

CIED 9300
Using Assessment to Maximize Student Learning
3 SEMESTER HOURS

.....

Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Nitko, A. J., & Brookhart, S. M. (2015). *Educational Assessment of Students* (7th ed.). Boston, MA: Pearson.

Additional readings and resources provided in the course learning module

Additional Required Resources

[Joint Committee on Standards for Educational Evaluation](#)

Georgia Professional Standards Commission, *Educator Ethics Division* website
<http://www.gapsc.com/Ethics/Home.aspx>

COURSE DESCRIPTION

Advanced design and development of multiple sources of assessment to maximize student learning.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

(*identify those that apply to the course)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- *IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- *VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

CURRICULUM AND INSTRUCTION GAPSC CERTIFICATION PROGRAM STANDARDS

(*identify those that apply to the course)

- 1.0000 Knowledge of Curriculum. Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning. (CFS I, V)
- 2.0000 Knowledge of Instruction. Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning. (CFS III, V)
- 3.0000 Knowledge of Content. Program completers will demonstrate advanced depth and breadth of knowledge and skills in their academic discipline and pedagogy. (CFS I, V)
- 4.0000 Knowledge of Students. Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors. (CFS II, IV)
- 5.0000 Knowledge of Research. Program completers will demonstrate the ability to use research to promote student learning and to contribute to the teaching profession. (CFS IV)
- *6.0000 Knowledge of Assessment. Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning. (CFS IV)
- *7.0000 Professional Practices. Program completers will demonstrate high standards for

professional practice. (CFS VI)

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

N/A

SELECTED EDUCATIONAL OUTCOMES (EO)

1. Doctoral candidates will demonstrate inquiry skills in quantitative, qualitative, and mixed research methodologies. (GaPSC 5.0000)
2. Doctoral candidates will demonstrate a comprehensive understanding of the knowledge, research, and theories appropriate to their field by completing an online portfolio. (GaPSC A-G)

COURSE OBJECTIVES (CO):

1. Candidates will create appropriate analysis and evaluation for facilitating student learning and effective instruction. (GaPSC 6.0100)
2. Candidates will demonstrate an understanding of the principles of assessment design. (GaPSC 6.0200)
3. Candidates will use diagnostic, formative, and summative assessments to differentiate instruction, and to provide timely and effective feedback to improve student learning. (GaPSC 6.0300)
4. Candidates will conduct program evaluations to determine the effectiveness of curriculum and instructional practice. (GaPSC 6.0400)
5. Candidates will evaluate curriculum by using performance data and student work to determine student understanding and to refine curriculum. (CFS I, V; GaPSC 1.0400)
6. Candidates will demonstrate the ability to use assessment data to identify longitudinal trends and achievement gaps, establish goals for improvement, and articulate pertinent information to a variety of audiences. (GaPSC 6.0500)
7. Candidates will demonstrate high standards for academic rigor, intellectual inquiry, and professional integrity. (GaPSC 7.0100)
8. Candidates will participate in and/or lead professional learning experiences to promote effective practices. (GaPSC 7.0200)
9. Candidates will advocate for the profession by modeling collaboration, leadership, and professionalism. (GaPSC 7.0300)
10. Candidates will demonstrate clear competence in written communication and comprehension. (GaPSC 7.0100)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation (more detailed descriptions of each Course Evaluation can be found on the course website). These activities include: Guided Reading (Course objectives 1-5); Independent Reading (Course objectives 1-6); Library & Online Research (Course objectives 1-6); Literature Analysis (Course objectives 1-6); Review/Revision by Expert, Peer & Self (Course objectives 1-9); Online discussions (Course objectives 1-9).

COURSE EVALUATION

A. Program Evaluation Project (40% of course grade)

You will select a program within your professional environment to be the focus of your evaluation. This project will represent a minimum of ten hours of field work. The program evaluation will be used to determine the effectiveness of a curriculum or instructional practice. You will use assessment data to identify longitudinal trends and achievement gaps. Based on your findings you will prepare recommendations for establishing goals for improvement. You will develop multiple presentations of the findings to communicate with a variety of audiences. Detailed instructions and criteria will be provided in the CIED 9300 Learning Module. *If you are a P-12 C&I certification student, you will be required to submit this project in LiveText. Failure to submit final Instructional Design, Implementation, and Evaluation Project in LiveText will result in an "F" for the course. The submission of the project is one of the assessment requirements from the GaPSC which must be documented for certification.*

B. Research-Based Best Practices Repository (10% of course grade)

You will add to an ongoing research-based best practices repository containing article annotations and digital resources to support environments that promote learning. The two articles you select should be an evaluation or research of an instructional program in your area of interest. You will post the reference with a brief summary of the findings.

C. Assessment Item Analysis and Revision (30% of course grade)

You will identify actual assessment item from your professional environment. You will use the textbook and other resources to analyze and revise the assessment items. You will create new assessments or modify the selected assessments to facilitate student learning. Detailed instructions and criteria will be provided in the CIED 9300 Learning Module.

D. Discussion Boards (20 % of course grade)

You will be asked to respond to selected end of chapter questions. These will be identified in the CIED 9300 Learning Module. All students are required to participate. Detailed instructions and criteria will be provided in the CIED 9300 Learning Module.

E. Field Experience Form and Log – Required for C&I Majors (S/U)

Detailed instructions for using the Field Experience Form and Log will be provided in the C&I Advising **BlazeVIEW** shell. Field Experience hours will be accumulated across the doctoral program courses. Notify your advisor when all field experience hours have been logged. A minimum of 20 clock hours of fieldwork is required in the C&I doctoral program. The hours must be divided among elementary, middle, and high school levels of curriculum and instruction. Document the following information for each field experience in the Field Experience Log in LiveText:

1. number of clock hours;
2. location of experience;
3. grade level;
4. type of population (students, teachers (including preservice), or other educational professionals);

5. description of participant characteristics and needs (English language learners, ethnicity/race cultural and linguistic differences, gender differences, etc.); and
6. connection to specific program standards.

ATTENDANCE POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

PROFESSIONALISM

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are

able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.