University of North Alabama
EED 725 – Using Assessment to Make Instructional Decisions
Summer 2013

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Credit: 3 semester hours

Office Hours
Monday:
Tuesday:
Wednesday:
Thursday:

Course Description: Formative assessment strategies to use with K-6 students in the areas of reading, mathematics, writing, and behavior. Emphasis will be placed on choosing, administering, scoring, and interpreting these assessments to make instructional decisions involving differentiated instruction, goal setting, and services.

Required Readings:

• LiveText.com – Purchase a membership through the website or the bookstore.
• Instructional content/materials written by the professor, assignments, and research-based modules will be provided on Angel (access through UNA Portal and click on My Classes or https://una.angellearning.com).

Course Objectives:

In this course, the advanced candidate will demonstrate the following objectives through online submissions.
1. Discuss the role of formative assessment in the K-6 classroom.
2. Identify and explain various types of measurement instruments and strategies according to their recommended use and skills measured.
3. Describe the steps in Alabama’s Response to Intervention / Instruction (RtI) process, including using RtI to identify students who have disabilities.
4. Score and interpret student progress monitoring assessments in reading, mathematics, writing, and behavior.
5. Set appropriate goals for student progress in academic and behavioral programs.
6. Evaluate an ongoing instructional program and make recommendations based on data.
7. Identify and explain rationale for level and differentiated instruction.
8. Collaborate with peers on authentic tasks.

Course Requirements:

1. In this class you are expected to write and interact electronically in a professional manner at all times.
2. This is an online class. Part of your grade is based on your adherence to class deadlines and participation in course and team discussions and activities.
   • Discussions and assignments must be submitted on time. Points will be deducted for the submission of late assignments (1/5 of the total number of points will be deducted for each complete day an assignment is late, including weekends. Partial deductions will be made for each hour an activity/assignment is late).
   • Assignments will still be due if UNA is closed for any reason.
   • You must learn to collaborate electronically with your classmates and assigned peers. It is each class member’s responsibility to ensure their ideas and thoughts are presented in a professional manner.
   • Some of the material in this class may be highly confidential. Please adhere to the standards of confidentiality. No school district, school, teacher, or student’s names should be used in any communications with peers.
• It is each team member’s responsibility to ensure the team process and products represent the entire team. Team meetings (in person or electronically) are an extension of this class. Therefore, team members should be on-task during team collaborations. EVERYTHING you discuss in your team meeting is confidential information and SHOULD NOT be discussed with class peers or other students in the College of Education. Any student who misses a “collaborative” assignment must complete the assignment without the benefit of team collaboration.
• You will be required to research topics every week either individually and/or collaboratively. Only legitimate research articles and websites may be used as references.

3. You are required to set up a LiveText account using your UNA email, use either Portal or Angel for class communication, and access supplementary materials from Angel.
4. For the purposes of this course, the week begins and ends on Thursday. All assignments are due by Thursday at 5:00 p.m. unless otherwise notified (by Angel email or announcement). I strongly suggest you avoid last minute submissions since they may or may not be received on time.
5. Firefox is the Web browser you should use for the purposes of this course. If you do not have it on your computer, please download it from: http://www.mozilla.com/en-US/.
6. Read assigned reading material prior to beginning class assignments and class discussions.
7. Final drafts of all products must be submitted as requested by the professor [LiveText or Angel Learning] and as either a Microsoft Word, PowerPoint, or Excel document. Students should keep an electronic file 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. I recommend keeping all assignments for the semester in online storage area such as Livetext as a backup to your normal means of saving your work.
8. A professional subjective evaluation will be given based on the quality of all work completed in the class.

**Grading Criteria:**

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<thead>
<tr>
<th>Assignment Points</th>
<th>% of Points</th>
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<tbody>
<tr>
<td>Modules</td>
<td>75%</td>
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<tr>
<td>Collaboration</td>
<td>10%</td>
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<tr>
<td>Team Lesson Plan</td>
<td>15%</td>
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<table>
<thead>
<tr>
<th>Grade &amp; %</th>
<th>Point Distribution</th>
<th># Pts. to Lose &amp; Keep Grade</th>
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<tbody>
<tr>
<td>A = 100 – 93%</td>
<td>500 – 463 pts.</td>
<td>37 pts.</td>
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<tr>
<td>B = 92 - 84%</td>
<td>462 – 418</td>
<td>82 pts.</td>
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<tr>
<td>C = 83 – 75%</td>
<td>417 – 373</td>
<td>127 pts.</td>
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<tr>
<td>D = 74 – 65%</td>
<td>372 – 323</td>
<td>177 pts.</td>
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<td>F = 64% &amp; below</td>
<td>322 &amp; below</td>
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**ADA 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).
Course Content:

I. Overview of assessment in K-6 classrooms
   A. Definition, purposes, kinds of assessment
   B. Current critical issues & trends
   C. Ethical considerations in assessment
   D. Changing roles of general and special educators
   E. Teams – Problem Solving (PSTs) & IEPs

II. Steps in educational assessment (using Alabama’s RtI process for referral/placement & Mastering the Maze)
   A. Decisions to be made
   B. Assessment process

IV. Administering, scoring, and interpreting formative assessments
   A. Selection of assessment tools
   B. Criteria for selecting technically sound assessment tools
   C. Evaluating technical quality of tools
   D. Classroom-based assessment & student progress monitoring (SPM) in reading, math, & written expression
   E. Observation of classroom behavior
   F. Applying assessment data to make instructional decisions & setting individual goals

V. Using assessment data to plan and co-teach
   A. Models of co-teaching
   B. Principles of effective curriculum design (using Universal Design for Learning [UDL] & UNA COE’s lesson plan)
   C. Effective instructional strategies for ALL students
   D. Making decisions about the level of accommodations, modifications, and student participation

Assignment Details:

1. **Modules:** You will be assigned weekly readings, participate in electronic class discussions, and submit an assignment for each of the Angel modules. You will be asked to post comments (respond electronically in Angel) to one or more of the following tasks: specific questions/scenarios, problem-solve individually or with others and submit your findings. These discussions will be based on your class readings and/or your personal research. You will be evaluated on the quality of your submissions and your overall participation (collaboration points). The total number of possible points for the modules is 375 points. Collaboration points will be assigned as needed.

2. **Lesson Plan:** You will adapt a lesson plan as a team and an individual to make the plans more appropriate for all students. As a team you will revise a plan using strategies, methods, technology, accommodations, and modifications. The plan will be altered across all aspects of the lesson, including objective(s), instructional strategies, student behavior, the resources used, and the evaluation of the objective(s). The plan will be evaluated by the appropriateness of the above alterations selected, plus peer-mediated instruction, co-teaching model, appropriate (guided and independent) practice, and using technology. You will assess your teammates’ knowledge and collaboration skills and this assessment will be included in the total number of points. The College of Education’s lesson plan rubric will be used to assess the lesson plans, along with the additional criteria outlined above (peer mediated instruction, co-teaching model, etc.). This altered lesson plan will be worth a total of 75 points.
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.
I have received a copy of the syllabus for EED 725. 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 725 works on the honor system. Therefore, I will not discuss assignments with individuals who are not in my class; I will not ask to examine a previous 725 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, 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.