![Texas A&M University Commerce logo]

ELED 447.72B - Teacher Inquiry Projects and Assessment in Field-Based Settings
COURSE SYLLABUS: Spring 2016

Instructor: Carol Smith, Ed.D.
Office Location: Navarro Partnership/Corsicana
Office Hours: By Appointment
Office Phone: 903-875-7617   **Office Fax:** 903-872-2019
University email: **Carol.Smith@tamuc.edu**

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Textbook Required:
Dana, Nancy. (2013) Digging Deeper: A Teacher Inquirer's Field Guide into Action
Research. ISBN 9781452241951

Online Field-Based Handbook:
http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/fieldBased/documents/14-15%20FieldBasedHandbook_new1.pdf   (save for reference)

Course Description:

This course focuses on effective methods of assessment including the implementation of teacher inquiry projects as well as formal and informal assessments. The role of formative assessment as a guide for instruction and the importance of data-driven decisions will be emphasized. Problem based learning and the use of technology to collect, manage, and analyze multiple data sources to interpret learning results for individual students and for groups of students will be demonstrated. Prerequisite: "Continued "good standing" in the Teacher Education Program through successful completion of Internship courses".

Course Objectives:

Students will be able to demonstrate critical thinking about how and when to assess students. Students will develop an inquiry to explore in their field based placement. They will find, analyze, and select appropriate evidence for their inquiry and construct a cogent argument that articulates conclusions and logical next steps. This course meets every other week but has coursework and assignments online the weeks we are not meeting in person.

Student Learning Outcomes:

**TEA Competencies from Self-Report for Initial Teacher Certification, 2015-2016
Standard 1 Domain III**

The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

1.25k understands the role of assessment in guiding instructional planning

1.26k understands and demonstrates the importance of creating assessments that are congruent with instructional goals and objectives

1.27k understands the characteristics uses, advantages, and limitations of various assessment methods and strategies

1.17k demonstrates the use of technology in assessing student learning

1.29k understands the benefits of and strategies for promoting student self-assessment

1.30k links the connection between the Texas statewide assessment program, the TEKS, and instruction

1.31k demonstrate how to analyze data from local, state, and other assessments using common statistical measures

4.2k communicates assessment results to students and parents and other stakeholders

1.16k explores a wide range of assessment techniques (e.g., formative, summative, and standardized tests) to determine which assessment tools are appropriate for specific purposes

- (See Domain III Competency 7 3.12k, 3.13k, 3.14k, 3.15s, 3.16s, 3.17s) utilizes academic feedback as a form of communication to help students learn
- (See Domain III Competency 10 3.4k, 3.4s, 3.5s) Utilizes teacher inquiry to enhance their own teaching/learning purposes through:
    - Constructing well-supported, clearly articulated, and sustained arguments
    - Interpreting, analyzing, and evaluating statements, graphics, articles, and/or questions by discriminating among different degrees of credibility, accuracy, and reliability of evidence from data, as well as, recognizing assumptions from sources
    - Demonstrating an ability to justify conclusions based on evidence.

COURSE REQUIREMENTS

1. *Attendance*— on time—at **all** scheduled university sessions, school-based class sessions, and school-based meetings.
2. Professionalism exemplified by preparation and enthusiasm for all school-based and university activities.
3. Six lessons (planned, taught, and evaluated). [3 per rotation] A minimum of one lesson per rotation should be evaluated by the liaison.
4. Weekly session activities as assigned in session.
5. Teaching Inquiry Project – final project due in residency.
6. Technology requirements will be met by the use of eCollege/Dropbox as well as utilizing technology to teach lessons in the EC-6 classroom.
7. A digital *ePortfolio* that showcases growth as a teacher.
8. Extension activities following chapter readings related to the course content.
9. Register for TExES Certification Exams.
10. Check degree evaluation for accuracy.

Instructional / Methods / Activities Assessments:
Instructional methods in this course will be delivered in a seminar setting, including but not limited to, lectures, discussions, internet researches, modeling, displays and presentations, classroom applications of TEKS & TExES Competencies, state standards, mini-teaches, and

classroom teacher presentations. Also, instructional strategies utilized by the instructor will stress the importance of illustrations and concrete examples with use of hands-on experiences, as well as modeling content and vocabulary development for English language learners--- example: use of cognates with English learners. Instructor will model effective lesson design.

Student Learning Outcomes for Navarro Partnership:

1. Students will understand teacher inquiry and implement this research component in their field teaching. (3.4k, 3.4s, 3.5s)
2. Students will understand the various types of assessment. (1.16k)
3. Students will understand the role of assessment for modifying instruction. (1.25k, 1.31k)
4. Residents will maintain a log of classroom assessments observed during their residency. These reflections will include observations regarding teacher-made, standardized testing, test preparation procedures, and grading. (1.25k, 1.27k, 1.17k)
5. Residents will review data to interpret results in order to make informed decisions. (1.31k, 4.2k)
6. Students will be exposed to problem based learning and understand how it works to engage student in higher level thinking in meaningful contexts. (1.26k, 1.27k)
7. Students will be exposed to technologies used in collecting, managing, and analyzing data sets. (1.17k)

Assignments

Objective 1: Course project: Teacher Inquiry (10 weeks) =80 points
> *Wondering: 5 pts.*
> *Research on the topic: 10 pts.*
> *Design of Inquiry project: 15 pts.*
> *Data Collection (ample sources and amount): 25 pts.*
> *Data Analysis (qualitative and quantitative): 15 pts.*
> *Findings, Conclusion & Presentation: 10pts.*

Objective 2, 3, 4 and 5: Understanding how to use assessment= 20 points
> *Collecting and classifying formal and informal assessment by purpose: 5 pts.*
> *Evaluating 2 different assessments used by mentor: 5 pts.*
> *Use assessment to elicit evidence of student understanding: 5 pts.*
> *Looking at data to drive instruction: 5 points*

Objective 6: Understanding problem based learning= 5 points
> *Create an ill-structured problem: 5 pts.*

Please note that 10% of your grade comes from your field based performance (10pts).

Possible various in-class assignments to promote readiness for interview/job search.

Grading:

The following holistic scoring will be utilized:

A (90 – 100%). Excellent attitude, attendance, participation and completion of assignments by due date with quality effort and work

B (80 – 89%) = Good attitude, attendance, participation and completion of most assignments by due date

C (70 – 79%) = Sometimes exhibits poor attitude, attendance, participation and completion of some assignments by due date

D – (less than 70%) = Not recommended for teacher certification

---

TECHNOLOGY REQUIREMENTS

The following technology is required to be successful in this web enhanced course:

Internet connection – high speed recommended (not dial-up)
Word Processor (Microsoft Office Word – 2003, 2007, 2010)
Access to University Library site
Access to an Email.   WINDOWS IS BEST for running Ecollege and sending work (doc, docx).

ACCESS AND NAVIGATION

Access and Log in Information:

This course may be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to https://leo.tamu-commerce.edu/login.aspx.
You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000
or helpdesk@tamucommerce.edu.

COMMUNICATION AND SUPPORT

Good communication is vital in this course. Students may contact me by phone, email, or in person.
I will make every effort to check and respond to emails during the week. Weekend contacts may not be returned until the following Monday. Please note that you **MUST** use your university issued email account when contacting me for any issue related to this class. If you must text me, please say **ELED447** and your name.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures:

Academic Honesty Policy
Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material.

Disciplinary action for these offenses may include any combination of the following:
1. Point deduction on an assignment.
2. Failure for an assignment.
3. A grade of zero for an assignment.
4. Failure for the course.
5. Referral to the Academic Integrity Committee or department head for further action.
6. Referral to the Dean of the College of Education and Human Services, Business and Technology, Arts and Sciences, or Graduate School as appropriate.
7. Referral to the University Discipline Committee.
8. Communication of student's behavior to the Teacher Certification Office and/or Dean of the College of Education as constituting a reason to bar student from entering into or continuing in a teacher certification program. Procedures, A 13.04, 13.12, 13.31, and 13.32

ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:
Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamu-commerce.edu
Student Disability Resources & Services

Nondiscrimination statement: Texas A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook.)*
The use of vapor/electronic cigarettes, smokeless tobacco, snuff and chewing tobacco is prohibited inside and adjacent to any building owned, leased, or operated by Texas A&M–Commerce.

COURSE OUTLINE / CALENDAR		

Week	Topic	Field Work
Seminar 1-1/20 Week 1-2	Housekeeping: Residency requirements, Core-EC6, Syllabus Overview of Assessment What is Teacher Inquiry and Why Do Teach Inquiry- title 1 on CD	Read chapters:1&2 (start log of assessments you see in the classroom) Develop a wondering (5pts) due in writing – 2/2 IN CLASS
Seminar 2-2/2 Week 3-4	Types of Assessments (to look for in field) Review Inquiry (ppt. How to Come to a Topic for Inquiry -watch title 2, 3, 4 on book's CD How to get the research for your topic (online library, websites)	Read chapter: 3 Summary of research on your topic- 2-3 references to learn from (10pts) due 2/9- in dropbox Bring in assessment log to class with reflection (5pts) –2/16
Seminar 3-2/16 Week 5-6	How to Design your plan-Dr. Corp's example How to Collect Data (need 3 ways) Classifying assessments (formal & informal, summative and formative)	Inquiry plan (thoughtful draft) (15pts) due in dropbox-2/23 Start collecting data asap!
Seminar 4- 3/1 Week 7-8	Understand how assessment elicits evidence of student understanding -examples for groups to work on	Continue to collect data Create or modify assessment to elicit evidence of student understanding (5pts) due in dropbox 3/8 Evaluating mentor's assessments (5pts) due in class 3/22
Seminar 5-3/22 Week 9-10	Share what we learned by critiquing mentor assessments Looking at assessment to drive instruction	Continue to collect data Use assessment to drive instruction assignment (5pts) due
Seminar 6- 4/5 Week 11-12	PBL- what, why, how?	Collect data through end of wk 11 Read ch4 Begin to analyze data Collection of data verification (25pts)- due in class 4/19 Read: (PBL) Create ill-structured problem (5pts) due 4/12 in dropbox
Seminar 7 – 4/19 Week 13-14	Data Analysis (tech tools, methods, formats)- time in class to plan how: quan & qual How to Present Data- watch title 6 on book's CD	Read ch 5 Work on presentation of inquiry project Data analysis (15pts) due 4/26 drbx Presentation of inquiry project (10pts) due in class 5/10
Seminar 8 – 5/10	Presentation of Inquiry Projects	
Sixteen	Be ready for graduation!	Walk in Corsicana on May

Disclaimer:
The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class or via email by the instructor. Students who do not attend class or check their email assume responsibility for knowledge of any alteration to the course.