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Syllabus: Florida Campus

<p>Course Name-<i>Learning Performance and Assessment</i> Course Number-EDA 405</p>
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Course Prerequisite: Successful completion of Admission to Teacher Education (Gate 2)

<p>Text and Required Materials: <i>Educational Psychology. Windows on the Classroom (8th) by Eggan ad Kauchak.</i> All course materials are housed on Discovery.</p>

Links to...	Course Description
<p>Department Mission, Theme, and Conceptual Framework</p>	<p>In this course, candidates develop “facilitative” skills in assessment is to guide instruction and student progress. This course emphasizes assessment, instructional design, and educational theories, in addition to, demonstrating how these components enable a professional educator to guide and challenge students’ learning experiences. The Education Department’s entire conceptual framework of facilitative knowledges (i.e., declarative, procedural, and conditional) is integrated into this course. <u>Declarative</u> knowledge is represented through the content on learning theories and assessment. <u>Procedural</u> knowledge is highlighted through the assessment and instructional design tasks produced in the work sample. <u>Conditional</u> knowledge is observed by the decisions made on individual and cooperative learning tasks within the course.</p>

Summary Standards Addressed in Course:

Florida Educator Accomplished Practice 1, 2, 3, 4, 5, 6, 7, 10, 11, 12 and Asbury’s #13
 Florida Elementary Competencies 60.6, 12, 17, 31
 English for Speakers of Other Languages Performance Standards 4, 12, 14, 18, 19, 20, 21
 ESOL Competencies 47.6, 9, 10
 Asbury’s Dispositions Standard #13: Respect/compassion for others; Passion for teaching; Personal/emotional wellness & vitality; Spiritual Sensitivity and Purpose;
 Moral/ethical integrity

Attention to...	Description
Culturally Responsive Instruction	In this course various types of assessment and learning styles will be emphasized. More specifically, the lesson plan format for this course addresses Universal Design for Learning that integrates accommodations and modifications used with students of varying abilities and cultural backgrounds. Within instructional design, education candidates will give attention to individual and universal accommodations that enhance the achievement of ALL students in the classroom.
Technology Integration:	
Professor’s Use	The course design and materials are accessible through Discovery, Asbury’s online learning application. This course occurs within the computer lab and all materials for the course are offered in digital form. Applications used include: Discovery, PowerPoint, Word, MicroGrade, Rubistar, digital case studies, Classroom Performance System (CPS) and the Florida Department of Education website.
Candidate’s Use	Candidates will use Discovery for each class period and will use these applications in the design of products: Word, PowerPoint, Rubistar, MicroGrade, variety of internet sites, and Florida Department of Education website.
Dispositional Development	Of the five dispositions, this course emphasizes <u>moral and ethical strength and integrity</u> through the knowledge of assessment design principles in applying “fair and equitable” measurements. As part of the work sample, collaboration is a necessary skill that requires <u>ability to work with people</u> . The Assessment Work Sample is a semester-long project requiring perseverance, work ethic, and professional thinking as a demonstration of <u>passion and enthusiasm for teaching</u> . Our devotions within this course focus on the delivery of instruction and assessment to enhance <u>spiritual sensitivity and purpose</u>

Impact on Learning	
Impact on Candidate Learning	The course is designed to teach candidates how to design a variety of assessment instruments, analyze student learning, and accommodate lessons for maximizing student progress. Assessment tasks are integrated within instructional design to create an authentic context for measuring student achievement. Candidates will produce in this course an Assessment Work Sample that will demonstrate knowledge and skill of assessment, instructional design, measurement procedures, and analysis of student achievement. The impact of this course is measured through the demonstration of performance tasks required for the Assessment Work Sample that assess the following Florida Educator Accomplished Standards Standards: 1, 2, 3, 4, 5, 6, 7, 10, 11, 12 and Asbury's 13.
Candidate's Impact On K-6 Student Learning	Within this course, educator candidates acquire the skills for measuring and evaluating the impact of their teaching on P-12 student learning. Candidates use prescribed data and conduct an impact analysis. At the end of this course, candidates design instruction that focuses on K-12 student achievement progress.

Course Objectives and Standards Addressed

The student will:

1. Describe performance assessment as it relates to content, process, and product through the development of a work sample: FEAP 1, 2, 3,4,5,6,7,10, 11, 12, Asbury's 13; FEC 6, 12, 17, 31; ESOL Ps 12, 14, 18, 19, 20, and 21
2. Apply major learning theories: FEAP 1, 2, 3,4,5,6,7,10, 11, 12, Asbury's 13; FEC 6, 12, 17, 31; ESOL Ps 4 and 12
3. Use and interpret statistical measures for evaluating learning progress of K-12 students: FEAP 1, 2, 4,5,6,7,10, 11, 12, Asbury's 13; FEC 6, 12, 17, 31; ESOL Ps 20 and 21
4. Design assessment and use alternative scoring for assessment items: FEAP 1, 2, 4,5,6,7,10, 11, 12, Asbury's 13; FEC 6, 12, 17, 31; ESOL Ps 20 and 21
5. Define and discuss motivation necessary for learning: FEAP 2, 4, 5, 7, 8, 9, 10; ESOL Ps 4 and 18
6. Discuss issues and implement examples of culturally responsive instruction and assessment: FEAP 1, 5, 10 and Asbury's #13; FEC 6, 12, 17, 31; ESOL Ps 4, 14, 19, 20 and 21
7. Analyze assessment results and determine impact on K-12 student learning: FEAP 1, 2, 3,4,5,6,7,10, 11, 12, Asbury's 13; FEC 6, 12, 17, 31; ESOL Ps 12, 14, 18, 19, 20, and 21
8. Use principles of universal design for learning within instruction and assessment: FEAP 1, 7, 10, 12; FEC 6, 12, 17, 31; ESOL Ps 5, 14, 21

Instructional Strategies Used in this Course

This class will include a wide variety of teaching methods demonstrated through lecture-discussion, cooperative learning activities, multimedia experiences, and class projects. Active participation is required on the part of all students. Student participation will include attendance, prepared student activities, simulations, role plays, video case studies, and written products. The entire course is taught in a computer lab as all tasks, activities, and work is accessed online.

Course Topics

Unit 1 Education and Assessment: An Evolutionary process

- A. Contemporary Assessment & Future Learning
- B. Classroom Assessment
- C. Universal Design for Learning

Unit 2— (Assessment Work Sample)

Component A: Students

Component B: Contextual Factors in Teaching

Component C: Instructional Unit

Evidence-Based Design

A. Components of Performance Assessment

B. Curriculum Alignment

C. Embedding Assessment in Unit Design

Component D: Unit Assessments

Designing Assessment

A. Performance Objectives

B. Writing Test Items

C. Statistics for Teachers

Component E: Instructional Design

A. Lesson Planning

B. Lesson Analysis

C. Concept Development in Lesson Plans

Component F: Analysis of Student Learning

Unit 3--Motivation

A. What is motivation?

B. Creating Productive Learning Environments

Unit 4--Behavioristic Theory

A. Classical Conditioning

B. Operant Conditioning

Applied Behavior Analysis

A. Principles of behavior management

B. Implementation of behavior management

Unit 5--Cognitive Theory

A. Piaget and human development

B. Bruner

C. Inquiry Learning

Unit 6--Humanistic Theory

A. Humanistic Principles

B. Implications for classroom teaching

C. Cooperative Learning

Attendance Statement-This course requires in-class and out-of-class time to complete the assignments. Attendance is very important. Candidates are expected to attend all classes. In the event of an emergency the candidate should contact the professor prior to the beginning of class.

Academic Integrity Statement- Cheating (dishonestly taking the knowledge of another person whether on a test or an assignment and presenting it as your work) and plagiarism (to take and pass off as one's own the ideas or writing of another) are serious issues. While it is legitimate to talk to others about your assignments and incorporate suggestions, do not let others "write" your assignments and projects in the name of peer review or "borrow" sections or whole assignments and tasks written by others. We do get ideas from life experiences and what we read, but be careful to interpret these ideas and make them your own. I am aware that many types of assignments and projects are available on the internet, however, it is unethical to borrow a project or task and use it as your personal assignment or project. Such action violates the Florida Code of Ethics for teachers that was signed and agreed to at Gate 2.

The penalty for cheating or plagiarism is a "0" on the assignment, unless the action of the candidate is a more serious violation of the Florida Code of Ethics. In cases where there is a major or continuous breach of trust, further discipline, such as an "F" in the course, may be necessary. The major consequence for any form of cheating is damage to your character and the lack of trust and respect that result from this type of choice. Remember, in all Gate assessments and job recommendations we are asked to rate your character and integrity.

Within each of our courses, cooperative learning occurs. Personal and professional integrity are demonstrated in cooperative learning situations by your level of engagement and involvement. It is important to attend all group meetings, participate in group discussions, offer valid and research-supported opinions, listen to ideas and remarks of colleagues, complete all individual and group assignments outlined by the membership, and exhibit professional interaction and responsibility at all times.

COURSE REQUIREMENTS, POINT VALUES, GRADING

PLEASE NOTE:

It is important for teachers to model professional behavior, work ethic, and high quality of work. Since this course precedes your student teaching, your performance in this course greatly determines your ability to be admitted to student teaching. Please demonstrate your most professional behavior in all aspects of the class.

1. Class Participation/Attendance: (5 points for 5 sessions = 25 pts)

FEAP 1, 2, 3,4,5,6,7,10, 11, 12, Asbury's 13; FEC 6, 12, 17, 31; ESOL Ps 12, 14, 18, 19, 20, and 21--The expectation is that ACHIEVE students will attend every class session, arriving on time, staying attentive throughout, and actively participating in class activities. For each of the 5 classes, students will earn 5 points toward their course grade for doing so. If a student misses one class, she/he will forfeit these points. Missing more than one class will result in the student losing credit for the course.

2. Readings: Each student will be expected to complete reading assignments according to the class schedule from the required text. Students are encouraged to make use of additional materials from the library and/or instructor and may be asked, upon occasion, to read additional material in preparation for class activities. **Students will be expected to review previous lecture notes and class readings before each class.**

FEAP 1, 2, 3,4,5,6,7,10, 11, 12, Asbury's 13; FEC 6, 12, 17, 31; ESOL Ps 12, 14, 18, 19, 20, and 21

3. Examination: (45 points)

One content exam (final) will be given. An online exam consists of applied multiple-choice questions. The exam will serve as a posttest measurement to correspond to the pretest administered at the beginning of the course. It is on the Discovery system and will be opened for only a certain period of time. Please acknowledge the due date.

FEAP 1, 2, 3,4,5,6,7,10, 11, 12, Asbury's 13; FEC 6, 12, 17, 31; ESOL Ps 12, 14, 18, 19, 20, and 21

4. Professional Growth Plan. (Total Points = 20)

Each student will develop a self-assessment and Professional Growth Plan (PGP) for Gate 3 and Gate 4 portfolio reviews. This task will be completed on the computer using the PGP template. This meets partial requirements for **Standards 3 & 6** in your portfolio. FEAP 3, 6 and Asbury's 13; ESOL Ps 4 and 14

5. In-Class Activities. (35 points)

There will be class activities that require attendance or participation. Completion of the task will occur during class or online with Discovery. Points for the task (non-graded activity) are earned by participating in the class. Each activity's points are as follows.

Pre-Test	10 points
Micrograde Activity	10 points
Rubistar	5 points
<u>Review for FEAP Professional Education</u>	<u>10 points</u>
Total In-Class	35 points

FEAP 1,2,4,5,7,8,9, 10, 12 and Asbury's 13; ESOL Ps 12, 18, 20

6. Quizzes. Three quizzes will be administered during the course. 50 points

Quiz 1 – Statistical Measures	20 points
Quiz 2 –Constructed Response(Lesson Assessment)	20 points
Quiz 3- CPS (Classroom Performance System)	10 points

FEAP 1,2,4,5,7, 9, 10,12; ESOL Ps 19, 20, and 21

7. In-class Formative Assessment Analysis. **3 points x 8 weeks = 24 points**

Each class period there will be a brief (under 5 minutes) formative assessment review. This review will be tracked on a classroom sheet by the individual and assigned group membership. The purpose of this activity is to provide an illustration of how teachers monitor student progress and use formative assessment data.

FEAP 1; FEC 6, 12, 17, 31; ESOL Ps 20 and 21

8. Drafts of the Portfolio Project. **Total Credit/Non-Credit Draft Points 65 points + 30 = TOTAL**

On specified sessions by the professor, each candidate is **required to produce a draft for sharing with the class and for peer review** and assessment. The following drafts will be due with point values included in the final scoring for turning in drafts at the time they are due. **No late drafts will be accepted and drafts are expected to be ready for each class period they are due. Incomplete drafts receive only 1 of 5 points and 2 of 10 points.**

Draft 1.	Unit Proposal (see template)	5 points	
Draft 2.	Component A: Students	10 points	Reviewer: 5
Draft 3.	Component B: Contextual Factors	10 points	Reviewer: 5
Draft 4.	Component C: Instructional Unit	10 points	Reviewer: 5
Draft 5.	Component D: Unit Assessments	10 points	Reviewer: 5
Draft 6.	Component E: Lesson Plan	10 points	Reviewer: 5
Draft 7:	Component F: Analysis of Assessment	10 points	Reviewer: 5

FEAP 1, 2, 3,4,5,6,7,10, 11, 12, Asbury's 13; FEC 6, 12, 17, 31; ESOL Ps 12, 14, 18, 19, 20, and 21

9. Portfolio Project: (479 points) There will be one portfolio project to be completed during this course. In preparation of this project, there will be opportunities to experience cooperative learning and to exercise skills of interaction, brainstorming, and collegial planning.

FEAP 1, 2, 3,4,5,6,7,10, 11, 12, Asbury's 13; FEC 6, 12, 17, 31; ESOL Ps 12, 14, 18, 19, 20, and 21

The portfolio project consists of one major task: Assessment Work Sample. Please refer to the project packet with prompts and rubrics.

Work Sample—FEAP Standards 1, 2, 3,4,5,6,7,10, 11, 12, Asbury's 13	
<u>Portfolio Project</u> : This project will consist of an <u>Assessment Work Sample</u> . It includes a variety of assessments embedded into instructional design. A content measure and open response item are included within the design. Refer to the attached gradesheet. (Worth 479 points) Please note the alignment of <u>standards</u> to <u>the Assessment Work Sample Components</u> .	
Component A: Students	Standards 10 and 13
Component B: Contextual Factors	Standards 2, 5, 9, 10
Component C: Instructional Unit	Standards 1, 2, 4, 5, 6, 7, 9, 10, and 13
Component D: Unit Assessments	Standards 1, 2, 3, 5, 7, 9, 10, 11, 12 and 13
Component E: Lesson Plan	Standards 1, 2, 4, 5, 7, 9, 10
Component F: Impact Analysis	Standards 1, 3, 10, 12
Component G: Reflection	Standards 1, 3, 10, 12, and 13

Summary of Course Requirements with Point Values

Grades: Grades will be based upon the student's competence in completing the 1 portfolio project (assessment work sample), the exam, quizzes, the PGP, the project drafts, review of drafts, and the non-graded activities. The student is expected to demonstrate knowledge in relation to selected topics, communicate his/her insights, and produce work that is accurate, informative, useful, instructive, and professional.

ALL ASSIGNMENTS ARE EXPECTED TO BE COMPLETED BY THE DUE DATE. THE INSTRUCTOR MUST BE INFORMED 24 HOURS IN ADVANCE IF AN ASSIGNMENT WILL BE LATE DUE TO AN UNEXPECTED EVENT.

IF THE INSTRUCTOR IS NOT INFORMED, points are deducted for each day that the assignment is late.

**E-MAIL You are encouraged to use e-mail.
E-MAIL IS an EFFECTIVE MEANS OF COMMUNICATION IN
CASE YOU MUST BE ABSENT FROM CLASS, HAVE A SPECIFIC CONCERN,
HAVE A QUESTION CONCERNING AN ASSIGNMENT OR YOU JUST WANT TO
CHAT.**

**PLAGIARISM: SEE STUDENT HANDBOOK.
GRADE ASSIGNMENTS**

Attendance	25 points
Professional Development Plan	20 points
Course Project #1—work sample	479 points
Project Drafts and Reviews	95 points
In-class Activities (including Pretest & PRAXIS review)	35 points
In-class Formative Assessments	24 points
Quiz 1: Statistics	20 points
Quiz 2: Lesson Assessment Quiz (PRAXIS constructed response)	20 points
Quiz 3: CPS System (formative assessment)	10 points
Exam	45 points
TOTAL POINTS	773 points

Grade	Points Earned	% of Mastery
A	738-773	96- 100
A-	715-737	93 - 95
B+	699-714	91 - 92
B	668-698	87 - 90
B-	653-667	85 - 86
C+	637-654	83 - 84
C	599-636	78 - 82
C-	583-598	76 - 77
D	537-582	70 - 75
F	<537	<70

Note: The instructor reserves the right to return any work which is not completed satisfactorily. In this situation a student would be asked to rewrite the assignment. The original grade and the rewrite grade would be averaged.

EDA 405, Learning Performance and Assessment: *ESOL Infusion Syllabus Addendum*

ESOL Performance Standard Addressed	Related Course Objective	Related Readings, Class Activities, and Assignments	Related Assessments (i.e., entrance/exit slips or artifacts/products) that Demonstrate Mastery of ESOL Performance Standards & Indicators
12, 14, 18, 19, 20, and 21	3,4,7	Multiple class activities on the theory and development of assessment for learning and the integration of instructional design for the purpose of diagnosing and prescribing for student learning	Assessment Work Sample

Bibliography

Classical Works

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