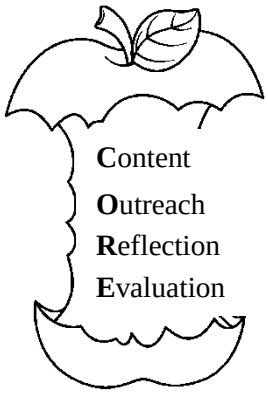

Eastern Illinois University
Early Childhood/Elementary/Middle Level Education Department
ELE/MLE 4100-003 Assessing Student Learning: A Field Based Experience

Instructor: **Linda Sherwood**
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Office Hours: **12:00-1:15 T, R; 1:45-2:45 M-R; 2:45-4:30 M**
Phone: **217-581-5728 (Messages Only) 217-549-7989 (cell)**
Class Meetings: **BH 2430; 12:00-1:15 M, W; Seminars: Aug. 26, Sept. 2, Sept. 9; Practicum Fridays: Sept. 23, Sept. 30, Oct. 7, Oct. 21; 4-Week Practicum: Oct. 24-Nov. 18**
Semester: **Fall 2016**

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). (2-3-3)

Prerequisites: Elementary General option: ELE 3100, 3280, 3340, 3350; Early Childhood: ELE 3250, 3281, 4775; or Middle Level: MLE 40001, 3110, 4760. 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/MLE 4100, a positive recommendation of the cooperating classroom teacher with whom the teacher candidate participates for 60+ clinical hours, and along with the instructor's referral to continue in the teacher education program.

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
- 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 (pp 10-13).

- **Social Models:** When we work together, we generate a collective energy called *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. (pp. 13-15)
  Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th 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.

Contract of Professional Responsibilities: Through course work and field experiences you will acquire the knowledge, skills, and behaviors that will help you grow into a dedicated practitioner who provides high quality learning experiences. Field experience placements are offered to teacher candidates that exhibit professional dispositions and a commitment to teaching and learning. As part of the C.O.R.E. requirements you are to read, sign, and agree to a **contract of professional responsibilities**. Failure to fulfill these expectations and responsibilities will result in a cancellation of your field experience placement and if applicable your withdrawal from this course.

Live Text Assessment and/or Practicum Requirements: For those classes with Live Text and/or Practicum- If the portfolio, practicum, and/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:

- Illinois Professional Teaching Standards (IPTS): http://www.isbe.net/PEAC/pdf/IL_prof_teaching_stds.pdf
- Eastern Illinois University Professional Dispositions http://www.eiu.edu/clinical/forms/DispositionsforEIUcandidates.pdf
- Illinois Social Emotional Learning Standards (SEL) http://www.isbe.net/ils/social_emotional/standards.htm
- Association for Childhood Education International (ACEI): http://www.isbe.net/rules/archive/pdfs/20ark.pdf
- National Association for the Education of Young Children (NAEYC): http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx
- Association for Middle Level Education: http://www.amle.org/AboutAMLE/ProfessionalPreparation/AMLEStandards.aspx

Outcomes Specific to ELE/MLE 4100:

- Analyze and apply assessment data to inform instruction, including learning about key elements of the scientific basis of teaching and the impact principles of child development (cognitive, physical and socio-emotional) have on individual student learning.
- Identify the instructional and behavioral needs of all learners and apply the Multi-Tiered System of Support Framework utilizing a variety of approaches and classroom-based instructional and management intervention strategies through differentiation, material selection, and lesson pace.
- Apply and assess NILS (New Illinois Learning Standards)/CCSS (Common Core State Standards) in the design of lesson plans and units .
- Through observation and interpretation, teacher candidate implements a central focus guided by NILS/CCSS and 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 to meet NILS/CCSS.
- 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. Performance includes preparation for class discussions based on course readings and related written assignments. 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 SEL – 1C.5b, 2B.5a, 2C.5a, 3A.5b
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: 1a, 1c, 2a
Classroom Assessment Survey	Performance includes a description of the formative and summative assessment tools used by the classroom teacher for monitoring student growth, including classroom, district, and PARCC assessments. The teacher candidate will to complete a survey explaining the teacher's use of data for monitoring student progress and planning instruction. In addition, the report	ACEI: 4.0 IPTS: 2P, 2Q, 3D, 3G, 5G, 7B, 7H NAEYC: 3a, 3b, 3c, 3d

	includes a description of how MTSS/RTI is implemented in their practicum placement grade level.	
Learning Segment Planning Commentary	Performance demonstrates understanding of the Teaching Cycle: Planning, Implementation, and Assessment (edTPA and the Danielson Framework). Planning demonstrates knowledge of how to apply varied instructional strategies to meet the NILS/CCSS and address diverse learning needs. Implementation provides opportunities for guided practice. Assessment includes creation of a pre-assessment and post-assessment for learning segment lessons taught. Teacher candidates will keep and utilize records based on diagnostic assessment(s) of students. Teacher candidates will use this data to analyze student growth.	ACEI: 1.0, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3 IPTS: 1G, 1H, 1I, 1J, 1L, 1K, 2I, 2J, 2K, 2M, 2N, 2P, 2Q, 3C, 3F, 3J, 3K, 3M, 3P, 3Q, 4K, 4M, 4N, 5R, 5S, 7K, 8K, 8N, 8O NAEYC: 1b, 3c, 4b, 4c, 4d, 5a, 5b, 5c, 6b
Learning Segment Reflective Video Analysis	Performance includes reflecting on professional practice and resulting outcomes. Teacher candidates will engage in self-assessment. Questioning is a skill that all teachers need to develop to foster critical thinking and conceptual understanding. The teacher candidate will analyze a video clip to assess the effectiveness of his/her questioning as a formative assessment tool.	ACEI: 3.1, 4.0, 5.1 IPTS: 1F, 2K, 2M, 2M, 3M, 5G, 5L, 5M, 5R, 5S, 6P, 9I, 9K NAEYC: 4d
Learning Segment Assessment Analysis & Commentary	Performance includes analysis of student work to show students met the lesson objectives based on the NILS/CCSS. Using selected assessments (artifacts) teacher candidates will identify quantitative and qualitative patterns of learning within and across learners in the class. Teacher candidate will provide~~s~~ a graphic (table or chart) and narrative summary of student learning for the whole class and the focus students.	ACEI: 4 IPTS: 1H, 3D, 3G, 5G, 7B, 9J NAEYC: 3a, 3c, 4b, 4d
Field Experience III Portfolio (Practicum 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. Documentation includes evidence of following the teaching cycle: planning, implementation, reflection, and assessment. Daily lesson plans provide the evidence for implementation of the teaching cycle.	ACEI: 5.1 IPTS: 5J, 9H, 9T NAEYC: 7a, 7b
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 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.	ACEI: 5.1 IPTS: 9K NAEYC: 7a, 7b
Professional Development • Departmental Portfolio (LiveText) • Professional Development 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. 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 skill.	ACEI: 5.1 IPTS: 9D, 9H, 9I, 9O, 9P NAEYC: 6a, 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 IPTS: 2A - 2F NAEYC: 1a, 1b, 4b Dispositions: PEP
Instructor Selected Assignments	These assignments may include: • Creating a teacher made test • Creating a scoring rubric • Graphic Organizers • Asking Essential Questions • Classroom Management • Etc.	Varied

Course Core Assignments	**Brief Description**	***Points/Due Date (Weight)**
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. Performance includes preparation for class discussions based on course readings and related written assignments.	Ongoing (25%) 50 pts.
Classroom & Community Environment Report	Analyze and report on the field assignment classroom and community learning environment. Complete the edTPA template for Context for Learning. 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.	Due: Week 7 (5%) 35 pts.
Classroom Assessment Survey	Classroom Assessment Assignment: Teacher Candidate will review classroom assessment tools used in their field placement. The teacher candidate will complete a survey explaining the teacher's use of data (classroom, district, and PARCC) for monitoring student progress and planning instruction. In addition, include a description of how MTSS/RtI is implemented in their practicum placement grade level.	Due: Week 8 (5%) 15 pts.
Part A: Learning Segment Planning Commentary Part B: Reflective Video Analysis of Teaching Part C: Assessment Analysis, 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/RtI, ELL, Socio-Emotional, Common Core Standards, etc.). Develop or use pre-assessment and post-assessment. Using edTPA Rubrics analyze instruction and use student work samples to provide evidence of student learning. Videotape at least one lesson selected from the Learning Segment in the field placement classroom. Using edTPA Rubrics the taped segment and student work samples to identify patterns of learning and write an assessment commentary. Analyze student work from the selected assessments and instruction to identify quantitative and qualitative patterns of learning within and across learners in the class. Provide a graphic (table or chart) and narrative summary of student learning for the whole class and the focus students. Based on the analysis of the student samples, identify misunderstandings and/or misconceptions that all or some of the students have about the content.	Due: Week 15 (25%) 100 pts.
Field Experience III Portfolio (Practicum Notebook) and Documentation	Performance includes fulfillment of instructor's guidelines which may require • course syllabus and calendar • cooperating teacher's feedback forms (observations notes) • cooperating teacher's weekly evaluation forms • daily lesson plans following the departmental lesson plan addressing the NILS/CCSS (includes evidence of planning--research and development of teaching materials, reference lists of books and websites incorporated into planning) • weekly lesson reflections	Due: Weekly during field experience (20%) 100 pts.

	• weekly practicum reflections • The original signed copies of the log of practicum hours • LiveText uploads of the observed lesson plan.	
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>	Due: Week 14 Pass/Fail
Professional Development Departmental Portfolio (LiveText) Professional Development Requirement (PDR Sheet)	• The teacher candidate will continue to meet the nine Illinois Professional Teaching Standards (IPTS) and the Danielson Framework. 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. • The teacher candidate will complete the professional development requirements by presenting authentic documentation.	Due: Week 16 Pass/Fail Pass/Fail
Final Exam	A final exam covering the content presented in this course will be given.	Due: Wed., Dec. 14 12:30-2:30 (10%) 50 pts.
Instructor Selected Assignments	These assignments may include: • Creating a teacher made test • Creating a scoring rubric • Graphic Organizers • Asking Essential Questions • Classroom Management • Etc.	Due: TBA (10%)

Reading Assignments & Discussion Questions – It is the teacher candidate's responsibility to keep up with course 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.

Instructor's Policies for the Course as Appropriate (attendance, late assignments, etc.):

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

ELE/MLE 4100 COURSE OUTLINE

Weeks	Topics	Readings
Week 1	**A. What is Assessment ?** ❖ Assessment Terminology: measurement, evaluation, informal/formal, standardized testing, norm-referenced/criterion-referenced, validity/reliability, and formative/summative assessment **B. The Role of Assessment in the Teaching/Learning Cycle** **edTPA** ❖ Planning for Instruction and Assessment ❖ Instructing and Engaging Students in Learning	Russell, M. K. & Airasian, P. W. (2012). *Classroom assessment: Concepts and applications, 7th ed.* NY: McGraw-Hill. Chapter 1 edTPA: Elementary Literacy Handbook (LiveText) The Danielson Group—The Framework <u>https://danielsongroup.org/framework/</u> Dispositions for Educators <u>http://www.eiu.edu/clinical/dispositions.php</u>

	❖ Assessing Student Learning **The Danielson Framework** ❖ Domain1: Planning and Preparation ❖ Domain 2: The Classroom Environment ❖ Domain 3: Instruction ❖ Domain 4: Professional Responsibilities **C. Dispositions**	
Week 2	**Gathering Data about Students** **Early Assessment**—Multiple resources ❖ Interest inventories, surveys, interviews, observations, self-assessments, student writing, student conversations, etc. ❖ Context for Learning (edTPA)	Russell, M. K. & Airasian, P. W. (2012). *Classroom assessment: Concepts and applications, 7th ed.* NY: McGraw-Hill. Chapter 2 Context for Learning Template (LiveText)
Week 3	**Classroom, School & Community Environments** ❖ Classroom/School Organization ❖ Classroom/School Safety ❖ Parent & Family Engagement ❖ Classroom Management	Article: Roskos, K. & Neuman, S. B. (2011). The classroom environment: First, last, and always. *The Reading Teacher, 65*(2), 110-114. Handout: Welcome to Family Friendly Schools (Washoe County School District)
Week 4	**Data-based Decision Making** ❖ State, District, School, Classroom Assessments: Screening and Progress-monitoring ❖ Instruction and Behavior: Formative, Benchmark, Summative **Practicum Requirements**	Materials: Assessment Data from area Schools Data Literacy for Teachers by Nancy Love Article: Tomlinson, C. A. (2014). The bridge between today's lesson and tomorrow's. *Educational Leadership 71*(6), 10-14.
Week 5 and Week 6	**Data Literacy**—Observe, analyze, and respond to a variety of assessment data to continuously improve teaching and learning. ❖ Formative Assessment: Before, During, & After Instruction ❖ Authentic/Embedded Assessment ❖ The Role of Feedback in Formative Assessment: Types of Feedback; Written Feedback; Oral Feedback; and Students Use of Feedback	Russell, M. K. & Airasian, P. W. (2012). *Classroom assessment: Concepts and applications, 7th ed.* NY: McGraw-Hill. Chapter 4. Article: Duckor, B. Formative assessment in seven good moves. *Educational Leadership (71)*6, 28-32. Abell, S. K. & Volkmann, M. J. (2006). *Seamless Assessment in Science: A Guide for Elementary and Middle School Teachers.* Portsmouth, NH: Heinemann. Chapter 3. Article: Hattie, J. (2012). Know thy impact. *Educational Leadership 70*(1), 18-23.
Week 7	**The Role of Questioning in Formative Assessment** ❖ Bloom's Revised Taxonomy ❖ Essential Questions ❖ Open-ended/Closed ❖ Using questioning prompts	Russell, M. K. & Airasian, P. W. (2012). *Classroom assessment: Concepts and applications, 7th ed.* NY: McGraw-Hill. Chapter 4, page 108-116. McTighe, J. & Wiggins, G. (2013). *Essential questions: Opening doors to student understanding.* Alexandria, VA: ASCD.
Week 8	**Planning Instruction & Assessments (edTPA)** ❖ Understanding by Design/Backward Design ❖ Selecting learning goals based on NILS/CCSS standards ❖ KUDs: K-Knowledge, U-foundational Understanding [Big idea(s)], and S-Skills (basic skills, critical-thinking skills, and skills of a discipline) ❖ Writing measurable instructional objectives to address goals/standards and meet student needs ❖ Designing assessments that evaluate student learning in relation to instructional objectives ❖ Designing instruction to meet student needs (Context for Learning) ❖ Analyzing pre/post assessment data ▪ Identifying patterns of learning across the class population ▪ Analyzing data for individuals	Russell, M. K. & Airasian, P. W. (2012). *Classroom assessment: Concepts and applications, 7th ed.* NY: McGraw-Hill. Chapter 3. Understanding the Understands in KUDs by Jennifer N. Kumpost http://differentiationcentral.com/examples/UnderstandingKUDs.pdf Handout: The ABCD Model for Writing Objectives edTPA Handbook: The Literacy Handbook (LiveText) NILS/CCSS Departmental Lesson Plan

	▪ Designing reengagement instruction ❖ **Planning the Learning Segment**	
Week 9	**Meeting Individual Student Needs: Using the Context for Learning to Plan Assessment/Instruction** ❖ MTSS/RTI (Multi-tiered System of Supports/Response to Intervention/Instruction) ❖ ELL (English Language Learners ❖ SEL (Social/Emotional Learning)	RtI-Action Network: Include Essential Components http://www.rtinetwork.org/essential Illinois SPDG-Understanding MTSS/RtI http://www.illinoisrti.org/i-rti-network/for-educators/understanding-rti-mtss
Week 10	**Differentiating Instruction & Assessment** ❖ Principles of Differentiation: positive learning environment, quality curriculum, ongoing assessment, and respectful tasks (instruction) ❖ Teachers can Differentiate: content, process, product, affect/environment ❖ Differentiate Based on Student: readiness, interests, learning profile ❖ Using a Variety of Instructional Strategies	Differentiation Central http://differentiationcentral.com/ Tomlinson, C. A. & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom.* Alexandria, VA: ASCD. Chapter 1 excerpt. http://www.ascd.org/publications/books/108028.aspx
Week 11	**A. Developing Pre-assessments useful in gathering evidence about _____, to develop appropriate instructional plans and sequencing.** ❖ Student readiness ❖ Student interest relative to content ❖ Student learning profile **B. Formats for Pre-assessments** ❖ Indirect or Informal Strategies for Pre-assessment: Hand Signals, KWL Charts/Class Level Organizations, Response Cards, and Informal Conversation/Observations, etc. ❖ Formal Strategies: Graphic Organizers, Frayer Diagrams, Systematic Observations/Interviews, Journal Entries/Writing Prompts, Student Self-Rating (Self-Assessment), Quizzes, Interest Surveys, etc. **C. Comparing Pre-assessments/Post Assessments** ❖ Record Keeping ❖ Patterns of Learning ❖ Focus Group ❖ ~~Reengagement~~	Tomlinson, C. A. & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom.* Alexandria, VA: ASCD. Chapter 3, *Pre-assessment: Knowing Where Students Are as a Unit Begins.*
Week 12	**Performance Based Assessments** ❖ Used to determine student learning in performance-based areas such as: communication skills, psychomotor skills, athletic activities, concept acquisition, the arts, etc. ❖ Performance criteria requires breaking down the performance or product into its component parts and creating a scoring aid. ❖ Performance assessments may be scored and summarized quantitatively and/or qualitatively. **Assessment Toolbox (Scoring Aids** ❖ Checklists ❖ Rating Scale ❖ Diagnostic/Holistic Rubrics ❖ Writing Prompts ❖ Quizzes ❖ Portfolios ❖ Peer/Self Evaluation ❖ Etc.	Russell, M. K. & Airasian, P. W. (2012). *Classroom assessment: Concepts and applications, 7th ed.* NY: McGraw-Hill. Chapter 8.

Week 13	**Summative Assessments** ❖ Allow teachers to make decisions about the extent to which students have achieved the objectives that were the focus of instruction. ❖ Formal, systematically gathered, end of instruction evidence. ❖ Used for assigning grades, recommending students for promotion, placing students in groups, and referring students for education services. ❖ Features of effective summative assessments: 1) students are expected to show mastery of objectives, 2) the questions on the assessment are a representative sample of what was taught, 3) questions, directions, and scoring procedures are clear and appropriate. **Grading** ❖ What is the purpose for grading? ❖ Effective Grading Practices: Chosen grading system with grading purpose; grades reflect various assignments and are collected throughout grading period; students are informed about the grading system; grading system separates academic and non-academic performance; grades are based on valid and reliable assessment evidence; and the grading system is applied consistently for all students. ❖ Progress is communicated with students/parents in a variety of forms	Russell, M. K. & Airasian, P. W. (2012). *Classroom assessment: Concepts and applications, 7th ed.* NY: McGraw-Hill. Chapter 5. Russell, M. K. & Airasian, P. W. (2012). *Classroom assessment: Concepts and applications, 7th ed.* NY: McGraw-Hill. Chapter 9. Article: Marzano, R. J. & Heflebower, T. (2011). Grades that show what students know. *Educational Leadership 69*(3), 34-39. Article: Fisher, D., Frey, N., & Pumpian, I. (2011). No penalties for practice. *Educational Leadership 69*(3), 46-51.
Week 14	**Universal Test Design** ❖ Assemble & Administer Tests (validity & reliability) ❖ Measuring essential learning and achievement ❖ Apply principles of universal design for assessment adaptations	Russell, M. K. & Airasian, P. W. (2012). *Classroom assessment: Concepts and applications, 7th ed.* NY: McGraw-Hill. Chapter 6.
Week 15	**Professionalism, Ethics and Reflection** ❖ IPTS Standards ❖ Danielson Framework	
Week 16	**Portfolio Evaluation**	

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."

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
***Denotes Unit Conceptual Framework References**

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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.

Contract of Professional Responsibilities

Teacher candidates are enrolled at EIU and are placed, evaluated, and graded by the course instructor.

Therefore, as a teacher candidate enrolled in (C.O.R.E. 3), I (_____) will:
(Print Name)

Field Experience Expectations:

- Arrive before_____ and stay until _____ every day (Monday through Friday when school is in session) during field experiences and will complete a minimum of _____ clock hours
- Dress professionally and follow the school's dress code
- Carefully plan and implement lessons to encourage student engagement and learning
- Protect student privacy
- Demonstrate positive dispositions toward the students, faculty, staff and community/school environment (http://www.eiu.edu/clinical/dispositions.php)
- Follow all guidelines and professional requirements as stated in the syllabus including LiveText submissions
- Turn off cell phones and other electronic devices while on school grounds
- In the case of absence or emergency, notify the cooperating teacher and the course instructor of my absence prior to the start of the field experience that day. Course instructors must be provided written documentation within 24 hours. Any hours missed must be rescheduled at a time that does not conflict with EIU classes and is approved by the cooperating teacher.
- Understand that, as stated in the syllabus, a positive referral from the field experience cooperating teacher is needed along with my instructor's referral to continue in the teacher education program.

I understand that in order to be placed or continue in field experiences, I must maintain these professional responsibilities in ALL C.O.R.E. classes:

- Attend and actively participate
- Exhibit positive dispositions
- Maintain no less than a "C" average

NOTE: I understand that scheduling meetings (e.g., with my student teaching coordinator) and/or scheduling appointments (e.g., registering to take a content test) during any class meeting times reflects negatively on my commitment to teacher education and does not represent the dispositions necessary for success in the program. Therefore, I agree to not allow other commitments to interfere with my regular class attendance.

I understand that all dates for assignments are stated in the syllabus and if professional requirements have been completed in less than a satisfactory manner, no more than a "D" may be earned in the class regardless of the number of points earned.

_____ _____

(Teacher Candidate Signature) (Date)

Revised 6/2016