Georgia Southern University

COLLEGE OF EDUCATION

DEPARTMENT OF TEACHING AND LEARNING

EDAT 7131 – ENHANCING STUDENT PERFORMANCE

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Course Description
This course emphasizes best practices for selecting and adapting curriculum instructions resources, and assessments in order to maximize student learning. The course provides teachers with way to identify, analyze, and use results from student assessments to plan instruction aimed at enhancing and demonstrating student learning.

Course Subject Matter Content
Research-based strategies associated with increased student learning; use of valid multiple assessments to improve student learning; redesign instruction based on student information.

Course Objectives
Upon successful completion of this course, candidates will be able to:
- Identify students' strengths and weaknesses in a given unit of instruction—based on the Georgia Performance Standards—through the use of multiple diagnostic assessments

- Design nontraditional, alternative performance-based assessments—either formative or summative—using the GRASPS principle
- Create a standards-based unit assessment plan—based both on the school's assessment profile and students' performance on diagnostic assessments—which includes a variety of motivating formative assessments designed to meet the needs of various identified student subgroups (higher-level learners, lower-level learners, English Language Learners, students with ADD/ADHD, and students with other disabilities)
- Comparatively analyze students' performance on unit diagnostic assessments with performance on unit summative assessments, reflectively drawing conclusions as to how s/he may remediate or enrich instruction for students of various identified subgroups (higher-level learners, lower-level learners, English Language Learners, students with ADD/ADHD, and students with other disabilities)

Essential Question

What action steps can teachers implement (methods, strategies, procedures or planning) to enhance the achievement of their students?

Required Textbooks

Butler, S. M. & McMunn, N. D. (2006). *A teacher's guide to classroom assessment: Understanding and using assessment to improve student learning*. San Francisco, CA: Jossey-Bass.

Chappuis, J. (2009). *Seven strategies of assessment for learning*. Upper Saddle River, NJ: Pearson.

Other assorted required articles are available on the course website.

Curriculum and Instruction Program Standards

This course addresses the following Curriculum and Instruction program standards.

Standard 1—Knowledge of Curriculum

    Element 1.1—Completers give evidence of planning that recognizes the needs of students, the contexts which must be considered when planning curriculum, and the philosophical frameworks that undergird curriculum design. (KA3)

    Element 1.2—Completers provide evidence of the ability to align curriculum across local, state, and national standards within and across subject areas. (KA3)

    Element 1.4—Completers exhibit the ability to evaluate curriculum by suing performance data and student work to determine student understanding and to refine curriculum. (KA5)

Standard 2—Knowledge of Instruction

>***Element 2.1***—*Completers demonstrate ability to design and modify environments that promote learning and are based on best practices and student performance data. (KA3)*

>***Element 2.2***—*Completers exhibit ability to differentiate instruction through use of best practices, student performance data, appropriate resources, and culturally responsive pedagogy. (KA3)*

>***Element 2.3***—*Completers give evidence of the ability to evaluate and modify instruction based on a variety of data, educational research, and continuous self-assessment. (KA5)*

Standard 3—Knowledge of Content

>***Element 3.1***—*Completers exhibit the ability to apply current research and data to demonstrate content knowledge and appropriate resources to promote student success. (KA5)*

Standard 4—Knowledge of Students

>***Element 4.2***—*Completers exhibit the ability to meet the needs of diverse students. (KA3)*

>***Element 4.3***—*Completers provide evidence of an understanding of the cultural and linguistic contexts of learning. (KA3)*

Standard 5—Knowledge of Research

>***Element 5.1***—*Completers give evidence of the ability to apply theoretical insights and research findings to curriculum, instruction, and assessment in P-20 systems to improve student learning, classroom processes, and/or institutional practices. (KA5)*

>***Element 5.2***—*Completers demonstrate ability to use quantitative, qualitative, and/or mixed methods research methods to investigate education problems and are able to articulate the findings in a variety of forums. (KA5)*

Standard 6—Knowledge of Assessment

>***Element 6.1***—*Completers exhibit knowledge of assessment that enables appropriate analysis and evaluation for facilitating student learning and effective instruction. (KA3)*

>***Element 6.2***—*Completers demonstrate understanding of principles of assessment design. (KA3)*

>***Element 6.4***—*Completers demonstrate the ability to conduct program evaluations to determine the effectiveness of curriculum and instructional practice. (KA5)*

>***Element 6.5***—*Completers demonstrate the ability to use assessment data to identify longitudinal trends, achievement gaps, and establish goals for improvement, articulating this pertinent information to a variety of audiences. (KA5)*

Standard 7—Professional Practices
> *Element 7.1—Completers establish high standards for academic rigor, intellectual inquiry, and professional integrity. (KA3, KA5)*

Conceptual Framework of Georgia Southern University's College of Education
Georgia Southern University's College of Education assumes a leadership role for the preparation and continuing development of teacher candidates and other professional school personnel in collaboration with other colleges on campus, public schools, and related educational agencies. Further, we believe in the inclusive nature of the term *educator* as it refers to candidates in all programs of the College of Education who work in schools or other educational agencies. We understand our work affects both our candidates and the individuals (including students) with whom they work. Toward that end, our Conceptual Framework extends beyond the traditional boundaries of the College to form a professional community. The Teacher Education Committee (TEC), which includes representatives from the College of Education, other colleges on campus, public schools, and related agencies, provides a forum for coordinating these efforts.

Georgia Southern University's College of Education has adopted ***Reflective Educators for Diverse Learners*** as the theme of its conceptual framework. This theme reflects and extends the mission of Georgia Southern University, a largely rural region, to "promote student growth and success through creative strategies for using technology, enhancing learning, and connecting all we do to those around us". The College of Education's professional community frames its work on the commitments described below. Embedding these commitments in the competencies in all programs ensures coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidates' program. These commitments are to: the Knowledge and Dispositions of the Profession **(KD)**; Diversity **(D)**; Technology **(T)**; and the Practice of Continuous Reflection and Assessment **(R)**.

Course Relationship to the Conceptual Framework
In this course, candidates will complete work which encompasses the four key areas identified in the College of Education's Conceptual Framework. Instruction in assessment planning will address all four key areas. Class discussions will address in particular the key areas of diversity and continuous reflection and assessment as candidates make connections between readings, their own teaching practices, and the ways in which they can meet the needs of their diverse students. Candidates will demonstrate a working knowledge of technology, both for retrieval of information and resources as well as the presentation of information. Finally, candidates will demonstrate strengths in reflective decision-making through the application of all domains of knowledge to educational planning and instruction.

*****************Georgia Southern University Students Only*****************

TaskStream is an electronic assessment and management system chosen by Georgia Southern University for the collection of performance assessment data for all students within Education programs. The TaskStream system will also be used to aggregate your performance data, generate reports, and in some cases manage electronic portfolios including both numerical data and electronic artifacts. These artifacts, when collected, may include assignments, projects, and reflections on performance in the college classroom or in the field, for example. Recent state and national accreditation requirements for academic programs now make the use of this type of electronic management and reporting system necessary for standards-based accountability purposes.

Requirements. All Georgia Southern candidates within education programs are required to maintain an account with TaskStream while they are enrolled in designated education courses or hours in order to fulfill the requirements of those courses to earn a grade. You are required to log in to your account and respond to the demographic questions to be used for reporting purposes. You are also required to renew your account annually using a provided code. Any course specific requirements for use of TaskStream will be communicated in class.

Cost. There is no out of pocket cost to students. Your account was purchased by the University and there are no additional costs for required renewals.

Further Information. Procedures will be provided to you via campus email and in class regarding how and when you must log in to your TaskStream account.

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Disability Accommodations
If a student has a documented and declared disability, reasonable accommodations will be provided if requested by the student according to the recommendations of the GSU Disabled Student Services office.

Course Requirements
- Complete *ALL* reading and related assignments on time.
- Students will be required to resubmit unsatisfactory work
- Actively participate in ALL class discussions and related activities.
- All class assignments must be word-processed
- Clearly demonstrate a positive and developing commitment to professional behavior. One of the ways in which you demonstrate your commitment and professionalism is in the manner you communicate, both verbally and in writing.

Grading

- **Key Assessment 3—Unit Assessment Planning Elements**   **37.5%**
- **Key Assessment 5—Unit Assessment Analysis Elements**   **37.5%**
- Weekly (14x) online reading discussions   21%
- Initial and final reflections on assessment   4%

Grade Scale

A = 90-100   Target
B = 80-89.*   Acceptable
C = 70-79.*   Acceptable
F = <70   Unacceptable

Because this is a graduate-level course, students must earn a grade of "C" or better to pass. Any final results less than 70% will receive a course grade of "F.

A special note regarding Key Assessments
Students are required to receive a passing grade (70% or better) on both key assessments, irrespective of their performance on other assignments, or they will not successfully complete the course. Comparing these to a practical driver's exam, even if a student driver is successful in all areas of driving yet either fails to maintain his or her lane, collides with another motorist, or performs some other manœuvre deemed unsafe, the student driver will automatically fail the driver's exam. Students will be provided opportunities throughout the course of the semester to revise their Key Assessment benchmarks to an acceptable level, but the responsibility lies with them. However, students whose work is academically dishonest will not be given an opportunity to make revisions, and instead will automatically receive a failing grade and be subject to dishonesty proceedings.

Both Key Assessments (the School Story and the Assessment Plan) must be posted to the students' online portfolios. The Assessment Plan may be called LiveText, Environment Plan, or some other system at Columbus State University or Valdosta State University. Students are responsible for retaining their *evaluated* documents and rubrics for submission to their respective educator portfolios.

For All Assignments
The proper use of academic language is required. In other words, all written material will be graded on form, style, and grammar, in addition to academic substance. Students who do not demonstrate such proper use of language will not successfully complete this course. The instructor will provide feedback in this area and identify areas for improvement, if necessary.

Written assignments must be submitted in a timely fashion, and deadlines are absolutely firm. Late assignments will be assessed a full letter grade penalty received up to 24 hours following the deadline; assignments submitted later than this will be assessed at no more than 50%.

ACADEMIC INTEGRITY
Incidences of academic dishonesty are reported to the student's degree-granting institution with copies of offending documents provided and the student may be subject to consequences listed within the policy of that institution.

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.

Plagiarism. While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism. The four main types are stealing verbatim, misquoting, paraphrasing or summarizing without citing, and duplicating publication.

      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, replicate it verbatim, and submit it as their own (without quoting the original source), they have committed plagiarism.

      Stealing Verbatim, but with Acknowledgements. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression with is not theirs, and replicate it verbatim while providing a reference or citation, they have still committed plagiarism.

      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. 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. The instructors in the Master's Degree Program in Curriculum and Instruction do *not* allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

Cheating. Additionally, cheating (the unauthorized use of materials or resources) under any circumstances is not permitted. This includes using resources prepared by another student without that student's express consent or knowledge, the use of resources expressly prohibited by the instructor, and the wholesale inclusion of documents produced by others—even when cited properly—in course assignments.

Unauthorized Collaboration. Finally, collaborating with other students or academic faculty on assigned work, regardless of the type of work, is expressly prohibited unless otherwise authorized by the course instructor. Students are to assume that they are never permitted to collaborate with anyone on their assignments unless the assignments are explicitly collaborative in nature.

Consequences

First Offense. A first offense for academic dishonesty will result in one of the two following possible consequences: (a) a maximum grade of zero on the offending assignment with no opportunities for remediation or resubmission; (b) immediate and automatic failure of the course.

Second Offense. A second offence for academic dishonesty will result in immediate and automatic failure of the course.

Reporting. All instances of academic dishonesty will be reported to the offending student's home institution's Dean of Students and/or Honor Court. The offending student's home institution may impose additional sanctions and penalties per their respective Student Honor Code.

Responsibility

It is the individual student's responsibility to be fully aware of the consequences of academic dishonesty and of the details pertinent to his or her home institution's Student Honor Code. Ignorance of these codes and the stipulations contained therein are no excuse for academic dishonesty.

Note

While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provision herein without actual notice if circumstances so warrant. Every effort will be made to keep students advised, in writing, of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course.