ED 401
Evaluation of Teaching & Learning
3 Credit Hours

Professor: Dr. Carolyn J. Lovett

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Office Hours: Check Angel - Office Hours

Occasionally other obligations (University Committee meetings, etc.) may impose upon stated office hours.

Course Description: The construction of classroom tests, elementary statistical treatment of test scores, and the critical evaluation of various educational measurement devices. This course prepares prospective teachers in the methods and techniques of evaluating student's progress. The initial evaluation of various educational assessments is included. Elementary statistical treatment of test scores that will enable teachers to: (1) analyze and describe the results of measurement obtained in their own classroom, (2) interpret the statistical data reported in test manuals and research articles, and (3) interpret the various types of derived scores used in testing is an integral component of the course.

Course Texts:
Required:
College LiveText edu solutions - Student Edition - 3 years membership (this is sold in the bookstores and online at http://www.livetext.com/- FYI the best buy is online)


Course Objectives: After completion of the course, the student will:
A. Have knowledge of:
1. the role of measurement and evaluation in the instructional process and the procedures for formal and informal assessment and evaluation of students' achievement; 290-3-3-.03(2)(c)5.(i)
2. the issues of validity and reliability, norms, bias, scoring concerns, and ethical uses of tests and test results; 290-3-3-.03(2)(c)5.(iii)
3. characteristics, uses, advantages, and limitations of different types of assessments; 290-3-3-.03(2)(c)5.(i)
4. how to select, construct, and use a variety of appropriate assessment strategies;
5. interpretation of test scores and use test results effectively;
6. current trends and issues of testing our cultural diverse population;
7. current evaluation process of evaluating teachers;
8. current state assessment requirements, procedures and processes; 290-3-3-.03(2)(c)5.(iv);
9. the importance of teacher expectations and their relationship to students’ performance; and 290-3-3-.03(5)(c).3.(ii)

10. the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process. 290-3-3-.03(2)(c).5.(ii)

B. Demonstrate ability to:
   1. Construct classroom tests that measure a variety of intended learning outcomes (from simple to complex). Involving students in decision-making, problem-solving, and critical-thinking activities;
   2. Design and use a variety of formal and informal assessment techniques measure and report student progress related to curriculum objectives;
   3. Use classroom observations and student response as sources to evaluate students learning; and
   4. Interpret the students’ performance on standardized tests by using the different types of reports provided.
   5. collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction. 290-3-3-.03(2)(c).5.(vi)

Assessments: Mastery of the objectives will be assessed on the exams given throughout the semester; the completion of the Field Experience Component and the completion of the Test Construction Activity.

COURSE REQUIREMENTS/ASSESSMENT STRATEGIES

Requirements that are addressing classroom assessments (*) are not part of the Internet Class

1. *Attendance (for in class students): You are expected to attend all classes. After the second absence (excused or unexcused) (except for official University business) your grade is subject to being lowered. You are responsible for signing attendance sheet and marking a T if you are tardy. Three tardies equal one absence.
2. *Class Preparation: You are expected to read the textbooks and all other assigned materials. Each assignment must be completed by due date. All work will be turned in at the assigned TIME on the assigned Date.(Check the Calendar) Students must be prepared to supply (either orally or written) a more complete explanation of materials addressed in each assignment. All assignments will require a cover sheet, the Honor Code, also for in class students - your student number for this class. Assignments will not be accepted after the due date unless arrangements are made with the professor in advance.
3. *Class Participation (for in class students): Participating in class discussions, answering questions presented by the instructor, and being an active member of group or class activities.
4. Learning Strategies - *Lectures, discussion, group presentation, reading all assigned materials, worksheets and evaluations; exams and class projects.
5. General Topics to be covered in the course:
   a. Norm-Referenced Measurement - norm groups - comparing scores to norm groups -item statistics for norm-referenced test - reliability of norm-referenced tests
   c. Issues Concerning Current Assessment Methods - authentic assessment - factors that affect test scores - use of standardized achievement tests - test bias - high-stakes tests
   d. Test Construction – objective - checklist/guidelines - content blueprint - evaluation blueprint
6. Reflection Paper – You will view the film “Stand and Deliver” and write a paper addressing the relationship of the teacher’s level of expectation of the students and oneself and the performance level of both.

7. Test Construction – This project will involve you in decision-making, problem-solving, and critical-thinking. As a group member you will develop a 45 to 60 item test. Group presentation - Each group will present their objective, test blueprint, test items, answer key and guidelines developed for each of the five item formats. This component will equal one test grade. The grades will be an individual grade and a group grade. (One group may be selected to present their entire test to the instructor)

8. Test Interpretation – Using the results of the SAT and/or other standardized tests, you will write a short interpretation of a student’s performance.

9. Field Experience: This component of the class is a total of 15 hours. You will observe both formal and informal evaluation procedures used by the teacher to make immediate, short term or long term instructional decisions. In other words, how do the teachers use their immediate observations of the classroom and students’ responses to determine the progress of the students’ learning. (9 hours) and then you will work with a teacher. (6 hours)

This experience consists of at least 9 hours of observations, each observation session must be in at least 3 hour segments. For example, your observations for this class could be 3 different observations of 3 hours each.

The 6 hours of field experience gives you an opportunity to “pay back” a teacher who has helped you during other field experience. These hours do not have to be in your field of study, you may work with any teacher.

10. Technology Activities: Using the Alabama State Department Website, you will develop a list of the current state assessment requirements and procedures. Field Experience and Test Construction activities must be computer generated. You are required to keep copies of all of your work on a disk, CD, or flash drive in case any problem should occur, you may be asked to provide a copy of an assignment.

11. Exams - There will be 2 to 3 multiple choice exams.

12. Makeup Work: Daily quizzes or grades may not be made up. Each missed is a zero unless arrangements are made with the professor in advance. Major tests may be taken if missed, however, a 5-point reduction in the grade will be assessed.

13. STATEMENT OF HONOR: The acquisition of knowledge requires investment of personal time, effort, and energy. Passing off someone else’s work as your own, plagiarism, contradicts a basic tenet of becoming educated and cheats the plagiarist out of the thrill of accomplishment, pride in authorship, and inner confidence of knowledge sought, gained, and mastered. Academic dishonesty stifles growth and turns a college degree into no more than a collection of credit hours and a piece of paper that will fade and yellow.
To ensure that each student has the opportunity to experience the thrill, pride, and confidence that complement the knowledge inherent in the subject matter of this course, one of the following statements is to be included at the end of each assignment and followed by your signature and the date:

Assignments completed out of class: “I do swear and affirm that the work included herein above is the result of my own labor, efforts, and endeavors; not having sought, received, offered, or accepted aid or assistance from any other whomsoever unless otherwise so stated fully and completely herein.”

Name Date

Assignments completed in class:

“This is my work and only my work.”

Name Date

GRADING SYSTEM

A = 100 – 90; B = 89 – 80; C = 79 – 70 D = 69 – 60; F = 59

NOTE: In all evaluation there is some degree of subjective judgment involved in assigning grades. Part of the grade for this course, as with any course, will be a professional subjective decision by the professor.

Opportunities for Extra Credit:

1. Perfect Attendance - attending all class sessions for the full session will be rewarded by adding 5 raw score points to the total points earned in this class.

2. Other - assigned by instructor

EQUAL OPPORTUNITY STATEMENT

In accordance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act of 1973, the University offers reasonable accommodations to students with eligible documented learning, physical and/or psychological disabilities. Under Title II of the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Amendment Act of 2008, a disability is defined as a physical or mental impairment that substantially limits one or more major life activities as compared to an average person in the population. It is the responsibility of the student to contact Disability Support Services to initiate the process to develop an accommodation plan. This accommodation plan will not be applied retroactively. Appropriate, reasonable accommodations will be made to allow each student to meet course requirements, but no fundamental or substantial alteration of academic standards will be made. Students needing assistance should contact Disability Support Services (256-765-4214).
Academic Honesty. Students of the university academic community are expected to adhere to commonly accepted standards of academic honesty. Allegations of academic dishonesty can reflect poorly on the scholarly reputation of the University including students, faculty and graduates. Individuals who elect to commit acts of academic dishonesty such as cheating, plagiarism, or misrepresentation will be subject to appropriate disciplinary action in accordance with university policy.

NOTE: The above schedule and procedures in this course are subject to change in the event of extenuating circumstances.

SYLLABUS:

I have received a copy of the syllabus for ED 401. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature Date

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SYLLABUS: (Dr. Lovett's copy)

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