

Eastern Illinois University  
**NEW/REVISED COURSE PROPOSAL FORMAT**  
 (Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

**Please check one:**       New course     Revised course

**PART I: CATALOG DESCRIPTION**

**1. Course prefix and number**

MLE 4100

**2. Title (*may not exceed 30 characters, including spaces*):**

Assessing Student Learning

**3. Long title, if any (*may not exceed 100 characters, including spaces*):**

Assessing Student Learning: A Field-Based Experience

**4. Class hours per week, lab hours per week, and credit [*e.g., (3-0-3)*]:**

2-3-3

**5. Term(s) to be offered:**     Fall     Spring     Summer     On demand

**6. Initial term of offering:**     Fall     Spring     Summer    **Year:**    2013

**7. Course description:**

This course emphasizes monitoring children's learning through data-driven assessment in order to meet the needs of diverse learners. Major 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).

**8. Registration restrictions:**

**a. Equivalent Courses**

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).  
No equivalent course.
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course.     Yes     No

**b. Prerequisite(s)**

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

Elementary Education Middle School option majors: ELE 3280, ELE 3340, ELE 3350  
 MLE 3110, MLE 4000, MLE 4760

University Teacher Education requirements apply, and department requirements for enrollment must be met.

- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).  Yes  No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

**c. Who can waive the prerequisite(s)?**

No one  Chair  Instructor  Advisor  Other (Please specify)

**d. Co-requisites** (course(s) which MUST be taken concurrently with this one):

MLE 3150, MLE 4280, ELE 4880 and ELE 3290

**e. Repeat status:**  Course may not be repeated.

Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

**f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

Elementary/Middle School Option, Special Education Majors, and Post Baccalaureate Teacher Certification who have met all pre-requisites.

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any:

N/A

**9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

N/A

**10. Grading methods** (check all that apply):  Standard letter  CR/NC  Audit  ABC/NC ("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

The grade for this course will not count in a student's grade point average.

The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in \_\_\_\_\_ (insert course prefix and number).

Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in  (insert course prefix and number).

**11. Instructional delivery method:** (Check all that apply.)

lecture    lab    lecture/lab combined    independent study/research  
 internship    performance    practicum or clinical    study abroad  
 Internet    hybrid    other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

**1. List the student learning objectives of this course:**

**a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**

- **EIU graduates will write and speak effectively.**
- **EIU graduates will think critically.**
- **EIU graduates will function as responsible citizens.**

Teacher candidates enrolled in this course will:

1. 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.
2. Utilize a variety of approaches and classroom-based intervention strategies to analyze the needs of all learners and apply the Response to Intervention framework through differentiation, material selection and lesson pace.
3. Apply Common Core Standards in the design of lesson plans and units.
4. Observe, interpret and implement best practice techniques to provide an effective classroom environment to support the success of individual pupils, including learning effective classroom management strategies.
5. Analyze lesson plans and student work samples as a means to reflect on practice to improve self-efficacy in the areas of classroom management and teacher dispositions.
6. Through written reflection, refine and display appropriate, positive dispositional habits, including ethical decision-making, professional behavior and an awareness of how personal behaviors outside of the school environment impact a teacher's career.
7. Analyze and differentiate the complex relationship between school, home and community so as to gain an understanding of the need for collaboration within the larger learning community.

**b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

- **Depth of content knowledge**
- **Effective critical thinking and problem solving**
- **Effective oral and written communication**
- **Advanced scholarship through research or creative activity**

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

- Reflective Video Analysis: Videotape at least one 15-20 minute learning segment in the field placement classroom and critically view the taped segment, review associated student work samples and write a comprehensive reflective analysis.
- Classroom Assessment Report: 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. The analysis should connect evidence from theoretical practices from course content to the data gathered from student work samples.
- Integrated Unit: Create 5-10 lesson plans for an integrated unit based on Common Core Standards, Response to Intervention (RtI) framework considerations and field classroom analysis.
- Classroom Management Report: Review and evaluate management strategies used in the field placement classroom/school and write a report analyzing their effectiveness by connecting evidence from theoretical practices from classroom management models to anecdotal notes taken during the field experience.
- Classroom & Community Environment Report: Analyze and report on the field placement classroom and community learning environment.
- 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 online participation.
- Professional Development Plan: Revisit and refine Professional Development Plan including reflection on progress in the area of forming habits of positive teacher dispositions.

OBJECTIVE	REFLECTIVE VIDEO ANALYSIS 20%	CLASSROOM ASSESSMENT REPORT 10%	INTEGRATED UNIT 30%	CLASSROOM MANAGEMENT REPORT 10%	CLASSROOM & COMMUNITY ENVIRONMENT REPORT 10%	REFLECTIVE JOURNAL ENTRIES 5%	PROFESSIONAL DEVELOPMENT PLAN 15%
<b>1</b>		<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>
<b>2</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		
<b>3</b>			<b>X</b>				
<b>4</b>	<b>X</b>			<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
<b>5</b>	<b>X</b>			<b>X</b>		<b>X</b>	<b>X</b>
<b>6</b>							<b>X</b>
<b>7</b>					<b>X</b>	<b>X</b>	<b>X</b>

**3. Explain how the instructor will determine students’ grades for the course:**

Students will need to participate productively in class and field assignment, attend class and field assignment consistently and complete all assignments satisfactorily, demonstrating effective critical thinking, critical writing and reflection.

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:**
  - b. Describe how the integrity of student work will be assured:**

- c. **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

N/A

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
  - a. **course objectives;**
  - b. **projects that require application and analysis of the course content; and**
  - c. **separate methods of evaluation for undergraduate and graduate students.**

N/A

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)**

This course is writing active because it incorporates a variety of writing assignments. The following assignments will be evaluated for correctness of factual understanding, quality of analysis and level of detail: Reflective Video Analysis, Classroom Assessment Report, Integrated Unit, Classroom Management Report, Classroom and Community Environment Report, Reflective Journal Entries and Professional Development Plan.

### **PART III: OUTLINE OF THE COURSE**

#### **Course Outline**

##### **Week 1 (Obj. 1, 2, 6, 7)**

- Best Practice Principles:
  - ⇒ Student centered (Authentic, Holistic, Experiential, Challenging)
  - ⇒ Cognitive (Developmental, Constructivist, Expressive, Reflective)
  - ⇒ Interactive (Sociable, Collaborative, Democratic)
- Common Recommendations of National Curriculum Reports (e.g., American Association for the Advancement of Science, National Council of Teachers of English, International Reading Association, National Research Council, Center for the Improvement of Early Reading Achievement, National Board for Professional Teaching Standards, etc.)
- Common Core State Standards

##### **Week 2 (Obj. 1, 2, 6, 7)**

- Common Core Standards
- Using the Response to Intervention (RtI) Framework to address student needs (cognitive, socio-emotional and development) and diverse learners (English Language Learners (ELL), gifted, Attention Deficit Hyperactivity Disorder (ADHD), etc.)
- Inter-relationship between classroom environment, student learning, and teacher disposition
- The School/Community Connection to Enrich the Learning Experience:
  - ⇒ Develop life-long learners
  - ⇒ Encourage positive student attitudes

- ⇒ Positive learning environment decreases classroom management issues

**Week 3 (Obj. 1, 5)**

- The Five Dimensions of Teaching (Formative Classroom Cycle—Plan, Teach, Reflect)
  - ⇒ Planning
  - ⇒ Instruction
  - ⇒ Assessment
  - ⇒ Reflection
  - ⇒ Academic Language

**Week 4 (Obj. 1, 5)**

- The Seven Structures of Best Practice
  - ⇒ Gradual release of responsibility
  - ⇒ Classroom workshop
  - ⇒ Strategic thinking
  - ⇒ Collaborative activities
  - ⇒ Integrative units
  - ⇒ Representing to learn
  - ⇒ Formative/Reflective assessment (Triangulate student data—student work, ongoing/embedded assessments, observations, conversations, etc.)

**Week 5 (Obj. 1, 2, 6, 7)**

- Data Literacy—Observe, analyze, and respond to a variety of assessment data to continuously improve teaching and learning.
- Assessment Sources
  - ⇒ Formative Classroom Assessments (student self-assessments, rubrics/checklists, checking for understanding, etc.)
  - ⇒ Formative Common Assessments (writing samples, science journals, student work, math problem solving, etc.)
  - ⇒ Benchmark Common Assessments (end-of-unit, grade level)
  - ⇒ Data about People, Practices and Perceptions (demographic, enrollment, surveys)
  - ⇒ Summative Assessment (District and state tests)

**Week 6 (Obj. 1, 2, 6, 7)**

- Authentic/Embedded Assessments (gathering and analyzing data)
  - ⇒ observations, surveys, interviews, student work, discussions
- Best practice assessments and considerations for All learners including ELL learners and students with diverse learning needs.
- Engage in collaboration and discussion with classroom teacher and other colleagues in analyzing student data.

**Week 7 (Obj. 1, 4, 5, 6)**

- Theoretical considerations of how to create instruction that fosters conceptual understanding and creates a positive learning environment.
  - ⇒ Setting objectives and providing feedback
  - ⇒ Reinforcing effort and providing recognition
  - ⇒ Cooperative learning
  - ⇒ Effective classroom management

- ⇒ Positive teacher dispositions

**Week 8 (Obj. 1, 4, 5, 6)**

- Practical considerations of how to create instruction that fosters conceptual understanding and creates a positive learning environment.
  - ⇒ Setting objectives and providing feedback
  - ⇒ Reinforcing effort and providing recognition
  - ⇒ Cooperative learning
  - ⇒ Effective classroom management
  - ⇒ Positive teacher dispositions

**Week 9 (Obj. 1)**

- Research-based strategies that develop conceptual understanding
  - ⇒ Cues, Questions, and Advanced Organizers
  - ⇒ Nonlinguistic representations
  - ⇒ Summarizing and note-taking
  - ⇒ Providing practice and assigning homework

**Week 10 (Obj. 1, 2)**

- Research-based strategies that allow students to extend and apply knowledge
  - ⇒ Identifying similarities and differences
  - ⇒ Generating and testing hypotheses
- Instructional planning using the nine categories of strategies
- Integrative teaching

**Week 11 (Obj. 1, 2, 3)**

**Best practice across the curriculum**

- Best practice in reading assessment and instruction
  - ⇒ The NCTE/IRA Standards for the English Language Arts
  - ⇒ The Common Core State Standards for Reading
  - ⇒ Qualities of Best Practice in Teaching Reading
  - ⇒ Reading in Science, Social Studies, and Other Subjects
  - ⇒ Recommendations on Teaching Reading

**Week 12 (Obj. 1, 2, 3)**

**Best practice across the curriculum**

- Best practice in writing assessment and instruction
  - ⇒ A Look at the Writing Standards
  - ⇒ Qualities of Best Practice in Teaching Writing
  - ⇒ Recommendations on Teaching Writing
  - ⇒ Best Practice—English Language Learners

**Week 13 (Obj. 1, 2, 3)**

**Best practice across the curriculum**

- Best practice in mathematics assessment and instruction
  - ⇒ A Look at the Mathematics Standards
  - ⇒ Qualities of Best Practice in Teaching Mathematics

- ⇒ Recommendations on Teaching Mathematics

**Week 14 (Obj. 1, 2, 3)**

**Best practice across the curriculum**

- Best practice in science assessment and instruction
  - ⇒ A Look at the Science Standards
  - ⇒ Qualities of Best Practice in Teaching Science
  - ⇒ Recommendations on Teaching Science

**Week 15 (Obj. 1, 2, 3)**

**Best practice across the curriculum**

- Best practice in social studies assessment and curriculum
  - ⇒ A Look at Social Studies Standards
  - ⇒ Qualities of Best Practice in Teaching Social Studies
  - ⇒ Recommendations on Teaching Social Studies

**PART IV: PURPOSE AND NEED**

**1. Explain the department’s rationale for developing and proposing the course.**

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. If the course or some sections of the course may be technology delivered, explain why.**

The intent of this course is to continue to build upon the teacher candidates’ skill set as a preparation for successful student teaching. Increasing field experience hours, adding content to the course to reflect current national- and state-level reform mandates, and learning to use assessment data to inform pedagogical decisions are major components. This course is part of the department’s program redesign effort to adjust curriculum to better prepare teacher candidates for student teaching and subsequent success in their future careers as educators.

**2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This course is required of Elementary Middle School Option students in the department. This course is designed as the final embedded field experience course before student teaching. Given the developmental scaffolding of previous field experiences in the schools, the pre-requisites required for this course are justified.

**3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**



**4. Impact on Program(s):**

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

This course will be required of all Elementary middle school option, special education dual majors, and post baccalaureate teacher certification candidates and will not serve as an elective course for any other degree program.

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

**PART V: IMPLEMENTATION**

**1. Faculty member(s) to whom the course may be assigned:**

This course may be assigned to any qualified faculty member within the Early Childhood, Elementary and Middle Level Education Department.

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

**2. Additional costs to students:**

N/A

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

**3. Text and supplementary materials to be used (Include publication dates):**

Dean, C. B., Ross-Hubbell, E., Pitler, H. & Stone, B. (2012). *Classroom instruction that works: Research-based strategies for increasing student achievement* (2<sup>nd</sup> ed.). Alexandria, VA: ASCD.

Zemelman, S., Daniels, H. & Hyde, A. (2012). *Best practice: Bringing standards to life in America's classrooms*. Portsmouth, NH: Heinemann.

**PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.**

N/A

**PART VII: APPROVALS**

**Date approved by the department or school: 9/14/12**

**Date approved by the college curriculum committee:**

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA: CGS:**

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

**581-3413**

**Career  
Services**

<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

<http://www.eiu.edu/~disablt/>

**581-6583**