

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Middle, Secondary, Reading, and Deaf Education**

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**EDAT 6001  
Using Assessment to Improve Teaching and Learning  
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.

**National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes**

*InTASC Model Core Teacher Standards\**

*(To be used for all educator 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.

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](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

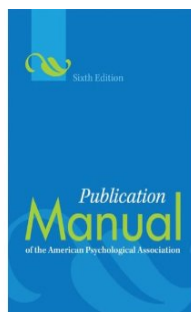
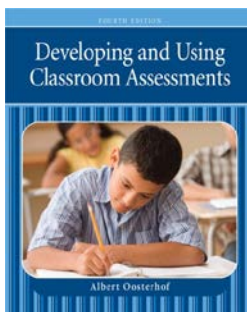
## INSTRUCTOR

See course content for specific instructor information for section of the course.

## COURSE DESCRIPTION

This course offers an advanced study of the critical role of formative and summative assessment implementation and evaluation in an effective standards-based P-12 classroom. The course addresses knowledge of assessment theory and skill in effective practice

## REQUIRED TEXTBOOKS / RESOURCE MATERIALS



1. Oosterhof, A. (2008). *Developing and Using Classroom Assessments* (4th Ed.). Prentice Hall.
2. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th edition). Washington, DC: Author. And consult the website at [www.apastyle.org/electref.html](http://www.apastyle.org/electref.html)

**\*VSU students must have an active *LiveText* account for this course and the EDAT program.**

## COURSE OBJECTIVES

The student will be expected to (upon completion of the course):

1. Demonstrate a thorough understanding of measurement theory and the characteristics, uses, and issues of different types of assessment. (InTASC Standard 6 & 8) [A-AL<sub>2</sub> & A-AL<sub>3</sub>]

2. Demonstrate skills in using pre-intervention data to select or design clear, significant, varied and appropriate student learning goals (InTASC Standard 1, 2, 7, & 8)
3. Demonstrate knowledge of curriculum and the pedagogical skills necessary to effectively teach (InTASC Standard 3, 4, 5 & 7) [A-FL<sub>2</sub>, A-FL<sub>3</sub>, A-AL<sub>2</sub> & A-AL<sub>3</sub>]
4. Demonstrate skills in choosing, developing, and using classroom-based assessment methods appropriate for instructional decisions (InTASC Standard 1, 2, 6 & 9)[A-CP<sub>2</sub> & A-CP<sub>3</sub>]
5. Demonstrate knowledge and skills in involving learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning (InTASC Standard 1, 3, 5, 7 & 8)
6. Demonstrate skills in abilities in a field based setting. (InTASC Standard 4, 6, & 8) [A-FL<sub>2</sub> & A-FL<sub>3</sub>]
7. Demonstrate skills in use of resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments (InTASC Standard 2, 5, & 8)

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

### *COURSE REQUIREMENTS:*

1. Candidates are responsible for completing all reading assignments.
2. All work submitted for credit must be word processed using APA 6<sup>th</sup> Ed (e.g., **12 point Times New Roman** font and using **1 inch margins, etc.**).
3. Students will complete a final project related to course content.
4. By taking this course, you agree that all required course work may be subject to submission for textual similarity review.

### *COURSE ASSIGNMENTS:*

1. Module Activities and Quizzes – Students will complete activities in each module including chapter quizzes and reading discussions (CO 1 - 7)
2. Classroom Environment Plan – Students will use videotaped classroom segments to analyze and report on the classroom environment. VSU students are required to enter this assignment as a separate artifact in their EDAT LiveText account (CO 3, 4, 5, 7)
3. Field Experience Activity (CO 1 - 7) [Key Assessment A-FL<sub>3.a</sub>]
4. Assessment Project– The major project of the course is the Assessment Project, which will be developed, implemented, and evaluated in an applied setting. This project consists of multiple components, which are submitted individually, but which are all part of one large project. For this project, the student should choose one class, conduct all project activities with that class, and provide all data and data analysis based on work with that class. **VSU students are required to enter the entire Assessment Project as a single artifact in their EDAT LiveText account in order to receive course credit.** The sections of the Assessment Project include the following (CO 1 – 5, 7) [Key Assessment A-AL<sub>3a</sub>]:

#### **A. Analysis of Existing Data and Learning Goals**

Analysis of Existing Data – Students will analyze student assessment data from the selected class. This analysis will include state-developed testing information (e.g., CRCT, End-of Course Tests) as well as data from teacher developed assessment tools. This analysis will identify student’s strengths and needs in terms of the whole class as well as for individual students in the class (CO 2, 3)

Learning Goals – Based on this analysis, the teacher will choose a topic to teach and select appropriate learning goals, based on the GPS, for the students in the classroom. The selection analysis will include written justification, based on data, for each of the goals identified (CO 2, 7)

## **B. Project B. Formative Assessment and Analysis of Student Achievement - COEHS Impact on P-12 Student Learning Assessment**

Pre and Post Assessment Tools – Pre-Assessment: Based on the learning goals identified, the teacher will select and/or develop pre-instruction, subject or skill specific assessment tool(s). These tools and strategies must be appropriate for the content or skill area, must be designed using universal design principles, and must be developed to ensure fairness and accuracy of measurement. The written description accompanying these tools will describe the steps taken to address issues of fairness and accuracy. Post Assessment: A summative assessment instrument must also be included and described. It should be designed so that results can be compared to the pre-assessment results to determine student progress (CO 3, 5)

Plan for Instruction and Formative Assessment – Using data gathered, analyzed, and synthesized in steps A and B above, the teacher will design a content specific systemic plan of instruction for the class, reflecting differentiated instructional strategies based on assessment information. This plan of instruction must include formative assessment strategies, a timeline for the assessment data to be collected, and a plan for involving students in self-assessment. All formative assessment strategies and instruments must be designed using universal design principles. The written description accompanying this plan of instruction and formative assessment must include a written explanation of the rationale for making these choices (CO 3, 4, 5) [Key Assessment A-CP<sub>3.a</sub>] **VSU students are required to enter each of these assignments as artifacts in their EDAT LiveText Portfolios (CO 3, 5, 8)**

## **C. Candidate Evaluation by Students and Advanced Self-Observation of Instruction**

Candidate Evaluation by Students and Advanced Self-Observation – This section of the Assessment Project provides the teacher with personal assessment, including evaluation of the instruction by his/her students, and also a self-assessment of his/her teaching. Instruments for both of these assessments are provided in course materials. **VSU students are required to enter each of these assignments as artifacts in their EDAT LiveText Portfolios (CO 3, 5, 7)**

## **D. VSU LiveText Final Project A-C (all the above project sections organized into ONE document)**

**Only VSU students** submit the completed Project A-C in ONE Word document, APA 6th Ed. style and format. Correctly organize each project section, with References and Appendices as one final project. **VSU students are required to enter each of these assignments as artifacts in their EDAT LiveText Portfolios (CO 3, 5, 8)**

## 5. Course Discussion Prompts and Threads

## COURSE EVALUATION

**Assignment instructions and due dates established are tentative and the instructor reserves the right to make appropriate revisions during the semester.**

All assignments are due on designated dates and will be evaluated only if completed in APA 6<sup>th</sup> Ed. (*e.g., Running head, title page, References, Appendices if applicable*). Each of the assignments will be valued as follows:

<b>EDAT 6001 Course Assignments</b>		
Quizzes	Six reading quizzes (5 points)	30
Discussion prompts	Eight prompts (from readings and video) (2.5 points)	20
*Field Experiences	Reflections and Two Field Experience (signed forms)  *Complete LiveText FE Survey Form at the end of the course	10
Assessment Project A	Analysis of Existing Data and Learning Goals	12.5
*Assessment Project B	Pre and Post Assessment Tools and Plan for Instruction	15
*Assessment Project C	Candidate Evaluation by Students and Advanced Self-Observation of Instruction	12.5
*Assessment Project D	VSU ONLY: LiveText Final Project A-C, all the above project sections organized into ONE Document via LiveText.	
<b>Total</b>		<b>100 points</b>

## ATTENDANCE POLICY

This is an online course, so attendance is checked by log-in participation and submission of assignments.

### *LATE ASSIGNMENT POLICY*

**All assignments must be submitted by 11:59 pm EST on the date listed.**

It is critical that assignments be submitted on time to allow your instructor time to provide feedback in a timely manner. You are encouraged and expected to submit assignments before the due date. Late work will not be accepted after deadline except in cases of emergency such as death in the family or serious illness. Technology issues such as computer crashes or thunderstorms do NOT count as emergencies.

**Plan to get your work submitted early and have at least 2 backup plans (e.g., USB drive, CD, Dropbox.com, home and work computers, etc.) in case of technology problems.**

Consult the maintenance schedule on the Homepage and plan ahead for submitting assignments, quizzes, and your Final Project. **E-mail the instructor through the course e-mail ONLY.**

### *GRADING SCALE:*

Note: A student receiving 0 points on any assignment or quiz will not be eligible to receive an A in this course.

\*VSU students: If a “0” is issued for the assignment, a final grade of an “F” is assigned for the course (when not all LiveText assignments are submitted).

### **Letter Grade**

A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

### **PROFESSIONALISM**

*The following areas describe the professional expectations for all students in the Department of Middle, Secondary, Reading, and Deaf Education.*

#### *Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry.

#### *Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

#### *Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students.

- Include your name, course, date and title on each assignment.  
\*Naming attachments: Last Name Course Assignment. (e.g. Smith Project A)
- Papers must be typed, double-spaced in an appropriate APA 6th Ed. font style and size, 1” margins with no spelling or grammatical errors.
- Assignments will be graded on content, composition, spelling, punctuation, and grammar.
- Proofread and correct papers before they are submitted. Use the Spelling & Grammar check on your computer. If you need assistance with your writing skills, help is available from the Writing Center online and/or on campus.

- In papers, ideas obtained from sources must be documented using APA 6th Ed. This includes a full citation – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website.

### *Professionalism - Diversity*

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

### *Professionalism - Technology*

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

### *Professional Improvement Plan*

The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the [Professional Improvement Plan Process](#) on the COEHS website.

## **The Blazer Creed**

Valdosta State University is a learning environment based on trust and mutual respect in which open dialogue, vigorous debate, and the free exchange of ideas are welcome. The University is equally dedicated to the core values of community, including a commitment to practice civility, integrity, and citizenship. As members of this community, and proud Blazers, we will strive to uphold these core values for the advancement of the University.

- Civility – A Blazer shows courtesy and compassion as well as respect for the dignity of every human being.
- Integrity – Each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.
- Citizenship – Every Blazer has an interest in the well-being of the community, and, therefore, a duty to stay informed, to make positive contributions, and to offer support to those who need help.

As a Blazer, I pledge to uphold the core principles of Civility, Integrity, and Citizenship.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

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

## **DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION**

### **STATEMENT ON ACADEMIC INTEGRITY**

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality,

you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

- All assignments should be your own original work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

## DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.
- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students *must* cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.
- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. Instructors do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note: Assignments in this course may be checked electronically for plagiarism.**

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students \(http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php\)](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

## 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@valdosta.edu](mailto:titleix@valdosta.edu), 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31608, 229-333-5463.

### **ACCESS 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](mailto:access@valdosta.edu).

### **STUDENT SUCCESS CENTER**

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu). The Student Success Center (SSC) offers FREE tutoring for graduate level writers in any discipline. Tutors can help you with strategies for developing and connecting ideas, for using APA/MLS documentation styles, and for catching common grammatical and punctuation errors. Two graduate level writing tutors have been specially trained to help, so call (229-333-7570) or visit the website ([www.valdosta.edu/ssc](http://www.valdosta.edu/ssc)) to make an appointment. Tutors can meet you either online, or face-to-face at the SSC, located in Langdale Hall. Link to Video Introduction to Graduate Level Writing Tutoring: [https://www.youtube.com/watch?v=T4mp\\_u736Fc&list=PLicnT0JAB2TVLrU\\_iknXxiZpQcbkIcozU](https://www.youtube.com/watch?v=T4mp_u736Fc&list=PLicnT0JAB2TVLrU_iknXxiZpQcbkIcozU)

### **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. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. 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>.