

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

**SEGC 6020
Integrated Instruction: Assessment 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.

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.

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

Formal assessment processes and classroom assessment techniques unique to evaluating the developmental level and potential achievement of children with exceptionalities. Emphasis is on the use of these tools in planning and selecting curricular programs and activities.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Howell, K. & Nolet, V. (2000). *Curriculum-based evaluation: Teaching and decision making* (3rd ed.). Belmont, CA: Wadsworth/Thomson Learning.

Additional Resources:

Additional resources related to the course content will be available in the course GoVIEW weekly organizers as either a PDF file or a link. You are expected to review these materials frequently in order to deepen your understanding of the discussed topics and issues related to Curriculum-Based Evaluation.

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

Teacher candidates will:

1. Identify and describe target student with consideration to the learner information and when applicable, special education learning information using components of Task 1 of the edTPA (InTASC S1, S2, S3)
2. Demonstrate the ability to develop and administer curriculum-based assessments (InTASC S1, S2, S3, S4, S6) **AL_{3,1}**
3. Use curriculum-based assessment to determine students' skill deficits in academic content areas, including the use of task analysis and error analysis (InTASC S1, S2, S3, S4, S6) **AL_{3,1}**
4. Develop and write appropriate IEP/ITP objectives, based on students' needs, which address Georgia Performance Standards (InTASC S4, S7) **AL_{3,3}**
5. Use student performance data to evaluate instructional effectiveness and progress on IEP/ITP

objectives (InTASC S7, S9) **AL_{3.3}**

6. Discuss ethical concerns related to assessment (InTASC S9, S10)
7. Understand the meaning of the terms validity and reliability (InTASC S6)
8. Understand how to use assessment results to plan and evaluate teaching (InTASC S6, S7, S8, S9)
AL_{3.3}, EDL_{3.1}
9. Identify expressive and/or receptive communication demands related to the identified target objectives and plan for providing instructional supports to meet the target learner's use of expressive and/or receptive communication using components of edTPA Task 1 (InTASC S6, S7, S8, S9)
10. Communicate assessment results and implications to parents and other professionals in a written report format (InTASC S10)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS ACTIVITIES:

Students are expected to participate in online class discussions, pose and respond to questions, and complete all assignments in a timely manner. (CO 1-9)

Preparation:

Students are expected to (a) read the assigned chapters/readings and be prepared to participate in online discussions and/or ask questions about the information presented or issues related to the assigned topic, and (b) complete assigned class activities. Although this course is being delivered online, students will keep in mind that this course is traditionally taught in a 3-hour class period once per week, with expectations that extra time outside of class will be needed to complete readings and other assignments. (CO 1-9)

Online Discussions:

On designated weeks during the semester you will be asked to participate in the Online Discussions related to the content of the class readings. Detailed instructions will be provided for successful completion of this assignment (CO 1-9)

SUGGESTED ASSIGNMENTS:

Target Student Identification and Context Information:

Identify one learner as your target student for conducting class assessment assignments for this class. The target student needs to demonstrate deficits in reading and math skills. Provide target learner information and when applicable, special education learning information. Components of Task 1 of the edTPA will be integrated into this assignment. (CO 1)

Reading Assessment (Decoding & Comprehension Skills):

Develop and administer a reading assessment to a student who demonstrates deficits in reading skills. Detailed instructions will be provided for successful completion of this assignment. (CO 1, 2, 3, 7, 8)

Math Assessment:

Develop and administer a math assessment to a student who demonstrates deficits in math skills. Detailed instructions will be provided for successful completion of this assignment.
(CO 1, 2, 3, 7, 8)

Assessment Report:

1. Write a report describing the targeted student’s skill areas in need of remediation, including specific objectives to target the identified deficiencies. In addition, identify expressive and/or receptive communication demands related to the assessed reading and math skills. Reflect on how you would support the target student in the use of expressive and/or receptive communication in the areas reading and math skills instruction. Detailed instructions will be provided for successful completion of this assignment. Components of Task 1 of the edTPA will be integrated into this assignment. **Submit the report to LiveText Portfolio.** (CO 3, 4, 5, 6, 8, 9, 10) **AL_{3.3} (This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.)**

Students are required to back up work to avoid problems with computers, servers, etc. **Maintain copy of all work.** Contact IT Help for problems related to technology. Note GoVIEW Site for Maintenance Schedule and be proactive regarding preparation and submission of assignments.

Technical Assistance

Technical support for GoVIEW is provided by the D2L Help Center

Brightspace by D2L has a Help Center that is available to students and faculty 24/7, 365 days a year for technical support.

TOLL FREE 1-855-772-0423

Course Site Maintenance: Don’t get unprepared! Plan ahead.

[GoVIEW is scheduled for maintenance on alternate Friday evenings](#) from 10pm until 7am Saturday morning. Please plan coursework, assessments, and due dates accordingly.

COURSE EVALUATION

Task	Point Value
Online Discussions	90 (3 @ 30 pts each)
Target Student Identification and Context Information	30
Reading Assessment (Decoding Skills & Comprehension Skills)	130 (2 @ 65 pts each)
Math Assessment	70
Assessment Report <i>AL_{3.3} *(This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.)</i>	100
Activities Log	20
Total	440

Grading Scale

A = 93 -100%

B = 83 – 92%

C = 73 - 82%

D = 63 – 72%

F = 62 – 0%

N. B. As the instructor of this course I reserve the right to add, delete or modify objectives, assignments, and grading depending upon the progress made by the class.

ATTENDANCE POLICY

Students are expected to follow the syllabus regarding online discussions and submissions. Because students are being prepared to accept professional duties and responsibilities, attendance requirements are viewed as critical to developing professionalism. **Our class week will run from Tuesday night at 5:00 P.M. through the following Monday until 11:45 P.M.** The required logins must be made during the time frame of our class week in order to meet weekly attendance requirement. Students will be expected to **login at least twice during each week of class**. The University policy regarding absences will be followed; i.e., **absences for 6 or more class sessions will put a student at risk for failing the course.** (CO 1-7)

Late submissions of assignments within less than three days from their due date will result in a 10% reduction of the total points earned for the assignment. Submissions later than three days from the due date will not be accepted and thus will not earn any points.

Please note that while this course is being taught in an online format, it is not a correspondence course in which you can access the course content and complete/submit assignments at any time between now and the end of the semester. In order to be successful in this class, you must submit assignments in the timeframe designated for specific assignments. **Assignments have designated locations and times for submission and will not be accepted via email. Refer to Course Schedule/Calendar for assignment due dates.**

PROFESSIONALISM

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

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.

- Spelling, punctuation, syntax, grammatical, and typographical errors will result in point deductions 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, 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 student submitting the work. All assignments must be completed by the student 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.

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.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

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

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>

* American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.