



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

EDUC 5350-110 Fall 2017

6:00 p.m.-8:45 p.m.

Monday

Assessment and Interpretation for Education Leaders

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Class 6:00 p.m.- 8:45 p.m. August 28 2017 – December 15, 2017

Texas A&M University-Central Texas Mission Statement

Texas A&M University-Central Texas is an upper-level university offering junior and senior-level coursework needed to successfully complete baccalaureate degrees and all coursework leading to the completion of graduate degrees. The University is committed to high quality, rigorous, and innovative learning experiences, and prepares students for lifelong learning through excellence in teaching, service, and scholarship.

College of Education Mission Statement

The mission of the College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in the College of Education prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

Mode of Instruction & Course Access

This course is a hybrid course and uses TAMUCT Blackboard Learn system (<http://tamuct.blackboard.com>) as a supplement to the face-to-face learning opportunities. You will use the Blackboard username and password communicated to you separately to login to this system.

Student-Instructor Interaction

I am readily available to you. Please talk to me before or after class for immediate needs. My office hours are noted above, but you may reach me at other times as needed. You may email me or leave a telephone message or you may use the following number in cases of emergency: 512-694-6291.

UNILERT - Emergency Warning System for Texas A&M University–Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

Course Information

Program Goal

Texas A&M University-Central Texas students, upon completion of certification requirements, will be reflective professional educators who make effective educational decisions that support the creation of dynamic learning environments.

Course Overview and Description: EDUK 550.115

1.0 Texas A&M University - Central Texas Catalogue Description for EDUC 5350: The examination of assessment as a process with emphasis on assessment of student achievement and on data interpretation for the purpose of improving instruction.

Course Objective and Student Learning Outcomes

- 1) Analyze assessment as a process.
- 2) Identify the role of school personnel in using data to inform instruction.
- 3) Compare and contrast norm-referenced and criterion-referenced tests and formative and summative assessment.
- 4) Identify appropriate items or tasks for traditional and authentic assessments.
- 5) Identify best practices in schools related to assessment of student achievement.
- 6) Disaggregate various types of data.
- 7) Collect and analyze student achievement data.
- 8) Understand ethical issues related to assessment.

Required Reading and Textbook(s)

Kubiszyn, T and Borich, G (2010). *Educational Testing and Measurement*. Hoboken, NJ: Wiley & Sons, Inc.
 Popham, J. (2010). *Everything School Leaders Need to Know About Assessment*. Thousand Oaks, CA: Corwin

Course Requirements

Specific Assignments:

Two Article analyses (30 Pts.). The student will find two journal articles that relate to assessments. The student will write a summary of the article and provide an analysis that includes a discussion of the importance of the given topic to instructional development. Use these questions to guide your analysis:

- Why is this article important?
- What did you find relevant?
- How does it fit into your existing ideas about evaluation and assessment?
- How does the article fit into the content we have been discussing in class?

Open Book Quiz (25 Pts.). Written, open book quiz covering the first two chapters of the text.

Midterm (50 Pts.). A review will be given. The exam will be take-home.

Final Exam (120 Pts.). The final exam will be a project wherein the student will build a formative assessment instrument.

Professionalism/Participation (25 Pts.) Attention, punctuality, preparedness, and active participation are expected. It is essential that students meet all requirements set forth for the course. You are expected to practice demonstrating the attitudes and dispositions of a capable, caring, professional educator. Professional Grade points will be based on attendance, preparation and active participation.

Two Article Analysis	30Pts.
Open Book Quiz	25 Pts.

Mid-Term Exam	50 Pts.
Final Exam	120 Pts.
Professional Grade	25 Pts.
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Total	250 Pts.

*ALL assignments must be completed in a timely fashion to get credit for this course. Assignment will be accepted until midnight of the day they are due.

Grading Criteria:

A---250-225

B--- 224-200

C---199-175

Posting of Grades

Grades will be continuously posted to Canvas Learn after completion of course requirements.

Complete Course Calendar:

The instructor reserves the right to change the schedule.

Week/ Dates	Topics	Reading/Assignments
1 08/28-09/03	<i>An Introduction to Contemporary Educational Testing and Measurement</i> <i>High Stakes Testing</i>	Purchase and receive Text Read Kubiszyn text Chapter 2
2 09/11-09/17	<i>Response to Intervention (RTI) AND The Regular Classroom</i> <i>The Purpose of Testing</i>	Read Chapter 1 in Popham Text Read Chapter 3, pp. 56-73 Read Chapter 4, pp. 78-85 in Kubiszyn Text
3 09/18-09/24	<i>Test Validity Evidence</i> <i>Measuring Learning Outcomes</i>	Read Chapter 2 in Popham Read Chapter 6 in Kubiszyn
4 09/25-10/01	<i>Test Reliability</i> <i>Administering, Analyzing, and Improving the Test or Assessment</i>	Read Chapter 3 in Popham Read Chapter 11, pp. 225,227,235-242 Student Presentation of Articles (5 Pts) Article Analysis (10 Pts.) #1 due in by midnight 9/25.

5 10/02-10/08	<i>Standardized Tests</i> <i>Types of Standardized Tests</i> <i>In the Classroom</i>	Read Chapter 4 in Popham Read Chapter 19 in Kubiszyn
6 10/9-10/15	Instructional Sensitivity	Read Chapter 5 in Popham
7 10/16-10/22	Test Construction	Read Chapter 6 in Popham Read Chapter 7 in Kubiszyn
8 10/23-10/29	Rubrics	Read Chapter 7 in Popham Mid-Term Exam (50 Pts.) - Due by midnight 10/30
9 10/30-11/05	Grading and Marks: Indication of Student Progress	Read Chapter 12 in Kubiszyn
10 11/06-11/12	The Importance of Formative Assessments	Read Chapter 8 in Popham Read Article: Toward and Integration of Assessment and Instruction
11 11/13-11/19	Comparison/Contrast Formative and Summative Assessments	Read Chapter 9 in Kubiszyn Students Present Article Analyses in Class (5 Pts.) Article Analysis #2 (10 Pts.) Due midnight 11/13
12 11/20-11/26	Assessing Student Affect	Read Chapter 9 in Popham
13 11/27-12/03	Drawing Inferences from Assessment Data	Read Chapter 20 in Kubiszyn
14 12/04-12/10	Testing in today's Educational Environment	Read Chapter 10 in Popham Read Chapter 21 in Kubiszyn pp. 430-436
15 12/11-12/15	Course Wrap-up and concluding discussions	Final Exam (100 Pts.) Due midnight 12/11
16 Note: 09/04 is a holiday		

University Procedures & Policies

TAMUCT Department of Curriculum & Instruction Professional Expectations

Candidates for teacher certification at TAMUCT will demonstrate the following qualities and behaviors in pursuit of their goal of becoming a professional educator.

Quality	Behavior
Communication	communicate appropriately and effectively with colleagues, supervisors, students, parents, caregivers and community members using various forms
Collaboration	work collaboratively with colleagues, mentors and supervisors to achieve the local, state, and national goals of education

Commitment	demonstrate commitment to the teaching profession and exercise leadership for the advancement of the profession and public education; be responsible, punctual, regular in attendance, and prepared to participate in all aspects of professional development
Professional Development	Take responsibility for utilizing professional teaching practices and constantly strive to improve through professional growth
Ethical Conduct	Uphold the Code of Ethics for Texas Educators and abide by local, state, federal rules, regulations, and policies; demonstrate respect and maintain ethical conduct in relations with professional colleagues, students, parents and members of the community

Attendance Policy

Professional behavior and commitment to teaching are expectations. Attendance and punctuality are required. It is NOT possible to make up the work missed during the class period since it involves the interactions of students, professor, and content. I will not provide “make-up” work. You may access this work on your own through blackboard or through collaboration with a peer.

After 3 absences for any reason, you must schedule an individual conference with me. If a student misses more than 4 of the classes they will fail the entire course. Missing ½ class or more = 1 absence.

Your commitment to becoming the best teacher leader possible includes regular, timely attendance and participation.

You are responsible for asking a classmate to take notes, and gather handouts for missed classes. It is your responsibility to find out what you missed. I will not provide the handouts at a later time.

Being prepared to participate includes completing assigned reading and bringing necessary assignments and materials to class.

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action. Honesty and integrity are essential characteristics for teachers. Students are required to act honestly and professionally at all times.

Any Violation of the Academic Integrity Policy will result in failure of the class (student will receive an “F”).

Disability Support and Access Services

At Texas A&M University–Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to an education that is barrier-free. The Office of Disability Support and Access is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. Some aspects of this course or the way the course is taught may present barriers to learning due to a disability. If you feel this is the case, please contact Disability Support and Access at (254) 501-5831 in Warrior Hall, Ste. 212. For more information, please visit their website at www.tamuct/disabilitysupport. Any information you provide is private and confidential and will be treated as such.

Drop Policy

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately? You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

Tutoring

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing (APA). Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Visit www.tamuct.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact information. If you have questions, need to schedule a tutoring session, or if you are interested in becoming a tutor, contact Academic Support Programs at 254-501-5836 or by emailing c.garza@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry,

Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, click on <http://www.tamuct.edu/departments/academicsupport/tutoring.php>.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: <http://www.tamuct.edu/departments/library/index.php>.

Technology Requirements & Support

Technology Requirements

This course will use the TAMUCT Blackboard Learn learning management system.

Logon to <https://tamuct.blackboard.com> to access the course.

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Initial password: Your MyCT password

Check browser and computer compatibility by using the "Test Your Browser" button, found in the "Check Your Browser" module on your Blackboard dashboard, once you have logged in.

Technology Support

For technology issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: helpdesk@tamuc.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamuc.edu>

When calling for support please let your support technician know you are a TAMUCT student.

For issues related to course content and requirements, contact your instructor.

Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines.

Your Professor...

What You Can Expect From Me

You can expect that I will be prepared for class instruction each time we meet. I will work to ensure that you are a successful student in this course. I will provide an interesting and engaging classroom experience. I will ensure timely feedback to your work.

Philosophy of Education

I believe all students can learn. The most successful classroom is a learner-centered, safe classroom, where students are engaged in learning as often as possible. Where ever possible students must be built up and feed teaching that enhances self-esteem to prepare them for the classroom.