

## EDCI 609-51 Assessment of Instruction

College of Education and Allied Professions

Western Carolina University

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### Description

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**Course Day/Time:** Oct. 7- Oct. 18<sup>st</sup>

**Course Format:** Online and F2F

#### **Required Computer Skills and Equipment:**

You will need access to a computer with an Internet connection and Microsoft Office software or equivalent (for Apple users). You must be able to save your files in a .doc/docx or .rtf format.

Required computer skills include: basic keyboarding, accessing the Internet, searching the Internet for information, uploading documents, sending e-mails with attachments, creating word documents, and using cut and paste.

**Purpose and Rationale:** This course provides students with essential knowledge and skills for understanding and assessment and multi-tiered systems of support. Understanding includes how to support integration by using assessment to inform decisions and evaluation of assessment types and uses..

**Conceptual Framework:** The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future.

The professional education program at Western Carolina University is a community of learners based on knowledge, values, and experiences. We teach out students to use their knowledge of both human development and their disciplines to effectively teach all pupils to solve problems. Appropriate values and dispositions are central to excellent teaching. We model collaborative, caring, and intellectually stimulating learning communities so our teacher education students will create environments for all their students that encourage curiosity, foster motivation, and promote achievement of rigorous state and professional standards. We require our candidates to use state-of-the art technology in their courses and in their field experiences. This course is consistent with the conceptual framework in that it describes and discusses the educational and personal needs of

persons with exceptionalities. These needs are presented within the context of cutting-edge service delivery models for today's inclusive schools.

**Diversity Statement:**

Diversity in our society and schools is an important part of our history and a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion, sexual orientation and social class will be considered in this class. You will complete the pieces of your electronic portfolio related to diversity (typically TK20) in this course.

**Jamaica Relevancy:**

Recognizing that limited resources are a common issue in Jamaican schools and classrooms, students in this class are encouraged to explore how teacher leaders can build leadership capacity in schools by involving all major stakeholders in attempts to address the needs of ALL students, but particularly those with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc.). All Jamaican educators are faced with addressing the needs of a diverse and challenging group of students with multiple learning and emotional needs. Jamaican educators assuming roles as teacher leaders provide important support to other teachers, administrators, and community members. Students will be expected to implement strategies discussed in class and report the benefits and/or difficulties encountered when implementing these approaches in their schools and classrooms. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools.

**Course Materials**

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**Suggested Text:-**

Articles and Chapter of text will be provided by instructor.

**Additional Readings:** Readings will be posted on Blackboard as noted on the course calendar. Some copies will be available for groups to explore during class.

**Website:** Assignment instructions/rubrics, forums, online discussion prompts, and modules will be posted on Blackboard.

**Course Objectives:**

1. Demonstrate a broad knowledge of the development and characteristics of assessment [**Evidence: Assumptions paper #1 and #2**]
2. Recognize individual factor that effect outcomes on assessments including those from culturally diverse backgrounds and strategies for addressing those differences. [**Evidence: Assumptions papers; exam**]
3. Describe how policy shapes the services and assessments of all students and the process of evaluation of students with disabilities (Exams; Discussion Board)
4. Select, adapt, and develop assessment plans and materials to meet the educational needs of all students. [**Evidence: UDL lesson plan in class activity**]
5. Use strategies and technology to support and enhance the assessment system in the classroom[**Evidence: Project; Exams**]

6. Demonstrate skill in instructional planning and accommodations based on assessment to meet national and state curricula standards. **[Evidence: Diversity Survey/UDL Lesson plan]**
7. Examine the roles and responsibilities of the members of the trans-disciplinary team, including professionals from related fields, during the pre-referral and referral process for special education services such as response to intervention or other multi-tiered intervention systems. **[Evidence: Project and/or Exams]**

**Expectations of Students:** \_\_\_\_\_

### **Attendance**

This class is taught online. Attendance will be granted either by recording who is in attendance or who views the session at a later time. Do make sure you view the recorded live sessions if you cannot attend.

### **Communication**

Feel free to contact me by e-mail, by phone, by text or by setting up an office meeting. You are expected to use correct grammar, spelling, and professional writing in all e-mail and written communication including mobile text, as these are critical skills for all professionals to demonstrate.

### **Late Assignments**

You may submit work early but must submit by the deadline on the calendar. You are expected to submit assignments on the established due dates, and you are expected to take tests at the scheduled times. Assignments turned in late will be subject to the 5 point deduction, except in extreme cases of emergency, family death/crisis, or illness.

### **Professional Quality**

All work should be completed neatly and of professional quality. Directions for assignments should be carefully followed. If you do not understand the requirements of an assignment, it is your responsibility to contact me prior to the session in which the assignment is due. Points will be deducted if assignments are not completed with professional quality or if they do not meet requirements.

### **Standards for Written Work**

Use American Psychological Association (APA) format (6th edition) for all written reports. All assignments should be keyboarded, and free from spelling errors. Points will be deducted for distracting errors in grammar (n=3 or more). In your *writing*, be sure to use person first language (e.g., Students with LD).

**Academic Integrity Policy:** Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE). Violations of the Academic Integrity Policy include:

**Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**Fabrication** - Creating and/or falsifying information or citation in any academic exercise.

**Plagiarism** - Representing the words or ideas of someone else as one's own in any academic exercise.

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

For full policy <http://catalog.wcu.edu/content.php?catoid=29&navoid=560#honestypolicy>

**Code of Student Conduct:** This Western Carolina University Code of Student Conduct exercises the duty of the Chancellor to regulate matters of student conduct in the University community. All WCU students are expected to be familiar with the Code of Student Conduct and to conduct themselves in accord with these requirements. Go to [http://www.wcu.edu/WebFiles/PDFs/WCU\\_Code\\_of\\_Student\\_Conduct\\_2013\\_2014.pdf](http://www.wcu.edu/WebFiles/PDFs/WCU_Code_of_Student_Conduct_2013_2014.pdf) to learn more.

### **Civility and Ground Rules:**

The Western Carolina University Community Creed states: "I will respect the rights and well-being of others."

Each student may possess different ideas, as well as different ways of communicating those ideas. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry.

(<http://www.wcu.edu/student-life/policies-affecting-students/statement-of-student-rights-and-responsibilities.asp>)

### **SafeAssign Tool:**

All written work submitted for this class is eligible for submission to the SafeAssign tool at the instructor's discretion.

### **BrainFuse:**

BrainFuse is a free, online academic tutoring service for distance students. Please visit the link below for instructions on accessing this resource. <https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>

## ***Course Assignments and Grades:*** \_\_\_\_\_

### **Assignments:**

An Essay-#1- 10 points

- 1. Describe in your own words your definition of assessment**
- 2. Explain your experience with assessment and how you feel students should be assessed..**
- 3. Provide a conclusion to your paper.**

An Essay- #2- 10 points

- 1. Describe in your own words the types of assessment**
- 2. Explain one type you feel is important to use consistently.**
- 3. Explain your view of the political movements or events that have shaped how students are assessed.**
- 4. Explain your view of the leadership roles you can take to implement assessment.**

**5. Provide a conclusion to your paper.**

Discussion: Students will participate in daily discussions that address an array of current topics including (1) welcome and information about self (2) assessments to reach struggling students, and (3) grading, embedding instruction, and integration of goals. Engaging in discussion in the class is worth a total of 10 points.

Modules: Students will complete a module to gain greater understanding of assessment and collaboration in schools during class. Module is worth a total of 20 points.

Big Project: Design an assessment system and share how it will impact your instruction. The purpose of this assignment is to utilize both conceptual content and instructional strategies to support a wide range of students being served within the general education classroom. You may work individually or collaborate with another student/s to complete this project. No more than three students can work collaboratively in this assignment. Rationale for the planning and strategies will be expected in the form of comments throughout the assessment plan. The presentation and assessment plan is worth 30 points.

Exams: 1 exam will be completed during the course to ensure students understand the material. Total of 20 points.

**Grades: Letter grades will be assigned according to the following scale:**

<b>Assignment</b>		<b>Percentage and Points</b>	
Two Essay Papers		20% or 20 pts (10 each)	
Discussion in class		10% or 10 pts	
Module		20% or 20 pts	
Assessment plan project		30% or 30 pts	
Exam		20% or 20 pts	
<b>Total</b>		<b>100%</b>	
A+ = 98 - 100%	B+ = 88 - 90%	C+ = 78 - 80%	D+ = 68 - 70%
A = 94 - 97%	B = 84 - 87%	C = 74 - 77%	D = 64 - 67%
A- = 91- 93%	B- = 81 - 83%	C- = 71 - 73%	D- = 61 - 63%

**Please make sure you complete the following items for this course.**

- **Essay 1**
- **Essay 2**
- **Discussion Board (online and in class)**
- **Exam 1**
- **Exam 2**
- **Diversity Activity**
- **Assessment plan project**

***Student Supports:*** \_\_\_\_\_

**Library Support:** Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: print and electronic books, newspapers, and scholarly journal articles. These resources can be searched online and often accessed there (<http://library.wcu.edu>) or can be searched and located in the library building. Students in need of research or library support can get help online (<http://researchguides.wcu.edu/help>), from your subject specialist, Dr. Beth McDonough [bmcdono@wcu.edu](mailto:bmcdono@wcu.edu), or from the research guide for Education: <http://researchguides.wcu.edu/Education>

**Writing and Learning Commons:** The [Writing and Learning Commons \(WaLC\)](#), located in BELK 207, provides free [course tutoring](#), [writing tutoring](#), [academic skills consultations](#), [international student consultations](#), graduate and professional [exam preparation](#) resources, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, visit the WaLC homepage ([walc.wcu.edu](http://walc.wcu.edu)) or call 828-227-2274.

**Technology Support:** The learning management system for this class is blackboard and can be found at: <http://wcu.blackboard.com>. Additional help with blackboard can be found at: [tc.wcu.edu](http://tc.wcu.edu), (828) 227-7487 or by visiting the Technology Commons located on the ground floor of the Hunter Library.

Students who need help with software, technology, or [eBriefcase](#) should contact the [Technology Commons](#) on the ground floor of Hunter Library where students can access training via one-on-one appointments, walk-ups, workshops, and online tutorials.

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with a documented disability and/or medical condition. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services, 135 Killian Annex (next to the One Stop), (828) 227-3886.

**Support Services:** Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email [sssprogram@wcu.edu](mailto:sssprogram@wcu.edu) for more information. SSS is located in the Killian Annex, room 138.

***This syllabus, with its course schedule, is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events. Updates will remain focused on achieving the course objectives and students will receive notification of such changes. Students will be notified of changes and are responsible for attending to such changes or modifications as distributed by the instructor or posted to Blackboard.***