



EASTERN OREGON
UNIVERSITY

**College of Education
Course Syllabus
Winter 2011**

Course Number: ED 652

Course Title: Curriculum/Instruction/Assessment Core

Credits:

Catalog Description: Develops two fundamental aspects of classroom instruction: assessment and teaching strategies and planning. The identification of instructional goals and appropriate measurement means for those goals is a primary task of this course. Determining student entry skills and behaviors, designing norm-and criterion-referenced testing, and then describing the results is studied. Research-based teaching strategies, constructivist models of learning, and implementation of these models into curriculum comprises the main thrust of the instructional portion of the course.

Instructor:

Sharon Porter

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Office hours by appointment

Mode, Time, and Place: Per MAT schedule for times and location

Texts (required):

Moore, Kenneth H., (2009). *Effective Instructional Strategies: From Theory to Practice..* Thousand Oaks, California: Sage Publications, 2nd edition, ISBN: 978-1-4129-5644-4.

Wormeli, Rick. (2001). *Meet Me in the Middle: Becoming an Accomplished Middle Level Teacher.* Portland, Maine: Stenhouse Publishers. ISBN: 1-57110-328-7.

Course Outcomes:

Students completing this course should be able to:

1. Assess affective traits
2. Have an introductory understanding to norm and criterion-referenced testing, with basic statistical comprehension
3. Describe various types of standardized tests
4. Assess performance activities and develop portfolios
5. Complete the assessment steps in developing a work sample that incorporates a minimum of ten lessons
6. Describe, interpret and communicate the results of a norm-referenced standardized test
7. Use technology tools to support classroom assessment and professional growth

OAR Standards Addressed in this Course:

584-017-0100 Objectives for Initial Teacher License

(4) Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:

- (a) Select and/or develop tests, performance measures, observation schedules, student interviews, or other formal or informal assessment procedures that are valid and reliable to determine the progress of all students including those from diverse cultural or ethnic backgrounds;
- (b) Document student progress in accomplishing State content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;
- (c) Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate;
- (d) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families if needed to promote student learning; and
- (e) Assemble, reflect upon, interpret, and communicate evidence of one's own effectiveness as a teacher including evidence of success in fostering student
- (f) Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds; and progress in learning and use evidence of effectiveness in planning further intervention.
- (g) Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and reteaching/problem solving.

584-017-0130 Middle Level Authorization

(2) Candidates articulate and apply a philosophy of education which is appropriate to the students in middle level education and which ensures that students learn to think critically and integrate subject matter across disciplines.

584-017-0140 High School Authorizations

(2) Candidates articulate and apply a philosophy of education which is appropriate to the students in grades 7-12 and which ensures that students learn to think critically and integrate subject matter across disciplines.

584-017-0185 Evidence of Effectiveness

(1) The unit assures that candidates provide evidence of effectiveness to foster student learning.

(2) Each student teacher preparing for an Initial I Teaching License assembles and analyzes two work samples to document the candidate's ability to demonstrate knowledge, skills and competencies as designated in OAR 584-017-0100. If a candidate is seeking more than one authorization level, the two work samples may be completed at either authorization level. Work samples include:

(a) Context of the school and classroom is explained, learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described, adaptations for their learning needs are discussed, and prerequisite skills required for the unit are considered;

(b) Goals for the unit of study, which is generally two to five weeks in length, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills;

(c) Instructional plans to accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in (a);

(d) Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students' level of knowledge prior to instruction;

(e) Interpretation and explanation of the learning gains, or lack thereof; and

(f) A description of the uses to be made of the data on learning gains in planning subsequent instruction and in reporting student progress to the students and their parents.

(g) Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject.

(3) Each candidate preparing for a Continuing Teaching License assembles a collection of evidence that documents the candidate's advanced knowledge, skills and competencies as designated in OAR 584-017-0160. The collection of evidence includes:

(a) Long term goals of study based on content goals and district standards that determine the knowledge and skills each student needs;

(b) Instructional plans that incorporate knowledge of subject matter, the developmental levels of the students and research-based educational practices that are sensitive to individual differences and diverse cultures;

(c) Evidence of the ability to establish a classroom climate that is conducive to learning for all students;

(d) Data on student progress toward attainment of long term goals, refinement of plans for instruction and establishment of alternative goals for students when necessary;

(e) Evidence of collaboration with parents, colleagues and community members to provide assistance to students and their families to promote learning;

(f) Evidence of the use of emerging research on teaching, learning and school improvement; and

(g) Evidence of participation in designing, evaluating and improving opportunities for teaching.

OAR	Outcomes	Instructional Method(s)	Criteria for Evaluation
584-017-0100	4a-e	Direct instruction, readings, demonstration and practice	-Scoring Rubric Assignment -Final Marks Assignment
584-017-0185	5	Demonstration, direct instruction, field experience	Work Sample – Reflection section
584-017-0130 584-017-0140	6	Standardized testing	Quiz and role play
584-017-0100 584-017-0185	4a 2f, 3f and g	Direct instruction, readings, demonstration and practice, groupwork, discussion	"Broken Grades" Group Assignment and Discussion
584-017-0100 584-017-0185	1,4a 2f, 3f and g	In-class assessment activity, group activities	Test/Quizzes (2 each), classroom activities

Course Topics:

- Affective, portfolio, and performance assessments
- Instructional goals and means to measure attainment
- Describing test results in terms of fundamental descriptive statistics

- Preparing students for standardized testing
- Determining what is required to be taught, how to employ research-based, effective teaching strategies, how to locate resource information, and how to plan instruction.
- Development of a work sample reflection section.
- Effective research-based teaching strategies.
- Interpreting and communicating the results of a norm-referenced test

Course Requirements/Assignments/Attendance Expectations

Participation/exercises: Students are encouraged to attend each session to participate in exercises from the lecture and demonstrations. This hands-on format will help the student practice measurement, teaching strategies, and their applications. Assignments and activities may be adjusted to accommodate rate of learning, incorporate new information in the field, and progress in placement teaching.

Working Schedule: (I reserve the right to make adjustments to accommodate pace of class, research discoveries, and developments in placement classrooms. That said, I want to stick close to this.)

Week/Day	Topic	Assignments Made	Assignments Due
Week 1, Session 1	Evaluation process, types, systems, and problems	<ul style="list-style-type: none"> • Chapter 9 in Moore, pp. 246-260 before class. • Next class reading-Ch 9, pp. 261-278 • Assessment Philosophy Assignment • Work Sample Reflection Section due in Blackboard • Reading: Wormeli, Ch. 8 	Chapter 9, pp. 246-260
Week 1, Session 2	Measurement accuracy, information sources, summary	<ul style="list-style-type: none"> • Scoring Rubric assignment • Take home Test on Chapter 9 	<ul style="list-style-type: none"> • Reading-Ch.9, pp.261-278, Wormeli-Ch. 8 • Assessment Philosophy assignment due (5% of term grade) Jan. 28th
Week 2, Session 1	Types of tests, test banks, grading systems	<ul style="list-style-type: none"> • Quiz on Chapter 9 (5 points) • Reading: Chapter 10, pp. 279-297 • Final Marks assignment 	<ul style="list-style-type: none"> • Take home Test on Chapter 9 (10% of term grade) • Scoring Rubric assignment due (10% of term grade) Feb. 14 • Work Sample Reflection Section (10% of term grade in black box) Feb. 14
Week 2, Session 2	Assigning final grades, “broken grades”	<ul style="list-style-type: none"> • Reading Chapter 10, pp. 298-308 • Take-home Test on Chapter 10 • “Broken Grading” group presentation assignment 	

Week 3, Session 1	Interpreting standardized test results to parents	<ul style="list-style-type: none"> • Article/materials posted in Blackboard • Reading-Chapter 15, Wormeli • Standardized Text Vocab and role play in class 	<ul style="list-style-type: none"> • Take-home Test on Chapter 10 (10% of grade) • Class work on interpreting test results (role play) • Quiz on standardized test vocabulary (10%) • Final Marks assignment due (10%) Mar. 7
Week 3, Session 2	“Broken grading” practices, gradebook software	<ul style="list-style-type: none"> • Quiz on Chapter 10 (5 points) • Readings: links also found in Blackboard (*see below) • “Broken Grading” group presentation, written question shared with class 	<ul style="list-style-type: none"> • Group presentation of Discussion Board topics on March 8th (Gold) 11th (Blue) (10% of term grade) • Discussion Board posts due March 13th. (10% of term grade)

*** Readings for Week 3, Day 1**

http://www.ascd.org/publications/educational_leadership/feb08/vol65/num05/Effective_Grading_Practices.aspx

<http://edubloggers.pbwiki.com/Notes%20On%20the%20Use%20of%20Zero%20in%20Grading>

Student Evaluation and Grading

Grades are based on scoring guides written for the writing assignments and presentations and available in Blackboard. Assignments are to be handed in on the specific due date. When absent, assignments may be emailed as a Microsoft Word attachment. Using a rubric converter, the grades will be converted as follows:

- A 90--100
- B 80--89
- C 70--79
- D 60—69
- F Less than 60

Late work policy and attendance

Attendance: Students are expected to attend each and every class. If unable to do so, instructor must be contacted *by the student* prior to class. If no prior contact is made, no make-up work or assignments that were due will be accepted. If work is due, please email it to the instructor as a Word attachment or submit through Blackboard (preferred method). When in attendance, students are expected to participate. This is a Domain 5 expectation of you as a professional.

Assignments: All assignments are due on the date assigned. If a student is absent per the above policy, you must send in the assignment by the due date via email or through Blackboard (the preferred method). If it requires mailing, it must be postmarked by the due date. If an assignment is late, based on an agreement between the student and professor, the assignment will still be graded down, with 5% of the grade

deducted for each day that it is late. The weekend days of Saturday and Sunday are included in this determination. **All work must be completed by the end of the term, at least by the Friday prior to Final's Week.** Incompletes are given at the discretion of the professor, not as a result of late work by students.

Course Outline:

1. Evaluating and Measuring
 - a. Evaluation process and types of evaluation
 - b. Evaluation systems
 - c. Problems with evaluation
 - d. Accuracy
 - e. Sources of Information
2. Constructing and Grading Tests
 - a. Test types
 - b. Test banks
 - c. Grading Systems
 - d. Assignment of Final Grades
3. “Broken” Grading Practices

Statement on Academic Misconduct:

Eastern Oregon University places a high value upon the integrity of its student scholars. Any student found guilty of an act of academic misconduct (including, but not limited to, cheating, plagiarism, or theft of an examination or supplies) may be subject to having his or her grade reduced in the course in question, being placed on probation or suspended from the University, or being expelled from the University—or a combination of these. Please see Student Handbook at:

<http://www.eou.edu/saffairs/handbook/honest/html>

Statement on Americans with Disabilities:

If you have a documented disability or suspect that you have a learning problem and need accommodations, please contact the Disability Services Program in Loso Hall 234. Telephone 962-3081.

Syllabus developed by Sharon Porter, Fall, 2008, revised Fall 2009, 2010