Course and Instructor Information

Instructor Name: Clayton Dodson
Contact Information: clayton.dodson@ndus.edu 701-330-7598 (Call or Text for emergency only)
Hours of Availability: Any time via e-mail or 9am-9pm via Text
Instruction Mode: Online Asynchronous
Time Zone (Online Courses): All times indicated throughout this syllabus reflect Central Time (CT).

How to address your instructor

I prefer to be addressed by my last name, Dodson. (No "Dr. Dodson" No "Mr. Dodson" No "Professor Dodson." Just plain ol Dodson is just fine)

Course Description

The focus of this course is for teacher candidates to understand and use a range of planning tools for desired learning results and multiple sources of evidence of student learning. Beginning with the identification of learning goals and purpose for assessment, candidates will: (1) diagnosis diverse student needs, (2) learn to use formative assessment and feedback, (3) critique existing assessment tools, (4) design, adapt and select a range of multiple evaluation, (5) use technology to support assessment practices, (6) communicate standards-based results, and (7) use assessment results to improve the teaching and learning process through data-based decision-making.

Required Materials :

- Burke, K (2010). Balanced assessments: from formative to summative
- Wormeli, Rick (2018). *Fair Isn't Always Equal.* (2nd ed.) Portland, ME: Stenhouse Publishers.
- TaskStream 3-year Subscription (Only for Degree Seeking Students in the MSU Teacher Education Program)

- In order for this course to count toward your program of study, you must receive an 80% or higher on your final grade. Students that receive less than an 80% will have to retake this course.
- There is a final project/key assessment in this course. You will NOT be able to receive an 80% or higher if you do not complete the key assessment in its entirety.
- All assignments must be completed for students to be able to earn a grade of "D" or above. It is the student's responsibility to check due dates for all assignments.
- Late assignments will NOT be accepted.
- **Quizzes** cannot be taken after the original due date.
- If you do poorly on an assignment, reach out to me within three days of it being graded. You will be able to use my feedback, correct your assignment, and resubmit it for full credit.
- Your disposition (professionalism, attendance, timeless, etc) are factored into your final grade.
- If there are issues with BlackBoard, and you cannot submit an assignment, you should e-mail it to your professor to show that you did in fact complete the assignment on time. Once BlackBoard is "fixed," you still need to submit your assignment via BlackBoard.

Course Expectations

Active participation in the classroom and online discussions demonstrates your interest, engagement, and willingness to work with other students and instructor in preparation for a teaching career. It is a recipe for successful learning. Here are some guidelines that will help you throughout this learning experience:

- **Read the syllabus in its entirety.**
- **Participate.** Participation is an expectation of students and teachers in the K-12 educational system, and so it is an expectation for this course. Participation in discussions, demonstrations, and online assignments will result in solidifying the readings and research you have done adding to the quality of your learning.
- **Read all assigned readings and complete all activities as scheduled.** The responsibility for your learning is shared by both student and instructor. It is the student's responsibility to they are prepared to be able to 'recall' information from course readings so that concepts can be applied in class activities and discussions developed by the instructor. Teacher candidates' preparation for class is not only important to meet the learning objectives for the course, but also for their future instruction.
- **Online Posting:** You are required to check BlackBoard at least TWICE per week. If there is an online discussion forum, questions will stem from class discussions, readings, or other pertinent course information. Sign all postings and *use appropriate citation and reference* formatting when referring to any resources. Reference to your readings is expected. Substantive postings are postings that demonstrate *understanding and application of course content*, extension of ideas, and connecting to personal experiences. Online discussion forums may be a part of daily/weekly assignments if noted on Moodle.
- **Communication with the instructor:** Please send an e-mail message, call, or text if you have questions. If you wish to contact me by e-mail, please use clayton.dodson@ndus.edu. I will use the Black Board course site to post messages to all learners as a group mailing whenever necessary.

- **Adhere to the code of student conduct** found in the MSU Student Handbook: https://www.mayvillestate.edu/Documents/Consumer%20Protection%20and%20Policy%20Information/StudentHandbook.pdf This document contains information that all students must adhere to. The academic dishonesty statement is important to understand and acknowledge. **Disciplinary action will be taken if a student:** "Engages in any form of dishonesty including, but not limited to: Scholastic dishonesty: cheating, plagiarism and other forms of academic dishonesty" (Standards of Conduct, p. 28). As we learn from other's work, we make connections to develop our own knowledge. Citing and referencing other's work is the demonstration of honesty in academia.

- **Violations of academic honesty** to include any copying of another student's assignment, having another person complete the work for you, using an author's _ideas or writing_ without properly giving that author credit (either intentionally or unintentionally)are examples of academic dishonesty. Using someone else's work without permissions is also an example of academic dishonesty. Remember: cite and reference whenever in doubt! Consult with the instructor if you have any questions. Electronic applications to detect plagiarism may be used on submitted assignments.

- **Use respectful and appropriate language** to speak about children and families of linguistically and culturally diverse backgrounds.

- **Active participation** throughout all learning experiences demonstrates your interest, engagement, and dedication to the teaching profession. Your willingness to interact positively with peers and the instructor reflects well on your professional disposition. Below, you will find several guidelines to help create successful learning experiences:

- **Be prepared.** Be ready for each assignment. The responsibility for your learning is shared by both student and instructor. In this class, you are a pre-service teacher. Your preparation for class is important to the learning of your future students demonstrating your dedication to the profession. As well, you are responsible for upholding the dispositions expected of a teacher candidate. Knowing what is planned and being ready with assignments and discussion topics allows you time to ask questions and complete your best work. Check for assignment due dates and other scheduled learning experiences so you can plan accordingly.

- **Be flexible, take risks, and ask questions!** In teaching, flexibility is the name of the game. While teachers need to be over-prepared in terms of instruction and assessment, they also need to be flexible and responsive to students' needs. The same is expected of you in this course. Be flexible, take risks, and ask questions! You are responsible for your own learning.

- **Use technology appropriately.** Laptops, tablets, iPads, iPods and other devices should not be used during class unless they are used for class work. In addition, cell phones should be turned off or to vibrate and should not be a distraction during class. (On campus students)

- **Attend class and participate.** To successfully complete this course, your attendance and active participation is required by the policies and dispositions outlined for required courses in your major. Participation in classroom discussions, group project demonstrations, and online discussions will result in stronger connections to theory and practice, adding to the quality of your learning experience. (On campus students)

- **Communication with the instructor:** E-mail is a great way to get ahold of me. I usually respond within 24 hours during weekdays. I will use Blackboard to post messages to all learners if needed.

- **Adhere to the code of student conduct found in the MSU Student Handbook:** http://www.mayvillestate.edu/about-msu/more-info/reports-policies/. Each student is responsible for reading the handbook and following expectations set forth by the University. This involves academic honesty. As you conduct research and start reporting findings, it is important to properly cite and reference

others' work. It demonstrates honesty and trustworthiness and violations include: copying another student's assignment, having another student complete your work, using an author's ideas or words without proper citations. A good rule of thumb is whenever in doubt, give the author credit and cite. If you have any questions about academic honesty, please consult the instructor.

- **This class will participate in Starfish Early Alert and Connect**, which promotes student success through coordination and communication among students, instructors, advisors, and campus support service departments. If I observe that you are experiencing difficulties in the course (attendance concerns, low test scores or participation, in danger of failing, etc.), I may send an email to your mayvillestate.edu email account through the Starfish system. My message will tell you about my concerns and the next steps to take to resolve the issue. Your advisor, the Director of Student Success, and/or I will work with you to create success strategies to address any difficulties you are having. In addition, if I observe that you are doing well in my course, you may also receive "kudos" from me acknowledging your efforts.

- Starfish may involve taking advantage of various campus support services, such as academic tutoring or advising. If I recommend that you use campus support services, I, your advisor, or the Director of Student Success will redirect you to that support office so they will be better prepared to assist you. Starfish provides essential notices by email, so please check your mayvillestate.edu account frequently and respond quickly if you receive an email from Starfish.

- Please see the Starfish webpage for additional details: https://mayvillestate.edu/academics/starfish/

Instructor/Student Communication

Students are accountable for all academic communications sent to their MSU email address.

Instructional Strategies

Instructional Strategies:

- ✓ Direct instruction
- ✓ Whole group discussion
- ✓ Independent study
- ✓ Concept mapping
- ✓ Small group work
- ✓ Multimedia
- ✓ Reflection
- ✓ Academic writing
- ✓ Literacy-based lessons

Learning Experiences:

* Annotated reading
* Interactive lecture
* Modeling
* Guided practice
* Independent practice
* Skill building & application
* Inquiry
* Academic reading and writing
* Formal presentations

Purpose of the Course

The main purpose of this course is to further prepare teacher candidates on a variety of assessment techniques and to develop skills in test creation, interpretation, and analysis. Teacher candidates will also use assessment data to plan instruction and interventions. This course will prepare teacher candidates to be effective educators within K-12 public and private school settings where diverse assessment practices take place. **A minimum grade of a "C" or higher in required in this course to graduate from Mayville State University's Teacher Education Program.** Course objectives are aligned to InTASC standards, found below:

	Interstate New Teacher Assessment and Support Consortium Standards (InTASC)
1	The teacher understands 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 designs and implements developmentally appropriate and challenging learning experiences.
2	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards
3	The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
4	The teacher understands 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.
5	The teacher understands 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.
6	The teacher understands and uses 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.
7	The teacher plans 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.

8	The teacher understands and uses 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.
9	The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10	The teacher seeks 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.

Conceptual Framework

Our conceptual framework at Mayville State is *The Reflective Experiential Teacher*. It is based upon a belief that pre-service teachers develop abilities to reflect on current research findings, essential and theoretical knowledge, and appropriate teaching strategies and practices through experience. Application requires learning how to reflect, to question, and test hypothesis, while experiential practices engage students in a variety of clinical, field-based opportunities in which to employ and assess their instructional abilities.

Course Objectives: To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to the InTASC Standards as adopted by ND ESPB:

1. Articulate clear learning objectives that are congruent with both content and depth of thinking implied by standards in such a way that they are attainable and assessable (INTASC 4 & 5).
2. Demonstrate an understanding of research based best practices in assessment (INTASC 6).
3. Use a range of evaluation options available and understand the purposes and uses of each (INTASC 2 & 6).
4. Explain the importance of maintaining high professional standards for assessment practices along with the responsibilities of the profession for developing and utilizing assessment tools (INTASC 3, 4 & 9).
5. Critique evaluation tools for quality and develop skills in creating assessment tools (INTASC 6).
6. Provide evidence of the ability to develop assessments which support diverse learners (INTASC 1, 2 & 6).
7. Provide reflective, constructive, and evaluative comments to peers (INTASC 9 & 10).
8. Interpret norm referenced scores and analyze statistical data (INTASC 6 & 7).
9. Use evaluation results to make instructional decisions about learning goals (INTASC 5, 6, 7 & 8).
10. Increase knowledge of data utilization and the stages that make up a complete data utilization cycle (INTASC 6).
11. Improve attitudes towards data utilization (INTASC 6).

Standards Alignment (InTASC Standards as adopted by NDESPB):
- o Standard #5 Applications of Content-The program requires an understanding of 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.
- o Standard #6: Assessment-The program requires understanding and using 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.

Diversity Objectives:

1(g) explain the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

2(i) defines the second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

The Academic Program Student Learning Outcomes document can be found in your Moodle course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index so you can quickly find the degree you are pursuing.

- **SLO 1** *Learner & Learning*: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- **SLO 2** *Content*: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and connect ideas to everyday life.
- **SLO 3** *Instructional Practice*: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- **SLO 4** *Professional Responsibility*: Students take responsibility for student learning, positive relationships, their own professional growth, and the advancement of the profession

Learning Experiences

Teacher candidates will participate in the following learning experiences:

1. Research a variety of assessment types, critique them, and generate their own assessments.
2. Complete assessment modules designed for pre-service and in-service teachers to improve attitudes towards data utilization.
3. Communicate an understanding of research-based assessment practices through peer and self-reflection.
4. Read all assignments prior to class, including chapters as noted, research articles, etc.

5. Assignments will be given via the Detailed Schedule OR in class. Submit all assignments in BlackBoard on designated due dates

STUDENT SUPPORT

Support is available to students for academic and/or personal concerns. Students should refer to the student handbook for an explanation of services available and policies and procedures that have been established for student support. The instructor will help find resources necessary to aid in student success.

Method of Evaluation/Grading

Evaluation in this course will consist of the components outlined below. Rubrics and checklists will be used to grade most assignments. Submit all assignments in Blackboard on designated due date. The instructor will review assignments and due dates as class proceeds. It is the learner's responsibility to meet assignment deadline dates. EDUC 422 requires a minimum grade of "C" or higher for teacher education, as stated in the Mayville State University Catalog. This demonstrates the learner's ability to acknowledge dispositions required for potential teacher-candidates.

Method of Evaluation/Grading

Criterion based rubrics are provided for all graded assignments. The final course grade is calculated using a weighted, total points grading system.

> A 100-94%
>
> B 93-87%
>
> C 86-80%
>
> D 79-72%
>
> F 71-0%

* Graded assignments are to be submitted on the due date by 11:59 local time through BlackBoard.

<u>Do not</u> submit assignments through email.***

Enrollment Verification

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Proctor Notification

No proctors are required for this course or this course will use YuJa Proctoring.

Important Student Information

Instructions: Navigate to Blackboard > MaSU tab > Student Resources tab to find a document entitled, "Important Student Information," which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

[Course Timeline/Schedule]

See BlackBoard for the course timeline and assignments due each week. Listed below are the assignments that will be graded. Please remember that all assignments, discussions, etc. must be completed to earn a grade in this course. Students must demonstrate their work with the content each week. Although this is an online course, attend to it each week just as any on-campus course!

*Check BlackBoard for all assignment due dates and required class preparation