



Course Syllabus: Classroom Assessment
Gordon T. & Ellen West College of Education and Professional Studies
EDUC 3183 Section X24
Summer II 2026: online

Contact Information

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Instructor Response Policy

Instructor will respond to email and voicemail messages by noon 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. (2024). *Classroom Assessment: What Teachers Need to Know* (10th ed.). Pearson Education Inc.: Boston. ISBN: 978-0138170905

Note: Digital textbooks are included with course fees for this course. Check your my.msutexas.edu email for instructions to access the textbook.

Required Technology

All students must have Internet access and be able to navigate to different sites on the Internet.

All students must have and be able to use the following technology applications: Google docs, Word Processing, and Excel software. *(If you have a Chromebook, please inform instructor, so he or she can make other arrangements for exams.)*

Course Competencies/Standards

Course Competencies	TExES PPR	Com-misioner's Standards	Content Exam Framework	STR Stds/ Exam Frame	Tech nolog y 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.	I(003) A,B III(008)E	2(D)i,ii	008A,C	15(b) 2,3,4, 5,6,7, 9 I.001 A II.004 A,B,G ,H II.008 A,B,C		Reading Checks Assessment portfolio Literacy Assessment Research
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): true/false, fill-in-the-blank, matching, multiple choice, short answer and essay items.	III (010)A ,B,C,D ,E	2(A)i,ii	008B 009D	15(c) 1 III.00 9B		Reading Checks Assessment Portfolio
Students will be introduced to and become familiar with authentic	III (010)A ,B,C,D ,E	2(B)i	009D 014A,D	15(c) 1		Reading Checks

assessment options including (but not limited to): project-based learning, portfolios and self-assessments through the use of rubrics, checklists, and other forms of assessment.						Assessment Portfolio Literacy Assessment Research
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 (002)A, F, G I(003) E III(009)A, H				I: 1.3s IV:4.3s VII:7.14s,	Assessment Portfolio
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 decisions in their classrooms.	I(003) C, D	2(B)ii, iii 2(C)i, ii	008D, E 009A, B, C	II.003 B II.004 H, I, J II.005 B III.01 0B III.01 1B III.01 2B III.01 3A, D, F		Reading Checks Data Literacy Assignment Literacy Case Study and Intervention Plan

See Appendix A for Complete List of Standards

Student Handbook

Refer to: [Student Handbook](#)

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.

[Office of Student Conduct](#)

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.

Generative AI Disclosure

You will be **required to disclose information** about your AI-generator use in the following situations:

- If you use an AI-generator to help you brainstorm, come up with an outline, or summarize a concept for you, you must acknowledge that use in a statement at the end of your work.
- If you use text that was created by an AI-generator within your essay, you must acknowledge the AI-generator as the source of that text within your work just as you would any other source.

Students who fail to disclose the use of AI tools but whose work contains marked similarities with text created by AI generators will be required to meet with Dr. Lindt. If it's determined that the student over-used AI text in the submission without properly citing it and/or disclosing its use, the student will have all subsequent work monitored by Dr. Lindt.

If you did use a GenAI, your statement needs to contain the following information, which includes your interactions with (prompts and responses) the LLMs you use (you can copy and paste what's below and address the pertinent parts):

- GenAI program(s) used and reason for using that (those) program(s)
- Explanation of how GenAI was used; responses may address
 - Summarizing readings or other content.
 - Brainstorming ideas, or testing out ideas (a sounding board).
 - Sharpening up lengthy sentences or passages so your intentions are clearer or more concise.
 - Having it generate text to help you refine your position.
 - Getting it to prompt you and ask you follow up questions to help develop your thinking.
 - Asking questions.
 - Having it check your grammar and citations.
 - Soliciting feedback on what you wrote; as a test reader: Is x content doing what you want it to do? Use with caution since many LLMs use the content you uploaded for further training.
- In what ways was the algorithm helpful?
- In what ways was the algorithm's output flat, homogenized, or otherwise not representing your voice, language(s), etc.
- What would you do differently when prompting next time? Here, you can consider why the LLM wasn't as helpful as you'd hoped.

- **Include ALL inputs and outputs used (your prompts and the GenAI's responses).**

Knowledge Checks

You need to complete knowledge checks in each module. Knowledge checks will not affect your final grade in the course but are vital for ensuring you are understanding the materials as you progress through the course.

Student Responsibilities or Tips for Success in the Course

To be successful in this course, must complete all activities in each module. Students must stay actively engaged in the course by working on the course for a recommended minimum of four days each week.

Grading Assessment

Table 1: Total points for final grade.

Grade	Percent
A	90%-100%
B	80% to 89.9%
C	70%-79.9%
D	60% to 69.9%
F	Less than 60%

Table 2: Module Assignments and point value

Assignments	Percentage
Week 1 Introduction	2%
Reading Checks (5 at 20% each)	35%
Assessment Portfolio	15%
Data Literacy Assignment	15%
Activities (3 at 33% each)	33%
Total Points	100%

Reading Checks

For each module, you will complete a reading check, which will be a multiple choice quiz comprised of questions over the websites and readings in the module.

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 performance assessment 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. By submitting assessment artifacts, the student will demonstrate their ability to apply different types of classroom assessment techniques for use with EC-3 learners.

Data Literacy Assignment

The Data Literacy Assignment This assignment requires you to analyze and interpret literacy assessment data. Students will be given a set of classroom literacy data to analyze and interpret.

Activities

You will have a total of six activities throughout the course to help you demonstrate your understanding of the material in each module.

Late Work

Assignments are expected to be turned in by the due date. 25% of the total points will be deducted for each day late, and any assignment submitted more than one week 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; check date on [Academic Calendar](#).

Deadline to file for August graduation: June 22nd. Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" June 17th. 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.*

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

Students are expected to assist in maintaining a classroom environment which is conducive to learning. To ensure that all students have the opportunity to gain from time spent in class, unless otherwise approved by the instructor, students are prohibited from engaging in any form of distraction—this includes, but is not limited to, pagers and cell phones. Electronic communications devices will be turned off anytime the class member is in the school building—in our classroom or in a field experience classroom. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class and a Professional Fitness Form will be filed for review with the college. If the instructor must file a Fitness Alert Form for any reason, including failure to demonstrate appropriate teaching dispositions, the student may receive an instructor drop with an "F" for the course.

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.

Inclement Weather

In the case of campus closure due to inclement weather, please log on to D2L to check whether any changes will be made to course assignments and due dates.

Changes will be posted in the NewsFeed on D2L and will be emailed to students. Because this is an online class, assignment dates will not be changed unless noted on the NewsFeed and in D2L.

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 make application for such assistance through Disability Support Services, located in the Student Wellness Center, (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, 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 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.](#)"

Obligation to Report Sex Discrimination under State and Federal Law
Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University's Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick
Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Report Form](#)
Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX](#)

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

Module and Topic	Dates	Materials to Read and Review	Assignments
M1: Introduction to Assessment	7/6- 7/12	<ul style="list-style-type: none">• Syllabus and course familiarity• Website: When to Give Assessments• <i>Classroom Assessment</i> Textbook: Chapter 1• Website: Formative vs. Summative Assessments• Website: Texas Formative Assessment Resource• Reading: Learning to Love Assessment• Reading: Opening Stronger• Reading: 3 Key Questions• Video: ABCD Objective Writing• Readings: ABCD Objective Writing	<ul style="list-style-type: none">• All about me presentation• Reading Check 1• Activity 1: Intro to Assessment

Module and Topic	Dates	Materials to Read and Review	Assignments
M2: Understanding Assessment Tools	7/13-7/19	<ul style="list-style-type: none"> • <i>Classroom Assessment</i> Textbook: Chapter 6 • Selected-Response • <i>Classroom Assessment</i> Textbook: Chapter 7 • Constructed Response • Performance Assessment • Portfolio Assessment • <i>Classroom Assessment</i> Textbook: Chapter 9 • Reading: Observation Checklists • Reading: How technology affects instruction for English Learners • Website: 6 Things We're Getting Wrong • Website: Integrating Technology in the Classroom • Assessment with Technology 	<ul style="list-style-type: none"> • Reading Check 2 • Assessment Portfolio
M3: Analyzes, interprets, and uses student performance data for decision making	7/20-7/26	<ul style="list-style-type: none"> • Reading: Reliability and Validity in the Classroom • <i>Classroom Assessment</i> Textbook: Chapter 11 • Website: Score Formulas Cheat Sheet • Understanding Point-Biserial Indexes • Understanding Item Analyses • Reading – Data Literacy • STAAR Technical Guide • STAAR Assessment Interpretive Guides 	<ul style="list-style-type: none"> • Reliability and Validity Bonus Quiz • Reading Check 3 • Data Literacy Assignment

Module and Topic	Dates	Materials to Read and Review	Assignments
M4: Understands self-assessments, evaluations, and how to determine appropriate assessments	7/27-8/2	<ul style="list-style-type: none"> • Reading: Performance-Based assessments • <i>Classroom Assessment</i> Textbook: Chapter 16 • Reading: Affective Assessment • <i>Classroom Assessment</i> Textbook: Chapter 10 • Reading: Frequencies • <i>Classroom Assessment</i> Textbook: Chapter 15 • Website: Texas Evaluation System • Reading: T-TESS Rubric 	<ul style="list-style-type: none"> • Activity 2: Evaluating Types of Instruction • Reading Check 4
M5: Understand appropriate strategies to align assessments with content objectives	8/3-8/6	<ul style="list-style-type: none"> • <i>Classroom Assessment</i> Textbook: Chapter 5 • Avoiding Bias in Assessments • Reading – Assessing ELL and Special Education Students • Website: Types of Tests • Website: Age Equivalent Scores • Website: What do Age Equivalent Scores mean? • Website: Aptitude Tests • Website: Achievement Tests • Website: Ability Tests 	<ul style="list-style-type: none"> • Activity 3: Assessment of Bias • Reading Check 5

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: 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 information, 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.