

University of North Alabama
EED 401 - Evaluation of Teaching and Learning
Fall 2013

Dr. Pam Fernstrom Chaney
Office: SH 518 **Phone:** 765-4264
e-mail: pjfernstrom@una.edu
Credit: 3 semester hours

Office Hours
Monday: 3:15 – 5:30
Tuesday: 12:30 – 4:00
Thursday: 12:15 – 1:15

Course Prerequisite: Admission to teacher education

Course Description: The construction of classroom tests, elementary statistical treatment of test scores, and the critical evaluation of various educational measurement devices.

Required Readings:

- Waugh & Gronlund (2013). *Assessment of Student Achievement*. 10th Ed. Pearson.
- **LiveText.com – Purchase a membership through the website or the book store.**
- Content on Angel – Go through UNA Portal and click on My Classes or <https://una.angellearning.com>
- **Recommended:** Gronlund's *Writing Instructional Objectives*, 8th Ed. Pearson (2009)

Course Standards & Objectives:

All requirements of EED 401 must be satisfactorily completed to receive credit for the course. To apply credit for EED 401 to a Teacher Education Program, the candidate must earn a C or better. The following Alabama State Department Standards will be evaluated in EED 401. Candidates must demonstrate:

Conceptual Framework (CF)	AL Code #	Standard	Evidence / How Assessed
290-3-3-3.03 Alabama Quality Teaching Standards			
CF 2	290-3-3-.03(2)(c)5.(i)	Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.	Assessment Module / Rubric
	290-3-3-.03(2)(c)5.(ii)	Knowledge of 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.(iv) & 290-3-3-.03(5)(c)3.(ii)	Knowledge of current Alabama assessment requirements and procedures.	
	290-3-3-.03(2)(c)5.(iii)	Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.	3 Technical Quality Hwk. / Rubric
290-3-3-.05 Early Childhood Education			
CF 2	290-3-3-.05(2)(c)2.(i)	Observation, documentation, and other appropriate assessment tools.	Classroom scenarios & Assessment Module / Rubrics

In addition to the following Alabama standards students will also demonstrate the following additional knowledge and skills by being able to:

1. discuss current assessment trends and issues in Alabama and across the nation. (**Test #1, T. Interview, & Assessment Module**) 290-3-3-.05(2)(c)2.(i)
2. identify characteristics, uses, advantages, and limitations of various types of formal and informal assessments. (**Test #1, 2, 3, & Assessment Module**)

3. create a summative unit test based on a student-selected unit of study. (Teacher-made test)
4. construct a performance-based task and rubric from either a social studies or science unit. (**PBA task & rubric**) 290-3-3-.05(2)(c)2.(i)
5. calculate and apply basic statistical concepts to sets of test scores. (**Stats homework & Test #3**)
6. identify appropriate observation strategies and documentation of student performance and behavior. (**Classroom scenarios & Assessment Module**) 290-3-3-.05(2)(c)2.(i)
7. interpret and discuss AL state-mandated norm-referenced achievement and aptitude test results. (**Test #3 & Class Activity**)

Course Requirements:

1. In this class you are expected to act in a professional manner at all times.
2. “Regular and punctual attendance at all scheduled classes and activities is expected of all students and is regarded as integral to course credit” (UNA Bulletin).
 - Part of your grade is based on your participation in class discussions and activities. Absences will be considered unexcused unless you bring a doctor's excuse (**for yourself**) or are participating in a UNA-sponsored event (**notice received from UNA administration**). Part of your grade is based on your participation in class discussions and activities. Absences will be considered unexcused unless you bring a doctor's excuse (**for yourself**) or are participating in a UNA-sponsored event (**notice received from UNA administration**). **Doctor’s excuses must be presented in the professor’s office and a request is made to make up work at that time. It is your responsibility to make contact with the professor. You will be allowed to make up only TWO excused absences. Submitting a doctor’s excuse does not mean you automatically receive the class participation points. An appropriate number of points will be deducted for being tardy and leaving class early.**
 - **No tests** will be administered early or late unless it is an emergency! **Make-up exams** will be available only to students who have an **excused absence** and should be taken **before** returning to class. These make-up tests may be an alternate form (all essay) or comprehensive.
 - If you are absent when an assignment is due, the **assignment** must be turned in **before** or **prior** to the **next class session** after an **excused absence**. Points will be deducted for late assignments (1/5 of the total number of points will be deducted **each day** an assignment is late, including weekends if the assignment can be submitted electronically). If you are going to submit an assignment after the due date and a hard copy is requested, you are required to turn in a piece of paper with your name on it.
 - Assignments/tests will be due/administered during the next class session if UNA is closed unexpectedly.
 - Class participation points will be awarded for **appropriate** behavior (being in class, on time, on-task, having class materials [text, class handouts from Angel Learning, and handouts distributed by the professor], and answering questions correctly).
 - Cell phones should be placed on **silent** prior to class and will not be allowed **out of your bag, etc.** unless you have a family emergency and you let me know before class begins. Points will be deducted for failing to comply with any of these behaviors.
3. Read assigned text and supplemental reading material **prior** to class.
4. Final drafts of all products should be typed and submitted as requested in class (hard copy and/or electronically [LiveText or Angel]). If a hardcopy is requested only an original copy may be submitted to the instructor. Students should make or keep an electronic copy of each product **before** submitting it to the instructor on the specified date. If anything unforeseen happens to your product, you will be asked to submit another copy to the instructor. This is your responsibility to have an extra copy of all assignments.
5. You will need a basic calculator that can compute square root. No phones may be used for calculations during tests!
6. Use Angel for class communication and to class materials.

Grading Criteria:

▪ Tests	43%
▪ Outside assignments	43%
▪ Class participation	14%

<u>Point equivalent for grades</u>		<u>You may lose up to:</u>
A	(100 - 93%) 575 - 532 points	43 points
B	(92 - 84%) 531 - 481 points	94
C	(83 - 75%) 480 - 429 points	146
D	(74 - 65%) 428 - 371 points	204
F	(64% and below) 370 and below	205 or more

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).

Course Content:

- I. Orientation to assessment
 - A. Purposes of assessment in teaching
 - B. Current trends and issues in formal & informal assessment
- II. Constructing a teacher-made achievement test (informal assessment)
 - A. Developing specific instructional objectives
 - B. Designing a test blue-print
 - C. Guidelines for developing good test items
 1. Simple form test items (true-false items, matching exercises, & short-answer items)
 2. Multiple-choice items
 3. Complex form test items (interpretive exercises & essay questions)
 - D. Assembly, administration, and analysis of teacher-made tests
- III. Classroom-based measurement and assessment (formal & informal assessment)
 - A. Student progress monitoring (SPM) for grades P-6
 - B. P-6 Performance-based assessments
 1. rubrics, checklists, & rating scales for P-6 classrooms
 2. portfolios
 - B. Observational strategies & documentation for early childhood grades
- IV. Standardized (state-mandated) assessment instruments (formal assessment)
 - A. Interpreting test scores and norms
 1. Descriptive statistics of tests
 2. Types of scores yielded and their relationships
 - B. Technical adequacy of educational measures
 1. Reliability
 2. Validity

- C. Identifying, evaluating, and selecting educational measures
- D. Achievement measures (DIBELS, ACT ASPIRE, Alabama Science Assessment, Alabama Alternate Assessment)
- E. Aptitude measures

Assignment Details:

1. **Tests:** Three tests will be administered and will consist of objective questions and problems requiring basic statistical calculations. These tests will be worth a total of 260 points.
2. **Class Participation:** Each day you will be expected to participate in class discussions and activities. You will be asked individual oral questions, work with peers to answer application questions, and/or complete individual written assignments based on your reading assignments. You will be evaluated on your overall daily performance and may receive **0-3** points based on this performance for a total of 72 points. See page 2 of this syllabus for more details regarding how class participation points are awarded/deducted.
3. **Teacher-made Test:** You will choose a unit from selected elementary textbooks placed on reserve in the LRC. This unit will be used to identify your objectives and prepare a teacher-made test as directed in class. Your teacher-made test will be worth 100 points. This course content will be assessed with this authentic task as well as on professor-created tests. This product will be submitted as a hard copy and as an assignment on our LiveText course homepage.
4. **Test Technical Quality Homework Assignments:** Three **unannounced** homework assignments will be graded during the semester. These assignments will pertain to reliability (worth 5 points), validity (5 points), and statistics (10 points). You must make a “C” or better on these assignments to pass the course.
5. **Classroom Observation Scenarios for Grades P-6:** You will complete an assignment where you will read observation scenarios and supply appropriate responses. Responses will be based on the description of the student’s behavior and/or the data collection strategy. Specific documentation that is appropriate for the early grades will also be assessed. The assignment is worth 10 points and you must make a “C” or better on the assignment in order to pass the course.
6. **Performance-based task:** You will select a partner and construct a performance-based task with them based on one of the units used for your teacher-made test. You will prepare the performance-based task exactly as it would be presented to P-6 students, along with the scoring rubric. The content covered is your choice, as is the response mode of the students. The task should be an extended task and can be completed by an individual student and/or a group. All information will be **typed**. Each student will evaluate the cooperation/participation of the other student. Your performance-based task project will be worth 30 points. This product will be submitted as a hard copy and as an assignment on our LiveText course homepage.
7. **Teacher Interview (Clinical):** Reflection is one of UNA’s Conceptual Framework Commitments and you are expected to be a reflective practitioner. You will respond to the following assignment in Angel by demonstrating your knowledge of assessment and applying this to Alabama assessment requirements, procedures, and real-life classrooms. You will interview a public school **general** education teacher from grades K - 6 regarding assessments s/he uses in their classroom. You will either be assigned a teacher or find your own at a school with the appropriate demographics. The template will be provided on Angel. You will type the teacher’s responses and your reflection of this interview into the template and submit your document via Angel. This assignment will be worth 20 points.

8. **Norm-Referenced Test Interpretation (Campus-based clinical):** You will participate in a campus-based clinical that focuses on the interpretation of test scores from state-mandated assessments.
9. **Assessment Module Components:** You will complete module that consists of 3 different sections that will assist you in understanding formative and summative assessment for grades P-6. First, you will create a preliminary plan for classroom assessment using your knowledge of the teacher-created assessments, observation strategies, student progress monitoring tools, and other methods of documenting student's progress in the areas of academics and behavior. Second, you will read the required material and answer questions that focus on the use of student progress monitoring. Finally, for the purpose of UNA's Quality Enhancement Plan (QEP), you will conduct your own research and submit a concept paper on the purposes, strengths, and limitations of formative and summative assessment. This assignment is worth a total of 66 points. You must make a "C" or better on these components to pass the course.

Evaluation Points:

<u>Assignment</u>	<u>Possible Number of Points</u> (& where submitted)	<u>Number of Points Earned</u>	<u>Number of Points Lost</u>
Test #1	80		
Test #2	80		
Test #3	90		
Reliability H.W.	5 (hardcopy in class)		
Validity H.W.	5 (hardcopy in class)		
Stat H.W.	10 (hardcopy in class)		
Teacher-made test	100 (hardcopy & LiveText)		
PBA Task	25 (LiveText)		
Assessment Module	66 (LiveText)		
Teacher Interview	20 (LiveText)		
Classroom Observation Scenarios	10 (LiveText)		
Class Participation in Campus-based Clinical	6 (no submission req'd)		
Class Participation	78 (posted on Angel in Dec.)		

Class Honor Code & Syllabus Statement

I have received a copy of the syllabus for **EED 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 this syllabus.

I understand that **EED 401** works on the honor system. Therefore, I will not discuss test items with individuals who are not in my class; I will not ask to examine a previous 401 student's work, nor will I allow anyone to look at or copy my class assignments, now or in the future. I understand that if I am suspected of cheating on an assignment/test, submitting work obtained from other sources, or do not follow clinical procedures outlined in the syllabus that my name will be submitted to the Dean of the College of Education, then to the Vice President of Academic Affairs, and possibly the office of Judicial Affairs. I understand that if any of my work is used in any inappropriate manner, my grade in this class is subject to change or I may be dismissed from the class or UNA.

Cut above & return the bottom half of this page on 8/26/13

Syllabus & Honor Code Statement

I have received a copy of the syllabus for **EED 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 this syllabus.

Name_____

Date_____

I understand that **EED 401** works on the honor system. Therefore, I will not discuss test items with individuals who are not in my class; I will not ask to examine a previous 401 student's work, nor will I allow anyone to look at or copy my class assignments, now or in the future. I understand that if I am suspected of cheating on an assignment/test, submitting work obtained from other sources, or do not follow clinical procedures outlined in the syllabus that my name will be submitted to the Dean of the College of Education, then to the Vice President of Academic Affairs, and possibly the office of Judicial Affairs. I understand that if any of my work is used in any inappropriate manner, my grade in this class is subject to change or I may be dismissed from the class or UNA.

Name_____

Date_____

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION
AND HUMAN SCIENCES

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P–12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;
4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama’s College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.