Course Syllabus: Classroom Assessment

Gordon T. & Ellen West College of Education
EDUC 3203 Section X10
Fall 2023 Online

Contact Information

Instructor: Lauren Smith
Office: Virtual, Request Zoom link via email
Office Hours: Monday: 5:30-6:30 pm; Tuesday 6:00-7:30 pm; Thursday: 6:00-7:30 pm; Friday 9:30-10:30 am and 2:00-3:00 pm; Saturdays and Sundays by request
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Instructor Response Policy

Instructor will respond to email and voicemail messages by 7:00 pm each weekday and at least once over weekends and holidays.

Course Description

This course introduces students to the competencies needed to construct reliable and valid objective classroom assessments. In addition, students will be introduced to formats and options for authentic assessments and the role of technology in designing and analyzing data from various types of assessments. Finally, students will become familiar with the utilization of reliable and valid data obtained from assessments to guide instructional decisions for all students, collectively or individually in the classroom.

Textbook & Instructional Materials

Popham, W. J. (2019). *Classroom Assessment: What Teachers Need to Know* (9th ed.). Pearson Education Inc.: Boston. ISBN: 987-0135569108

Required Technology

All students must have Internet access and the following technology applications: Google docs, video recording capability (webcam), Word Processing software, Adobe Reader, and a microphone. *(If you have a Chromebook, please inform instructor, so he or she can make other arrangements for exams.)*

Course Objectives/Standards

Course Objectives	TExES PPR	Com-mision er's Standards	Content Exam Framework	STR Stds/Exa m Frame	Techn ology App	Course Assignments/ Assessments
Students will be introduced to and become familiar with strategies that assure alignment of content objectives and appropriate assessment options in the classroom.	11f(3)	2(D)i,ii	008A,C	15(b)2,3, 4,5,6,7,9 I.001A II.004A,B ,G,H II.008A,B ,C		Midterm and Final Exam Activity – Creating objectives for TEKS and determining how to assess (using department's lesson plan template) Breaking down a TEKS (know/show chart/analysis of assessment items in terms of knowledge and skills) Assessment portfolio
Students will be introduced to and become familiar with competencies needed to develop various lower-order thinking and higher-order thinking objective items included on standardized tests for all students included (but not limited to):	11f(3)	2(A)i,ii	008B 009D	15(c)1 III.009B		Midterm and Final Exam Assessment Portfolio Activity – internalizing, analyzing and creating different types of assessment types for TEKS
Students will be introduced to and become familiar with authentic assessment options including (but not limited to): project-based learning, portfolios and self-assessments through the use of rubrics,	11f(3)	2(B)i	009D 014A,D	15(c)1		Midterm and Final Exam Activity – Internalizing and Creating a Rubric for Success Criteria)

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checklists, and other forms of assessment.						Assessment Portfolio
Students will be introduced to and become familiar with the use of technology to create assessments that can be objective or authentic in nature.					I:1.2s, 1.3s III:3.5s ,3.7s IV:4.9s VII:7.1 4s,7.1 5s	Midterm and Final Exam Assessment Portfolio Quizzes in class using various types of technology for formative assessment
Students will be introduced to and become familiar with the analysis of data obtained from reliable and valid assessments conducted in their classrooms, from research, or from standardized formats in order to make data-driven	11f(1)	2(B)ii, iii 2(C)i, ii	008D,E 009A,B,C	II.003B II.004H,I, J II.005B III.010B III.011B III.012B III.013A, D,F		Midterm and Final Exam Activity – Improving the Data Data Literacy Assignment

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decisions in their classrooms.						

See Appendix A for Complete List of Standards

Student Handbook

Refer to: [Student Handbook-2023-24]

Academic Misconduct Policy & Procedures
Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

AI Policy: Since writing, analytical, and critical thinking skills are part of the learning outcomes of this course, all writing assignments should be prepared by the student. Developing strong competencies in this area will prepare you for a competitive workplace. *Therefore, AI-generated submissions (that are not original to the student) are not permitted and will be treated as plagiarism.*

AI may be used as an editing and revision tool. In order to use this as a helpful resource and tool, the original design and writing must come from the student.

The choice may then be made to enter work through an AI site to evaluate if the revisions the AI produces still align to the professor-created rubric or success criteria for any given assignment. The AI generator/site must be cited as a reference tool for the original work. This tool is meant to be used ethically and responsibly. Not citing work will result in a zero on an assignment where AI is used.

Office of Student Conduct

Grading Assessment

Assignments	Percentage
Exams (2 at 20% each)	30%
Reading Checks (13 at 1% each)	13%
Practice Tests (5 at 2% each)	10%
Activities (which include Discussion posts) (6 at 4% each)	24%
Assessment Portfolio	12%
Data Literacy Assignment	12%
Total Percent	100%
*Some changes to specific assignments are coming soon. These changes will not affect the first week of course readings or work.	

Table 2: Total points for final grade.

Grade	Percent
A	90% or Greater
B	80% to 89.9%
C	70% to 79.9%
D	60% to 69.9%
F	Less than 60%

Exams

You will have a total of two exams (mid-term and final) that will be worth 30% of your total grade. The exams will be made up of multiple-choice questions based on the textbook, readings, and course lecture material. The tests will be taken online during an assigned time period, and they will not be able to be made up unless *prior arrangements* have been made.

Assessment Portfolio

One of your large assignments for this class is the Assessment Portfolio, which will be completed after learning about different types of assessments. The purpose of this assignment is to provide you with an opportunity to apply each type of assessment learned and to practice creating your own assessment items.

In addition, at least two of your created assessments must be completed using some sort of technology assessment (i.e. Kahoot!). It is your responsibility to make sure the links work when submitting the document. This portfolio template, description, and example can be accessed in D2L/Brightspace and must be submitted as a pdf and uploaded by the date due.

Data Literacy Assignment

The Data Literacy Assignment will be completed following Chapter 13 and will be submitted to TK20 via a link in D2L. This assignment requires you to analyze data from a previous STAAR test, interpret the data, explain what the data means, and offer recommendations for improving students' future scores on a similar test. Because this assignment is one of the Program Requirements, students who do not complete this assignment in TK20 will receive an Incomplete for the semester.

Reading Checks

To check your comprehension of the supplemental readings and textbook chapters, you will complete an online quiz each week (with the exception of Week 1) by Thursday of each week. The purpose of these reading checks is to ensure that you have prepared for class. You will have several reading checks to complete throughout the semester. The lowest grade will be dropped.

Activities

You will have a total of six activities to complete for the class that should be submitted to D2L/Brightspace by the date due. These activities will help you to apply the information learned in the course and prepare you for the quizzes and other assignments.

Discussion Questions

We will have two discussions throughout the class. In these discussions, you will answer questions about content from the readings and textbook. Discussion questions are posted in advance, so you can post your response at any time. Responses and replies are due on Thursdays of the week due. Responses are worth 50 points and replies are worth an additional 50 points.

Practice Tests/Quizzes

You will take a total of five practice tests throughout the semester to assess your knowledge of course readings and the chapters. Practice tests will be timed.

Extra Credit

Extra credit will be offered during the semester at specified times and dates. This information will be communicated to you at least one week in advance. No other extra credit will be given.

Late Work

Assignments are expected to be turned in by the due date. Ten percent of the total points will be deducted per day late, and any assignment submitted more than two weeks late will not be accepted. **Arrangements must be made at least two days in advance for any exceptions to be given.**

Important Dates

Last day for term schedule changes: January 17-20. Check date on Academic Calendar.
Deadline to file for graduation: February 20. Check date on Academic Calendar.
Last Day to drop with a grade of "W:" is March 27. Check date on Academic Calendar.
Refer to: Drops, Withdrawals & Void

Written Work

All written work should be completed in a professional style. Using correct spelling and grammar are important writing skills you must know well because your students will learn from you. Therefore, all written assignments will have 10% -20% of the grade based on spelling and grammar. Expectations are for quality work.

Desire-to-Learn (D2L)/Brightspace

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor. *All assignments must be submitted to D2L/BRIGHTSPACE for this course and should be in a pdf unless otherwise specified in the assignment guidelines.* A minimum of 5% of the total points will be deducted for assignments not submitted through BRIGHTSPACE.

Attendance

Students are expected to attend all meetings of the classes in which they are enrolled. Although in general students are graded on intellectual effort and performance rather than attendance, absences may lower the student's grade where class attendance and class participation are deemed essential by the faculty member. Because this is an online class, attendance will be taken by your presence in the online course. By logging onto our class page in D2L/Brightspace at least once per week, your attendance will be counted. If at any time you are unable to log onto the site, please send Professor Smith an email.

Professional teachers are dependable, reliable, and responsible. Therefore, candidates are expected to log in frequently to D2L and ask clarifying questions regarding class assignments, expectations, video lectures, and so forth. Infrequent login activity and failure to turn in assignments on time are taken

seriously. Candidates are likely to earn an F in the course for inactivity in any way. Be an active participant and be curious about your progress and feedback.

Online Computer Requirements

Taking this class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online class page can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Instructor Class Policies

An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude, or for disruptive conduct. The instructor must give the student a verbal or written warning prior to dropping the student from the class. An instructor's drop of a student takes precedence over the student-initiated course drop of a later date. The instructor will assign a grade of either WF or F through the first 8 weeks of a long semester, the first 6 weeks of a 10 week summer term, or the 11th class day of a 4 or 5 week summer term consisting of 20 days. After these periods the grade will be an F. The date the instructor drop form is received in the Office of the Registrar is the official drop date.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state)

exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should apply for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to Disability Support Services.

College Policies

Campus Carry Rules/Policies

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, please visit Campus Carry Rules and Policies

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit Safety / Emergency Procedures. Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: "Run. Hide. Fight."

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees

are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Students who wish to appeal a grade should consult the Midwestern State University MSU Catalog

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule EDUC 3183/EDUC 3203 online

Week	Dates	Activities/Assignments/Exams	Due Date
Week 1	08/28-09/03	Read all documents in Read Me First Module **Course Orientation Quiz** Chapter 1: Why Know Assessment?	 09/03
LABOR DAY - MONDAY, SEPTEMBER 4			
Week 2	09/04-09/10	Reading Check 1 Reading (Tomlinson, 2007) Reading (Dueck, 2021) Reading (McTighe, 2018) Chapter 2: What to Assess? **Discussion/Activity 1** – Introduction to Assessment	 09/07 09/07 09/10
Week 3	09/11-09/17	Reading Check 2 Chapter 6: Selected-Response Chapter 7: Constructed Response	 09/14
Week 4	09/18-09/24	Reading Check 3 Chapter 8: Performance Assessment Chapter 9: Portfolio Assessment **Activity 2** – Creating a Rubric	 09/21 09/24
Week 5	09/25--10/01	Reading Check 4 Chapter 10: Affective Assessment Reading (Altavilla, 2020) *Technology* **Activity 3** – Affective Assessment	 09/28 10/01
Week 6	10/02-10/08	Item Practice Bonus Quiz Technology Modules Assessment Portfolio Exam 1 Review	 10/01
Week 7	10/09-10/15	**Exam 1** (LockDown Browser Required) Reading Check 5 (reliability) Reading – Reliability and Validity in the Classroom Chapter 3: Reliability	 10/12 10/15

Week	Dates	Activities/Assignments/Exams	Due Date
		Chapter 10: Affective Assessment	
Week 8	10/16-10/22	Reading Check 6 (validity) Reading – Reliability and Validity in the Classroom Chapter 4: Validity	10/19
Week 9	10/23-10/29	Reading Check 7 Chapter 5: Fairness Reading – Assessing ELL and Special Education Students **Activity 4** – Assessment of Bias	10/26 10/29
Week 10	10/30-11/05	Reading Check 8 Chapter 12: Formative Assessment	11/02
Week 11	11/06-11/12	Reading Check 9 Reading - Assessments Chapter 11: Teacher's Assessments **Activity 5** – Improving the Data	11/09 11/12
Week 12	11/13-11/19	Reading Check 10 Chapter 13: Standardized Testing Reading – Data Literacy **Data Literacy Assignment**	11/16 11/19
THANKSGIVING BREAK (BEGINS 11/21 @ 10:00 PM)			
Week 13	11/20-11/21	Reading Check 11 Chapter 14: Test Practices	11/21
Week 14	11/27-12/03	Reading Check 12 Chapter 15: Evaluation of Instruction **Activity 6** – Evaluating Types of Instruction	11/30
Week 15	12/04-12/08	Reading Check 13 Chapter 16: Assessment-Based Grading Reading (Jung, 2018) Exam 2 Review	12/07
Week 16	12-10*	**Exam 2** (LockDown Browser Required)	12/10

References/Standards

This course utilizes research on best practices in the field of teaching. Additionally, content delivered for this course is based on accepted up-to-date research in the field.
The following are some of the resources utilized to provide quality instruction to students enrolled in the class.

Altavilla, J. (2020). How technology affects instruction for English learners. *Kappan, 102*(1), 18-22.

American Educational Research Association, American Psychological Association, & National Council on Measurement in Education (Eds.). (2014). *Standards for educational and psychological testing*. American Educational Research Association.

Dunlap, K., & Piro, J. S. (2016). Diving into data: Developing the capacity for data literacy in teacher education. Cogent Education, *3*(1).

Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE 2009-4067). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.

Lund, J. L., & Veal, M. L. (2013). Assessment-Driven Instruction in Physical Education: A Standards-Based Approach to Promoting and Documenting Learning.

Popham, W. J. (2016). *Classroom Assessment: What Teachers Need to Know* (8th ed.). Pearson Education Inc.: Boston.

Tomlinson, C. A. (2007). Learning to love assessment. *Informative Assessment, 65*(4), 8-13.

Appendix A: Standards/Competencies

PPR Standards
19 TAC §235.11(f)]

The Early Childhood: Prekindergarten-Grade 3 classroom teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. Early Childhood: Prekindergarten-Grade 3 classroom teachers must:

(1) gauge student progress and ensure mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning;
(3) design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes

Content Exam Framework
Competency 008 (Developmentally Appropriate Practice): Understand the types, selection, and uses of developmentally appropriate assessments and assessment

practices to effectively support young children's learning in prekindergarten to grade 3.

A. Demonstrate knowledge of the various purposes of the use of developmentally appropriate assessment for evaluating young students across domains.
B. Apply knowledge of basic assessment terminology and of types, characteristics, uses, and limitations of formal, informal, and alternative assessments (e.g., developmental screenings, formative and summative assessments, observations, portfolios, state-mandated assessments, types of assessment accommodations, curriculum-based measures).
C. Apply knowledge of ways to develop and select developmentally appropriate assessments and assessment strategies (e.g., use of TEA resources such as formative assessment banks), ensure that assessments are aligned to instructional objectives and outcomes, and use assessment results to inform instruction and measure student progress throughout the content areas.
D. Apply knowledge of considerations and strategies for effectively administering assessments and documenting assessment outcomes.
E. Recognize legal and ethical issues related to assessment, responsible assessment practices, and confidentiality.

Competency 009 (Progress Monitoring and Data-Driven Instructional Practice): Understand how to design, implement, and evaluate learning experiences and instruction in order to promote development and learning of all students in prekindergarten to grade 3.

A. Demonstrate knowledge of the foundational elements of Response to Intervention (RtI) and the ability to apply this knowledge to differentiate tiered instruction for all students based on data.
B. Interpret and use information from formal and informal assessments, including the use of multiple measures of assessment, to inform decisions and plan and evaluate student learning.
C. Interpret assessment results to enhance knowledge of students; evaluate and monitor development, learning, and progress; establish goals; and plan, differentiate, and continuously adjust learning activities and environments for individuals and groups.
D. Demonstrate knowledge of a variety of types of systematic observation and documentation (e.g., anecdotal notes, checklists, data collection) and the ability to use these processes and procedures to gain insight into students' development, strengths, needs, and learning.

Competency 014 (Analysis and Response): In a written response, analyze and interpret qualitative and quantitative data to identify a given student's strengths and needs and design developmentally appropriate instruction.

A. Demonstrate the ability to analyze and interpret formative and summative observational and assessment data for a given student in order to select and accurately describe a significant strength or need that

the student demonstrates related to a foundational English language arts, mathematics, or science skill or objective.

D. Demonstrate the ability to select and accurately describe a developmentally appropriate method of informal assessment to effectively monitor the student's progress toward the identified learning skill or objective.

Commissioner's Standards

(2) Standard 5—Data Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(A) Teachers implement both formal and informal methods of measuring student progress.

i. Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.

ii. Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.

i. Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.

ii. Teachers involve all students in self-assessment, goal setting, and monitoring progress.

iii. Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(C) Teachers regularly collect, review, and analyze data to monitor student progress.

i. Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.

ii. Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.

i. Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
ii. Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

Science of Teaching Reading Standards

Standard 19 TAC §235.15(b) Reading Development.
The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of Kindergarten-Grade 5 Texas Essential Knowledge and Skills (TEKS) and Texas Prekindergarten Guidelines pertaining to reading and apply knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote students' development of grade level skills within the following components of reading:
(2) print awareness
(3) phonological and phonemic awareness
(4) phonics
(5) fluency
(6) vocabulary development
(7) comprehension of informational text
(9) beginning strategies and reading comprehension skills
Standard 19 TAC §235.15(c) Reading Pedagogy.
The Early Childhood: Prekindergarten-Grade 3 classroom teachers demonstrate understanding of the principles of reading instruction and assessment and use a range of instructional strategies and assessment methods to promote students' development of foundational reading skills, including:
(1) implementing both formal and informal methods of measuring student progress in early reading development;

Science of Teaching Reading Exam Framework

I. Demonstrate knowledge of basic concepts related to second-language acquisition as described in the *Texas Prekindergarten Guidelines* and the TEKS for ELAR (Kindergarten through Grade 5) (e.g., recognizing that general education teachers have a shared responsibility in promoting English learners' English language development, that an English learner's English language proficiency level does not relate to the student's grade level, that beginning-level English learners may experience a "silent period" during which they are listening actively without producing oral language, that English learners acquire a new language best when they are provided with multiple, incremental opportunities to

expand and extend their English language skills as they build on their strengths in the home language).

Competency 001 (A). Demonstrate knowledge of scientifically based reading research (e.g., key findings of the National Reading Panel, the National Early Literacy Panel, the National Literacy Panel for Language Minority Children and Youth), including the key research-based components of reading instruction (i.e., phonemic awareness, phonics, fluency, vocabulary, and text comprehension) and the essential roles that oral language, writing, and motivation play in promoting reading development for students in prekindergarten through grade 3.

Competency 002 (E). Demonstrate knowledge of key assessment concepts (e.g., validity, reliability, equity in testing) and the characteristics, uses, and limitations of standardized criterion-referenced and norm-referenced tests to assess reading development and identify reading difficulties.

II. Reading Development
Competency 003 (Oral Language Foundations of Reading Development): Understand foundational concepts, principles, and best practices related to young children's development of oral language, including second-language acquisition, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level oral language skills.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in oral language development, including sentence and grammatical complexity, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 004 (Phonological and Phonemic Awareness): Understand concepts, principles, and best practices related to the development of phonological and phonemic awareness, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level phonological and phonemic awareness skills.

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing students' development of phonological and phonemic awareness skills.
B. Demonstrate ability to accurately interpret the results of ongoing assessments in phonological and phonemic awareness and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.
G. Demonstrate knowledge of research-based strategies and best practices for promoting young children's development of phonological awareness skills.
H. Demonstrate knowledge of research-based strategies and best practices for promoting development of phonemic awareness skills, including strategies

that help make the concept of phonemes more concrete for young children (e.g., using manipulatives).

I. Recognize that a student's home language or language variety may not include all the sounds used in standard English and that English learners and speakers of various dialects or regional styles of English may require explicit, linguistically appropriate support in order to perceive and manipulate some of the phonemes of standard English.

J. Demonstrate knowledge of research-based strategies and best practices for differentiating instruction in phonological and phonemic awareness skills in order to address the assessed needs of all students.

Competency 005 (Print Concepts and Alphabet Knowledge): Understand concepts, principles, and best practices related to the development of print concepts and alphabet knowledge, including understanding of the alphabetic principle, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level print concepts and alphabet knowledge and their understanding of the alphabetic principle.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in print concepts, alphabet knowledge, and the alphabetic principle, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 008 (Reading Fluency): Understand concepts, principles, and best practices related to the development of reading fluency, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading fluency.

A. Demonstrate knowledge of explicit, research-based strategies, tools, and techniques for assessing various aspects of students' development of reading fluency.

B. Demonstrate ability to accurately interpret the results of ongoing assessments in reading fluency and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

C. Demonstrate knowledge of the continuum of fluency development as described in the Texas Prekindergarten Guidelines and the TEKS for ELAR (Kindergarten through Grade 5), from accurate, automatic letter naming, to word reading, to reading connected text, to reading increasingly complex connected text.

III. Reading: Comprehension

Competency 009 (Vocabulary Development): Understand concepts, principles, and best practices related to vocabulary development, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level vocabulary knowledge and skills.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in vocabulary development and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 010 (Comprehension Development): Understand concepts, principles, and best practices related to the development of reading comprehension, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level reading comprehension strategies.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension, including reading comprehension strategies and trends in student work that provide insights into possible misconceptions, and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 011 (Comprehension of Literary Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about literary texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for literary texts.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension and analysis of literary texts and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

Competency 012 (Comprehension of Informational Texts): Understand concepts, principles, and best practices related to the comprehension of and critical thinking about informational texts, and demonstrate knowledge of developmentally appropriate, research- and evidence-based assessment and instructional practices to promote all students' development of grade-level comprehension and analysis skills for informational texts.

(B) Demonstrate ability to accurately interpret the results of ongoing assessments in reading comprehension and analysis of informational texts and to use the results to inform instructional planning and delivery, including differentiation strategies and interventions.

IV. Analysis and Response

Competency 013 Analyze assessment data related to reading development in foundational reading skills and reading comprehension, and prepare an organized, developed written response based on the data and information presented.

A. Demonstrate the ability to analyze, interpret, and discuss accurately and appropriately the results of a reading assessment for an individual student.

D. Using sound reasoning and knowledge of foundational reading skills, demonstrate the ability to explain the effectiveness of the selected instructional strategy or intervention to address a student's identified need in foundational reading skills.
F. Demonstrate the ability to select and accurately describe an appropriate, effective instructional strategy or intervention to address a student's identified need in reading comprehension.

Technology Applications for All Teachers
Standard I: 1.2s explore complex systems or issues by using models, simulations, and new technologies to develop hypotheses, modify input, and analyze results;

Standard I: 1.3s analyze trends and forecast possibilities and develop steps for the creation of an innovative process or product;

Standard III: 3.5s resolve information conflicts and validate information by accessing, researching, and comparing data from multiple sources;

Standard III: 3.7s process data and communicate results.
Standard IV: 4.3s collect and analyze data to identify solutions, make informed decisions, and support reasoning;

Standard IV: 4.9s use tools such as word processing, spreadsheets, databases, graphic organizers, charts, multimedia, simulations, models, and programming languages to collect, analyze, and represent data.

Standard VII: 7.14s use formal and informal assessment methods to evaluate appropriately students’ projects and portfolios;

Standard VII: 7.15s collect observable and measurable data to gauge student pro

Appendix B: Conceptual Framework Overview

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- Learner Development - understand 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 design and implements developmentally appropriate and challenging learning experiences.
- Learning Differences -understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Learning Environment - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Content Knowledge - understand 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.
- Application of Content - understand 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.
- Assessment - understand and use 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.
- Planning for Instruction - plan 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.
- Instructional Strategies - understand and use 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.
- Professional Learning and Ethical Practice - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Leadership and Collaboration - seek 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.

Teacher Education Program Requirements

Clinical experiences at the WCOE, including both initial clinical experiences (e.g. classroom observations) and clinical teaching, are an essential part of the professional preparation program. Clinical experiences vary across many WCOE undergraduate programs and are designed and implemented through collaboration with school district and community partners. WCOE teacher candidates gain essential knowledge, skills, and dispositions through observations and teaching opportunities in a wide variety of diverse settings (e.g. urban/rural, SES, special needs, race/ethnicity). WCOE believes in gradual release of responsibilities and exposes and evaluates teacher candidates throughout the program so as to provide them with the best learning experience. Below are the assessments that are used across courses and programs to effectively monitor teacher candidates' progress.

Dispositions

Candidates in the teacher education program are evaluated on their dispositions towards the 10 InTASC standards three times (beginning, middle, end) during their program in Educational Psychology, Professional Methods Block A, and Clinical Teaching in the following areas:

- Candidates respect learners' differing strengths and needs and are committed to using this information to further each learner's development.
- Candidates believe that all learners can achieve at high levels and persist in helping each learner reach his/her full potential.
- Candidates are committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- Candidates realize that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He or she keeps abreast of new ideas and understandings in the field.
- Candidates value flexible learning environments that encourage learner exploration, discovery, and expression across content areas.
- Candidates are committed to using multiple types of assessment processes to support, verify, and document learning.

Candidates respect learners' diverse strengths and needs and are committed to using this information to plan effective instruction.

- Candidates are committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- Candidates take responsibility for student learning and use ongoing analysis and reflection to improve planning and practice.
- Candidates actively share responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

Candidates are evaluated by faculty in those courses at a developing, beginning, and mastery level of competency as determined by the academic committee on program quality. The evaluation is based upon evidence gathered through classroom participation, assignments, observed field experiences and unit planning.

Data Literacy Assignment
Teacher candidates are expected to demonstrate the ability to interpret standardized test data and make instructional decisions based on the test data from students. At the conclusion of Classroom Assessment/Assessment in PE, students will develop an understanding of assessment practices that enable them to accurately read and interpret testing data. In addition, teacher candidates will apply concepts learned in the course to explain what the data means and what, if any, interventions should be implemented for targeting specific groups of students. By identifying weak areas of conceptual understanding of their students, teacher candidates can create appropriate instructional strategies that lead to greater student success.

Lesson Planning
Teacher candidates must demonstrate the ability to plan, assess, and implement instruction. This begins in the Foundational block where the teacher candidates create and write lessons for effective teaching. Teacher candidates are required to develop lesson plans. The specific format can be adapted, but should always include the objectives (TEKS), procedures, materials/resources, and assessment. Student engagement is a key element in a good lesson with a goal of student learning/success is the ultimate goal.
Candidates must form an assessment strategy to determine the extent to which students are able to master learning of objectives. Candidates also describes the instructional delivery method addressing the following step-by-step procedures:
1. Questions and concerns listed in the directions given to you by your instructor
2. Setting purposes ("Today we will be…I want you to…because you will…")
3. Method(s) for engaging students in the lesson
4. Any questions asked during the lesson should be in bold
5. Higher order thinking reflected in questions
6. Instructional Strategies: Modeling, Discussion, "Hands-on", Inquiry, etc.
7. Grouping: when and how
8. Instruction that addresses learners' needs (ELLs, Special Education, 504, Gifted, Struggling Learner)
9. Closure

After teaching the lesson, candidates are then required to reflect on the lesson delivery, appropriateness of instructional strategies, impact for future planning, and opportunities for collaboration with mentor teacher. The skills acquired during lesson planning provides the foundation and are also built upon for unit planning and other key assessments.

Unit Plan
Teacher candidate's ability to demonstrate the ability to plan, assess, and implement instruction continues in the professional block with the Unit plan assessment. The unit plan assessment is a modified form of Midwestern Impact on Student Learning (MISL) that requires teacher candidates to plan a unit of teaching. Candidates are required to determine a set of multiple learning objectives aligned to state content standards Texas Essential Knowledge and Skills (TEKS) appropriate to the lesson(s) the candidate is preparing.

Co-Teaching
West College of Education adopts a co-teaching model for the candidates during their clinical experiences. These strategies include the following:

One Teach, One Observe — One teacher has primary instructional responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to have a focus for the observation.

- One Teach, One Assist — One teacher has primary instructional responsibility while the other teacher assists students with their work, monitors behaviors, or corrects assignments.
- Station Teaching — The co-teaching pair divide the instructional content into parts and the students into groups. Groups spend a designated amount of time at each station. Of-ten an independent station will be used.
- Parallel Teaching — Each teacher instructs half of the students. The two teachers are addressing the same instructional material and present the lesson using the same teaching strategy. The greatest benefit is the reduction of student to teacher ratio.
- Supplemental Teaching — This strategy allows one teacher to work with students at their expected grade level, while the co-teacher works with those students who need the information and/or materials extended or remediated.
- Alternative/Differentiated Teaching — Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students, however the instructional methodology is different.
- Team Teaching — Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team teaching strategy, both teachers are actively involved in the lesson. From a student's perspective, there is no clearly defined leader, as both teachers share the instruction, are free to interject in-formation, and available to assist students and answer questions. (Adapted from Cook & Friend (1995)

MISL- Midwestern Impact on Student Learning
Successful completion and submission of a MISL portfolio is required during the first six weeks of clinical teaching. Teacher candidates are required to plan, implement, and assess student learning within a unit of study. The Midwestern

Impact on Student Learning (MISL) measures content knowledge, pedagogical knowledge, and effect on student learning in the following areas/domains : Learning Environments; Individual Development and Diversity; Collaboration; Planning Process and Content; Assessment; Strategies and Methods; Reflection; Professional Development; and Communication.

Each of the 10 areas is scored with one of 4 ratings: Exemplary 4, Competent 3, Needs Improvement 2, and Unsatisfactory 1. An overall score of 20 (meets expectations) is required for successful completion of student teaching for all teacher candidates.

The MISL is a record of candidates' ability to carefully consider all contextual factors that influence instruction and to then use those factors to plan and design a unit of instruction, including an assessment plan that can demonstrate changes in student knowledge, skills, or dispositions resulting from instruction. The MISL includes both reflexive (description of instructional decision making during the unit) and reflective components that encourage candidates to plan instruction strategically and to approach teaching in a purposeful, thoughtful, and methodical manner.

Appendix C: Note about COVID

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVE-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbot's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.