



**ELED 447 Assessment and Inquiry  
COURSE SYLLABUS: Fall 2017  
Section 610**

**Instructor:**

Dr. Sarah Guthery, Asst. Professor

**COMMUNICATION AND SUPPORT**

**University Email Address:**

Sarah.Guthery@tamuc.edu

**Interaction with Instructor Statement:**

The instructor of this course will be available to students before, during, and after seminar as well as in the field setting. They also may be contacted through email and phone.

**COURSE INFORMATION**

**Course Description:**

Students will be able to demonstrate critical thinking, including the ability to form a research question, research appropriate evidence, and construct a cogent argument that articulates conclusions. Additionally, students will understand how to use test data to inform planning. This course is taught in an integrated manner during seminar by Center Faculty and includes ELED 452.

*Student Learning Outcomes:*

**TEA Competencies**

**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.

<b>COURSE REQUIREMENTS</b>
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**Required Seminar Courses: ELED 447 and ELED 452**

1. *Attendance*— on time—at **all** scheduled university seminars, school-based class sessions, and school-based meetings.
2. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar 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. Bi-weekly seminar activities as assigned in seminar.
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.

1. Residents will analyze instructional vignettes to identify forms of formative or informal assessment, complete a Types of Assessment Chart, and be able to define formative and informative assessment. 1.16k
2. Residents will maintain a log of classroom assessments observed during their residency and these reflections will include observations regarding teacher made, standardized testing, test preparation procedures, and grading. 1.25k, 1.27k, 1.17k
3. Residents will review mock data to interpret results in order to make informed decisions 1.31k (questionnaire)
4. Residents will utilize mock data to plan and carry out a mock parent conference. 4.2k
5. Residents will design an assessment to correlate with an instructional unit of study. 1.26k (rubric)
6. Residents will practice using academic feedback and will be assessed during lesson evaluations. 3.12k, 3.13k, 3.14k, 3.15s, 3.16s, 3.17s
7. Residents will complete a self-selected teacher inquiry project. 3.4k, 3.4s, 3.5s (rubric)

## Attendance Policy:

This is required and is essential to your success in this class. Participants are expected to be on time and to actively and constructively participate. Your absences will affect your professionalism grade. **If you miss 3 or more classes you may/will be referred to the Curriculum & Instruction Department for possible dismissal.** Remember: Class activities and group discussions cannot be made up. As a future teacher, it is in your best interests to begin the professional habits of effective teachers now. In consideration of this when you find you must be absent in class please adhere to the following guidelines:

1. Notify the professor by email or text as soon as you realize you will need to be absent, or you miss class.
2. Notify your classroom partner to get notes and pick up materials for you.

## Assignment Policy:

All assignments are due on the date assigned unless otherwise approved by the instructor. **All assignments that are late will have 10% per day deducted.** Late means they are not turned in when class meets on the day they are due. You are a professional and must present yourself in a way to show responsibility. Assignments will be either handed in during class meeting or emailed to the professor. All completed/graded assignments must be picked up by the end of the semester or they will be discarded.

## Grading

Grading will reflect a combination of seminar and field work. **Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, and assessment of student progress.**

**A (90 – 100%) = Exceeding Expectations**

**B (80 – 89%) = Meeting Expectations**

**C (70 – 79%) = Needs Improvement**

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

## Additional Expectations:

1. Attend a data meeting
2. Attend a RTI meeting
3. Review classroom data

## ELED 447 Rubric

Course Work	Total Points Possible
Professional Application Packet Resume Online Portfolio State Core Content Test	100 Points
Inquiry Project Teacher lead inquiry project	100 Points
School Placement Binder	50 Points

School Placement Professionalism	50 Points
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<b>TECHNOLOGY REQUIREMENTS</b>
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*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 or 2007)*
- Access to University Library site*
- Access to an Email*

*Additionally, the following hardware and software are necessary to use eCollege:*

*Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).*

*Courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.*

*It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.*

<b>ACCESS AND NAVIGATION</b>
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**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@tamocommerce.edu](mailto:helpdesk@tamocommerce.edu).

<b>COURSE AND UNIVERSITY PROCEDURES/POLICIES</b>
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**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 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.

Suggested web resources to students for reference regarding what constitutes plagiarism and how to avoid it. [www.plagiarism.org/](http://www.plagiarism.org/) or [www.unc.edu/depts/wcweb/handouts/plagiarism.html](http://www.unc.edu/depts/wcweb/handouts/plagiarism.html) or [www.indiana.edu/~wts/pamphlets/plagiarism.shtm](http://www.indiana.edu/~wts/pamphlets/plagiarism.shtm)

### *Students with Disabilities*

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 162**  
**Phone (903) 886-5150 or (903) 886-5835**  
**Fax (903) 468-8148**  
[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

### *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 A&M-Commerce.

### *Anti-Discrimination Statement*

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.

### *Concealed Handguns*

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Please be aware of the new campus carry policy issued by Navarro College effective August 1, 2017. You are responsible for reading and knowing this information. Please see link below: <http://navarrocollege.edu/boardpolicies/section-gj-1/>