Faculty Information

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Course Information

Catalogue Description: (3-0) 3 hours credit. Prerequisites: ECE 3143, ECE 3603 and admission to Teacher Certification Program. Concurrent enrollment in C&I 4403, C&I 4353, and RDG 3823. Concurrent enrollment in RDG 3513 is recommended. “Principles of designing and using assessment and evaluation techniques that are culturally fair, intellectually sound, reliable, dependable, and content-valid for young children. Emphasis on differentiation among criterion-referenced, norm-referenced, individual, informal, authentic, and group assessments. Review of strategies for using assessment data to inform instructional planning, and matching assessment techniques to individual children and learning situations. Field-based experiences are required.

Course Rationale

The rationale for this course is two-fold:

1. Teacher knowledge of recommended assessment, interpretation and evaluation practices with young children is a key determinant in developing and providing effective instructional practices.

2. Federal and State education agencies have provided quantitative reports that confirm the overrepresentation of historically underrepresented groups of children identified as at risk for not graduating from high school, referred for and placed in Special Education programs, and found to be less successful than peers on state mandated tests. In order for teachers to be adequately prepared to participate in the Response To Intervention (RTI) requirements, they must be provided with training to use quality assessment and evaluation practices as a basis for intervention and instruction.

Department Mission Statement

The mission of the Department of Interdisciplinary Learning and Teaching (ILT) is to foster the intellectual and professional growth and integrity of students and faculty through critical reflection and dialogue, civic responsibility, and leadership. This mission will be accomplished by nurturing a community of interdisciplinary learners who:

- promote excellence in academic and pedagogical knowledge and research
- engage in reflective practices
- embody a strong professional identity and can articulate their philosophies and values
- value diversity and multiple perspectives
- promote equality and social justice
- care about their students and their profession
- advocate for educational change and reform
Department Goals

The Department of Interdisciplinary Learning and Teaching will create a context that nurtures interdisciplinary learners who:

- acquire and demonstrate content and discipline knowledge
- demonstrate an awareness and acknowledgement of and engagement in research-based, reflective, culturally responsive practices
- are producers, disseminators, and critical consumers of research
- demonstrate an awareness and acknowledgement of and engagement in social justice and equitable practices
- articulate their professional philosophy and demonstrate a strong professional identity

Student Learning Objectives

Assessment is an important component of the teaching, learning cycle and as such the beginning generalists EC-6 teacher must demonstrate competency in several standards, specifically the Professional Standards and related discipline assessment standards in language arts, math, science, social studies, health, music, and art.

Student Learning Objectives for this course are guided by the Texas Professional Standards and as stated in the Preparation Manual for Test 100-Pedagogy and Professional EC-4 (2007-2008.) Specific guidelines are: Domain I, Standard I, Competencies 001-004 and Domain III, Standard III, Competencies 007-008 can be located in this manual. Other content area standards also emphasize that the beginning teacher have the knowledge and skills to conduct and interpret assessment. For specific standards see ‘ECE 4203 Grid with Competencies’ and for more information texes.ets.org/texes

Quality Enhancement Plan (QEP)

The Quality Enhancement Plan (QEP) is a course of action designed to enhance student learning and is a required component of the accreditation process conducted by the Southern Association of Colleges and Schools (SACS).

The UTSA QEP Quantitative Scholarship: From Literacy to Mastery provides you with the skills needed to evaluate and interpret data, understand risks and benefits, and make informed decisions in your personal and professional lives. The plan focuses on integrating quantitative reasoning and communication skills in existing courses across the undergraduate curriculum.

The SACS team will visit UTSA during March 23-25, 2010 to review the reaccreditation plan. All UTSA students, faculty, and staff are encouraged to learn more about the QEP by visiting the website www.utsa.edu/qep

Required Textbooks


Recommended Textbook


Great Websites: --helps create rubrics

http://rubistar.4teachers.org
http://www.school.discovery.com/schrockguide/assess.html

Interactive TAKS exams:
http://www.tea.state.tx.us/student.assessment/

On-line Interactive Play Based Assessment
http://www.preschoolfirst.com/

Weekly Suggested Course Materials
Downloading and printing of course WebCT information will be required.

The associated URL is: webct.utsa.edu Select the title and number of this course from your options for fall 2009. The course homepage will provide you with a variety of icons to guide you that connect you with information to support the course. The site also contains a communication icon through which you can use WebCT email for this course. In addition, there are assignment specific details and related evaluation rubrics.

A textbook will be required for individual use in the classroom for each session.

A folder containing the course syllabus, field-attendance and other relevant materials is required and will be brought to class each session.

_____________________________________________________
Course Policies and Expectations

Participation
During class sessions, students will participate in activities designed to apply, analyze, synthesize, and evaluate educational theories and practices. Activities designed for class participation cannot be replicated apart from class sessions. Class sessions are highly interactive and contingent upon student preparation, which will include field experiences, course readings, and completion of assignments. Active participation is critical to the comprehension of the issues and ideas explored throughout the semester. In addition, the seminar format develops professional skills in communicating effectively in group meetings.

Class discussion will not review the readings but will draw upon them. Bring to class those class texts from which the weekly readings are drawn. Knowledge of the content of those readings is necessary for successful participation in class discussions. When preparing for class, remember to note the questions and the comments that are prompted by reading and then raise them in class.

Course and Class Attendance
Students are expected to regularly attend and be on time for the course section in which they are enrolled. It is the student’s responsibility to sign the class roster or to indicate presence as requested by the instructor. Only documented emergency events will serve as an exception and must be arranged with the instructor as soon as possible. Emergencies are defined as non-scheduled and non-controllable circumstances and do not include external appointments. A student should consider dropping this course if they have planned to be out for a long period of time for surgery, vacation, etc.

In order to avoid lack of credit for in-class activities and reduction in the final course grade, students will want to plan ahead for (a) regular and emergency child care, (b) assignments for other courses, and (c) conflict with work schedules.
The student’s final grade will be dropped by one full grade after the second class absence. Excessive tardiness will result in grade reduction.

**Extra Credit**
The only extra credit associated with this course is in the form of limited extra credit questions placed at the end of each scheduled exam.

**Make-up Exams**
A make-up exam will be provided to the student only in the case of documented emergencies. In such cases the student may be provided an alternative exam.

**Late Work**
All external assignments must be submitted in class on assigned dates. This is to include all field-placement schedules/documentation, chapter related external assignments, and Case Study assignments. At no time are assignments to be forwarded as an attachment to the instructor through Lonestar or WebCT without specific direction to do so.

**Clarification of Course Content:**
If class presentation, discussions, and activities do not result in full comprehension of a topic, contact the instructor after class to arrange a time for clarification.

**Required Field-Experiences**
*Criminal History Check:* All students will complete security checks required by the UTSA field-placement office and the assigned school district. Failure to do so may result in being dropped from the course.

*Assigned Placement:* Students who are not enrolled in either C&I approaches may be assigned by the placement office to a specific district, school, and teacher/grade-level. ALL placements will be completed by the placement office and may not be initiated by individual students.

**Classroom Citizenship**
The university class is a formal environment in which there is representation of individuals from multiple ethnic, cultural, and socio-economic backgrounds. In addition, there are numerous variations in learning styles and needs. All students are expected to demonstrate verbal and social awareness of, as well as respect for, individual differences.

Whereas it is hoped that students enrolled in the course will demonstrate the expected level of self-regulation skills, it is the instructor’s responsibility to intervene in behaviors that distract from the teaching or learning process.

**Use of Technology**
*Cell phones* are to be turned off or placed on vibrate and kept out of site at all times. Students who choose to use a laptop are expected to stay in word processing mode and actively participate in class.

**Student Conduct & Discipline**
The guidelines for the rights and responsibilities of enrolled students, student grievance procedures, and Student Fitness to Teach are described in the UTSA Handbook of Operating Procedures, Chapter 5.17 and should be reviewed.

**Academic Integrity**
Students are expected to be above reproach in scholastic activities. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and dismissal from the University. "Scholastic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an exam for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regent’s Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, subdivision 3.22). Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced.

**Written Work**
All written assignments submitted must be typed, neatly presented, grammatically correct, free of spelling and punctuation errors, and organized according to guidelines on the course specific WebCT site. Exceptions to typed assignments will be written products from paired or small group in-class assignments. Students who submit formal written assignments containing excessive technical errors will be referred to the The Writing Lab.

**Professional Conduct in Field-based Sites**
Students must demonstrate professional conduct and wear attire that is appropriate for teaching children in educational settings. Students must adhere to all policies and regulations of the school or facility serving as a field-base site. Any breach of professional ethics or conduct deemed unsuitable by the cooperating teacher in the field placement and the course instructor could result in the student being dropped from the course or disciplinary action by the university following the policies specified in the UTSA’s Fitness to Teach Policy. Students are required to adhere to the Fitness to Teach Guidelines as are available on the COEHD website: [http://coehd.utsa.edu/FTT/FTT.htm](http://coehd.utsa.edu/FTT/FTT.htm) or the UTSA Faculty Handbook of Operating Procedures website: [http://www.utsa.edu/hop/chapter5/5-17.cfm](http://www.utsa.edu/hop/chapter5/5-17.cfm)

**Email**
*WebCT* will be used for all email between students and the instructor. The instructor will use this site for communicating all course related information.

*Lonestar E-mail:* Make sure that your account is updated and current. All UTSA emergency information regarding weather related closures or campus crises are communicated through this email. Lonestar and WebCT are not interchangeable.

**Withdrawal from Class**
It is the student’s responsibility to follow administrative procedures and timelines for withdrawing from this course. These are identified for each time on the UTSA website. This process is required to avoid receiving a final grade of “F” in the course.

**Incomplete Grade Policy**
University policy determines the timeline necessary for assigning and removing an incomplete grade. Incompletes can only be granted if 75% of all assignments have been completed with a grade of C or better.

**Office of Student Disability Services**
Students with special needs must be registered with the Office of Disability Services located in MS 2.03.18 on the 1604 Campus, Voice (210)-458-4157, TTY (210)458-4981 or UTSA Downtown Campus FSL526, (210)458-2816. Students should provide the instructor with the letter confirming identified accommodations.
Assignments, Evaluation, and Grading

The student will be provided the opportunity to demonstrate learning through both traditional and alternative assessment processes. Evaluation is based on in-class activities, external assignments, and exams. *Instructor reserves the right to change or modify assignment or calendar based on student need.*

In-Class Activities: Individual, paired or small group tasks related to chapter topics will frequently occur in order to apply primary course concepts. All fully completed tasks, as determined by the instructor, will be credited to on-task participating students. The instructor retains the right to include an unannounced formative quiz in this category when class participation suggests a general lack of knowledge or comprehension. You must be present to complete and get credit for in-class activities.

External Assignments: Assignments will be provided to encourage reading, comprehension, and support studying for exams. These will include activities on the Companion Website, in the textbooks, or online. The student will received credit for the assignment only when presented in class on the designated due date. Early, late, or on-line submissions will not be accepted. Credit for full and accurate submission will be recorded in class.

Exams: Three exams will be given in this course. The purpose of each exam is to assess individual student’s accumulated formal knowledge, the level of comprehension of specified course topics, and ability to apply the knowledge to simulated tasks. The Tentative Course Schedule contains information on dates and general content of each exam. The format for the exams will include multiple choice, true/false, matching, brief essay, and performance type responses. Each question will be presented with the number of points for which it is worth.

It is to the student’s advantage to read and maintain active notes and to fully complete all assignments. A student who is absent will need to contact a reliable classmate to get update class information. Exam reviews will not be held. A Scantron will be required.

Assignments

1. Modules: Students will view the following RTI modules available from http://iris.peabody.vanderbilt.edu/resources.html and provide a written reflection on each modules. (40 points see calendar for due dates)

2. **Evaluate a standardized instrument:** Students will be given training and will be asked to evaluate a standardized instrument following the specific instructions and guidelines. Student will write a report. *(25 points due class week 3)*

3. **Case Study: Using Informal Assessment:** Students will conduct a series of observations to determine child’s language, cognitive, socio-emotional, or behavioral development. Student will conduct case study (see case study handout for more detail). Student will present summary on power-point (summary of findings (linking observation with ecology, strengths, weakness, strategies would employ)) *(50 points due class #13)*.

4. **Parent Interest Inventory:** Students will examine parent evaluation forms/checklists used in assessing children’s knowledge, skills, history, etc. As class activity, groups will develop a parent interest inventory to use information for daily planning *(25 points, week 6)*.

5. **Administering a Standardized Instrument:** Students will be given training and will be asked to administer a standardize instrument (e.g, IRI) following the specific instructions and guidelines. Student will write a report on testing experience and results in relation to psychometric soundness, appropriateness, biases (linguistic, cultural, gender) *(25 points due class week 9)*.

6. **Interpreting Standardized Test Data:** In class activity, each group will have to interpret standardized testing results. Students will be given mock standardized data scores similar to those distributed to teachers by the testing companies. *(50 points due class #7-8)*.

7. **Role-playing Partners:** In class activity, using mock test data, groups of 4-5 students will take turns to explain the results of a standardized test to their group (member will select to role play either an administrator, counselor, teacher, parent(s), or child). These will be recorded using video-cam and posted on webtc. *(25 points due class #10-11)*.

8. **Using Rubrics:** In class activity, students will develop a rubric for evaluating a teacher-made activity (See ECE 4403 math packs or C&I 4403/4353 webquest). *(25 points due class #12)*.

9. **Designing Teacher-made Assessment & Portfolio Activity:** Using Globe/Literature mini-unit (See C&I 4353 & RDG 3823 (students will write measurable objectives and write measurable assessment criteria for unit. Students will design rubrics and teacher made test for their unit. Students will select examples that will be put in child’s portfolio and will provide a rationale—for the parents-indicating reasons for selecting examples. *(50 points due class 14)*.

10. **Interactive Game Activity:** Using Test/Assessment Results to Plan Appropriately: Each group will use mock test results and will be asked to identify areas of need and to plan interactive game activity that addresses needs of class. *(25 points due class #15)*.

11. **Field-Experiences** *(15 points)*

   - A regularly scheduled day and hour(s) for field-attendance will be collaboratively established between the UTSA student and the on-site mentor teacher. You will be assigned a on-site mentor teacher through your approaches class. You will complete all field work at this site.

   - The purposes of the field-placement is to provide the student with the opportunity to observe individual and group assessment practices within a regular education classroom and to participate in non-diagnostic, formative assessment practices that will enhance future contributions to the
Response to Intervention process. Therefore, this experience is limited to regular school hours. Tutoring students prior to or after school hours is not included in the required field experience for this course. Field-based activities should not be scheduled during lunch or “specials.” Friday afternoons, beginning with the grade level lunch time, should be avoided due to unpredictable events.

- **Regular attendance of scheduled field-based experience** is expected for successful completion of this course. A field experience attendance sheet to be signed on a weekly basis by both student and mentor teacher will be required. Individual schools will also require students to sign-in to their school at the point of entrance. (Attendance form will be provided to you in the C&I approaches class).

- **Field-placement absences require prior notice** to the mentor teacher by leaving a telephone message with the school’s secretary as early as possible prior to the absence. The student will also notify the instructor by WebCT prior to or on the same day as any absence from the field placement. Make up time for any absence must be scheduled ahead of time with the mentor teacher and will occur during the regular school day. The absence and make-up times are to be noted on the class room attendance log.

Field attendance and scheduling requirements will contribute to 10% of the total course grade. A reduced grade by one full grade for this area will occur for rescheduling more than two scheduled days. Failure to notify the mentor teacher prior to any absence will reduce the total field grade by one full grade. All specified field experience hours will be completed to receive a grade in this course. Any approved reduction in hours will be based on extenuating circumstances originating from the school or university and as confirmed by the instructor. The field experience must be completed successfully to receive a grade in this course. I strongly recommend that you complete all field work before Thanksgiving holiday.

12. **Three Exams** (15 points each for a total of 45 points)

- **Evaluation and Grading Policy:** Final Grade is based on the following:

  **Grading**
  
  360-400 = A  
  320-359 = B  
  280-319 = C  
  240-279 = D  
  >239 = F

  A borderline grade hanging on the coattail of a higher grade may be influenced positively by active and class participation.
## Tentative Weekly Calendar*

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introduction to course and course requirements; role of teacher in assessment &amp; testing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readings:</td>
<td>McAfee &amp; Leung Chapters 1 &amp; 2, pages 1-37 &amp; Ch 10</td>
</tr>
<tr>
<td>Assignment:</td>
<td>Send via email/webct: Respond to: As a teacher, what is my role in assessment &amp; testing? 1 page max DUE BEFORE NEXT CLASS!</td>
</tr>
<tr>
<td>Week 2</td>
<td>Discussion on testing vs assessment? Is there a difference? Purpose of Assessment, how, why, what, and when? Legal issues; policy and privacy issues, detecting bias</td>
</tr>
<tr>
<td>Readings:</td>
<td>McMillan: Ch 1 &amp; 2, 3 &amp; 11, pg 295 McAfee &amp; Leung, Chapter 3 &amp; 9</td>
</tr>
<tr>
<td>Assignment</td>
<td>IRIS Module #1 Reflection Due (Assign #1)</td>
</tr>
<tr>
<td>Week 3</td>
<td>Psychometric Soundness &amp; Biases: Examining standardized tests</td>
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<tr>
<td>Reading</td>
<td>McAfee &amp; Leung, Chapter 10 McAfee &amp; Leung, Chapter 4</td>
</tr>
<tr>
<td>Class Activity</td>
<td>Evaluating a standardized test (Assign. #2)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Collecting observable data—discuss case study assignment (Assign #3)</td>
</tr>
<tr>
<td>Reading</td>
<td>McAfee &amp; Leung, Chapter 4-5 McAfee &amp; Leung, Chapter 4</td>
</tr>
<tr>
<td>Assignment</td>
<td>Test critique due (Assign. #2)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Assessing student learning</td>
</tr>
<tr>
<td>Reading</td>
<td>McMillan, Chapter 6 &amp; 7 McAfee &amp; Leung, Chapter 3</td>
</tr>
<tr>
<td>Assignment</td>
<td>IRIS Module #2 Reflection Due (Assign #1)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Exam (first part of class)</td>
</tr>
<tr>
<td>Class Activity</td>
<td>Gathering data from parents (Assign #4)</td>
</tr>
<tr>
<td>Week 7-8</td>
<td>Administrating &amp; Interpreting Standardized Tests (Assign #5)</td>
</tr>
<tr>
<td>Readings</td>
<td>McMillan, Chapter 13</td>
</tr>
<tr>
<td>Class Activity</td>
<td>Interpreting Standardize Data (Assign #6)</td>
</tr>
</tbody>
</table>
Bring color pencils/markers to be used for assignment #6

<table>
<thead>
<tr>
<th>Assignment</th>
<th>IRIS Module #3 Reflection Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Explaining standardized test results</td>
</tr>
</tbody>
</table>
| Readings   | McAfee & Leung, Chapter 11  
McMillian, Chapter 13 |
| Class Activity | Role-playing Developing Script (Assign #6) |
| Assignment | Administering Standardized Test Report Due (Assign #5) |

**Week 9**  
*Midterm (first part of class)*

| Class Activity | Video-tape role-playing activity (Assign #7) |

**Week 10-11**  
Lesson PLANNING & EVALUATION  
Designing teacher made tests (Assign #8)  
Practice writing binary, multiple choice, and essay items

| Readings | McAfee & Leung, Chapters 6 & 7 |
| Assignment: | Role-playing video due week 10 (Assign #7)  
IRIS Module #4 Reflection Due week 11 (Assign #1) |

**Week 12-13**  
Authentic Assessment, portfolios, using rubrics

| Readings | McMillan, Chapter 8 & 9 |
| Class Activity | Using Rubrics (Assign #9) |
| Assignment | Designing Teacher Made Tests & Portfolio Due (Assign #8) |

**Week 14**  
Assessing, Grading and Reporting, & Special needs

| Reading | McMillan Chapters 10, 11, 12  
McAfee & Leung, Chapter 8 |
| Class Activity | Interactive Game Activity (Assign #10) |
| Assignment | Case study Due Assign #3 |

**Week 15**  
Assessing Continued

| Due | Interactive Game Activity Presentations (Assign #10) |

**Week 16**  
FINAL EXAM