of	Chapters 4 & 5
Week 6	assessment data to continuously improve teaching and learning.	
	 Assessment Sources 	
	 Formative Assessment 	

	 Summative Assessment 	
Week 7	Universal Test Design	Chapters 6 & 7
	 Assemble & Administer Tests (validity & reliability) 	
	 Measuring essential learning and achievement 	
	 Apply principles of universal design for assessment 	
	adaptations	
Week 8	Authentic/Embedded Assessments (gathering and analyzing data)	Chapter 8
Week 9	 Process of developing performance criteria 	
	 Variety of assessments available based on content, process 	
	and product	
	 Developing rubrics 	
Week 10	Best practice across the curriculum	Selected Readings
	 Best practice in reading and writing assessment and 	
	instruction	
Week 11	Best practice across the curriculum	Selected Readings
	 Best practice in mathematics assessment and instruction 	
Week 12	Best practice across the curriculum	Selected Readings
	 Best practice in science assessment and instruction 	
Week 13	Best practice across the curriculum	Selected Readings
	 Best practice in social studies assessment and curriculum 	
Week 14	Debriefing Practicum-Learning Segment Commentaries	Chapter 10
Week 15	Professionalism, Ethics and Reflection	Selected Readings
Week 16	Portfolio Evaluation	

All information in this syllabus should be considered subject to change based upon the instructor's professional discretion.

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."

To encourage original and authentic written work, written assignments created in this course (lesson plans, assessment, commentaries, etc) may be submitted for review to EIU Online and will become a searchable document with the Turnitin protected and restricted use database.

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

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.