Dewar College of Education and Human Services
Valdosta State University
Department of Early Childhood and Special Education

ECSE 4010
Advanced Integrated Assessment, Planning, & Instruction
3 SEMESTER HOURS

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.

InTASC Model Core Teacher Standards*

(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Positively Impacting Learning Through Evidence-Based Practices 1

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf

COURSE DESCRIPTION

Prerequisites: Appropriate 2999 course, ECSE 3010, and ECSE 3020. An expansion of candidates' knowledge and skill base regarding the appropriate evidence-based practices and theories in P-5 grades that underlie the teaching and learning processes related to assessment, planning, and instruction across the content areas of reading, math, science, social studies, fine arts, health, and technology, to meet the needs of diverse learners, in general education, inclusive settings and special education classrooms. ECSE 4390, ECED 4690, or a practicum approved at the program level, is required as a co-requisite of this course.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Borich, G. D. (2014). *Effective teaching methods: Research-based practice* (8th ed.). Upper Saddle River, NJ: Pearson.

Chappuis, Jan (2015). *Seven Strategies of Assessment for Learning* (2nd ed.). Hoboken, NJ:Pearson.

Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (Expanded 2nd ed.). Alexandria, VA: ASCD. (available online: http://gilfind.valdosta.edu/vufind/Record/57067

COURSE OBJECTIVES (*Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses*).

The teacher candidate will:

1. Critique individual teaching using knowledge of cognitive, linguistic, social, emotional, and physical areas of learner development to determine if instruction is developmentally appropriate and academically challenging for the learners. (InTASC S1; $DL_{2.3}$, $EDL_{3.1}$)

2. Critique individual teaching using knowledge of personal, cultural, and community assets that learners bring to the classroom to determine if instruction is developmentally appropriate and academically challenging for learners. (InTASC S2; $DL_{2.1}$, $DL_{2.2}$, $EDL_{3.1}$)

3. Implement the appropriate Georgia mandated P-5 standards in the selected content area with embedded literacy and technology skills. (InTASC S4 and S7; CPL$_{2.1}$, TL$_{2.2}$)

4. Justify and evaluate selection of evidence-based instructional strategies used to support every student in meeting learning goals and objectives. (InTASC S1, S7, and S8; FL$_{1.3}$)

5. Justify sequential planning, assessment, and instruction within a unit of study using relevant research and theory. (InTASC S6 and S9; AL$_{1.1}$, FL$_{2.2}$)

6. Create a learning environment that supports individual and collaborative learning with consideration to positive social interaction, active engagement in learning, and self-motivation. (InTASC S3; FL$_{1.3}$)

7. Plan instruction that is sequential and supports every learner in meeting learning goals and objectives through the use of appropriate and evidence-based strategies to include cooperative learning and generating and testing hypotheses. (InTASC S8; FL$_{1.3}$)

8. Analyze teaching effectiveness citing relevant research and theory to more effectively meet a variety of student learning needs. (InTASC S9; EDL$_{3.2}$, FL$_{1.1}$)

9. Adapt instruction to meet the needs of each learner through data-driven decisions. (InTASC S9; AL$_{3.1}$, AL$_{3.3}$)

10. Integrate fine arts, health, and/or physical education in instruction as appropriate to benefit all learners. (InTASC S4; CPL$_{3.2}$)

11. Use the techniques of parallel and/or team teaching options of co-teaching in the 1-3 grade classroom. (InTASC S2, S7)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Educational Philosophy: Reflection of Affirmation and Change**: Teacher candidates will review, revisit, and rewrite their Educational Philosophy composed during Professional Semester 1 and reflect upon it, using their academic experiences and related coursework. A rubric will be used for scoring.

2. **Modified edTPA Task 4 Assessing Students' Mathematics Learning** (CO 1-10):

   Candidates will use the results of a mentor's formative assessment to analyze learning across the class. The following assignments will be used to practice edTPA Task 4 requirements and will not be submitted for official scoring:
   a. Provide context information using the Elementary Mathematics Context for Learning Information form located in the *edTPA Assessment Handbook* and online.
   b. Provide information using the Elementary Mathematics Learning Segment Overview located in the *edTPA Assessment Handbook* and online.

c. Develop 3-5 mathematics learning segments and implement in your practicum field experience class. *__ECSE students will be implementing 2 intervention projects in place of the learning segments__*

d. Develop and implement a formative assessment to analyze student work following guidelines located in the *edTPA Assessment Handbook*.

e. Identify a targeted objective based on analysis of student work samples and design and implement a re-engagement lesson that will be used to evaluate the effectiveness and impact on student learning.

f. Use the prompts in the <u>Mathematics Assessment Commentary</u> (located in the *edTPA Assessment Handbook*) to analyze student learning of the whole class and 2 focus students.

3. **Unit Design**

Candidates will design a 5 day unit to include sequential planning, assessment, and instruction. Each lesson should incorporate at least one of the evidence-based instructional strategies covered in this or previous planning courses along with strategies for differentiation to meet a variety of learners. The candidate will also develop a pre/posttest that will be used to guide planning and instruction.

4. **Course Exams, Quizzes, and Assignments** (CO 1-10)

COURSE EVALUATION

- This class is part of your professional preparation. Appropriate dispositions are expected and required. You may earn the maximum number of points for all assignments and activities, contingent upon the knowledge, originality, and quality demonstrated in your work. Demonstrated mastery of formal Standard English is required in all facets of the course. Therefore, evaluation of all written work will be made based upon both content and mechanics.

- **Each** spelling, punctuation, syntax, grammatical, and typographical **error** will result in up to a **one-point deduction** from the total score, regardless of the point value of the assignment.

- All assignments prepared outside of class must be produced using a word processing computer program (**Microsoft Word** is best), **12-point font** (Times New Roman is best), and **double-spaced** (unless otherwise noted) and **include the teacher candidate's name, course number and section, and date**. This includes any e-mail assignments sent to the instructor.

- All assignments must be the original work of the teacher candidate submitting the work. All assignments must be completed by the teacher candidate during the current semester and not submitted to another instructor to fulfill requirements for any other course. References and citations (**using APA 6th edition format**) are required when referring to the work of others. (See <u>POLICY STATEMENT ON PLAGIARISM AND CHEATING</u>, which follows).

- Assignments must be submitted at the **beginning of the class period on the day they are due**. An assignment is considered late if it is not available at the start of class. Late assignments will be accepted up to one week after the due date. Ten percent (10%) of the grade/points will be deducted for each day an assignment is late. If the late assignment is not

completed within one week, a grade of zero (0) will be assigned.

- **Make-up exams will be given at the discretion of the instructor.**

- **Final Exam: Wednesday, May 3, 2:45pm -4:45pm**

Teacher candidates' knowledge of information contained in reading assignments, class notes, and class handouts will be assessed during class on dates designated in the tentative course schedule. Daily in-class assessments may be conducted individually or in groups. Should a teacher candidate be absent when the in-class assessment is completed, he or she will not earn the points assigned to the in-class assessment. Make-up work will not be assigned for the in-class assessment.

Each of the assignments listed below corresponds to the same number assignment and course objectives listed in the Course Activities/Assignments/Requirements section. Point values for all assessments are listed below.

Assignments	Points
1. Educational Philosophy: Reflection of Affirmation and Change	100
2a. Elementary Mathematics Context for Learning (*edTPA Assessment Handbook*)	50
2b. Elementary Mathematics Learning Segment Overview (*edTPA Assessment Handbook*)	50
2c. Develop 3-5 Mathematics learning segments. These lesson plans will be taught in the practicum class.*ECSE students will be implementing 2 intervention projects in place of the learning segments*	50
2d. Analysis of Formative Assessment (*edTPA Assessment Handbook*)	50
2e. Written analysis of Re-engagement strategies (*edTPA Handbook*)	50
2f. Mathematics Assessment Commentary (*edTPA Assessment Handbook*) AL_{3a}*This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*	50
3. Unit Design	100
4. Course Exams, Quizzes, and Assignments	<u>100</u>
Total Points	**650**

ATTENDANCE POLICY

"The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination…. Instructors are required to maintain records of class attendance… It is recognized that class attendance is essentially a matter between students and their instructors. Instructors must explain their absence policy in the course syllabus. All students are held responsible for knowing the specific attendance requirements as prescribed by their instructors and for the satisfactory make-up work missed by absences. When students are compelled for any reason to be absent from class, they should immediately contact the

instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course" (VSU Undergraduate Catalog 2013-2014, p. 77

PROFESSIONALISM

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education and Human Services Professional Improvement Plan Process.

- Arrive for class on time and prepared by having read all assigned materials, including the textbooks and other materials distributed during the semester.

- Sign the Class Sign-in Sheet at every class meeting (even when arriving late to class).

- Plan to stay for the entire class period.

- Remain on task and actively participate in class activities and discussions.

- Avoid distracting yourself, others, and the instructor during class by turning off (or making inaudible) all cell phones, or other electronic devices and leaving such devices packed away. If you have extenuating circumstances in which you need your cell phone, inform the instructor before class.

- Use of laptops is allowed for instructional/academic purposes only. Laptops may not be used to access email or websites not related to class discussions/activities or for checking social networking pages (such as Twitter, Facebook, etc.). Teacher candidates who violate this policy will lose the privilege of using their laptops in class. Laptops must be packed away during individual and group presentations, during guest lectures, and during quizzes, tests, and exams.

- Contact the instructor concerning missed assignments. If you are absent, please arrange for a study partner to pick up the materials given in class that day.

- Use only VSU e-mail accounts for corresponding with the instructor for this course. Please check your VSU e-mail at least once a day. Be sure to check your Junk Email box. When e-mailing the instructor of this course for any reason, place the name of the course and the section in the subject line (for example: ECSE 4010 Section A).

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php

ACCESSIBILITY STATEMENT

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 Farbar Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit VSU's Access Office or email: access@valdosta.edu.

Title IX Statement:
Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including pregnancy status, sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: Director of the Office of Social Equity, titleix@valosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

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.