CityUniversity
of Seattle

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP
EEA 523: Teaching, Learning, and Assessment

3 Credits
Effective: Summer 2014/2015

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

In this course, candidates learn to design, implement, assess, and evaluate student learning and teacher pedagogy. Candidates learn about state and national professional teaching standards and pedagogical assessments to evaluate and guide teachers along the career continuum: pre-service, beginning, teacher assistance programs, professional certification, National Board Teacher Certification, and career-long professional development. Candidates build capacity to make a positive impact on student learning and high quality teaching in schools.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course Reading List. The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Professional competency and professional identity

COURSE OUTCOMES

In this course, learners:
- Evaluate curriculum and instructional models and assessment practices that improve instruction.
- Evaluate instructional pedagogy utilizing evidence and field-based educational research
- Train teachers in the examination of student work and the use of protocols for professional collaboration, through mentoring, coaching, and clinical supervision

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Achievement gap/opportunity gap
- Adequate Yearly Progress (AYP) from the No Child
- Assessment strategies
- Cognitive coaching
- Curriculum alignment
- Information systems to access and evaluate research-based best practices for instructional design, assessment, and professional development
- Information systems to access and evaluate research-based best practices for instructional design, assessment,, and professional development
- Left Behind Act (NCLB)
- Standards-based teaching and learning
- Understanding by Design (UbD)

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Research-based Instructional Strategies Essay	20%
Observational Reports	20%
Analysis of Assessment Practices and AYP Plan	30%
Instructor Determined Assignments (Also Including Participation)	30%
TOTAL	**100%**

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Research-based Instructional Strategies Essay

Recognizing that teachers need to choose methods and strategies that work best for their particular students, the candidate collaborates with a teacher to identify the strategies used during lessons and discusses how the strategies are likely to positively impact student learning.
To support teachers' professional growth, discuss each deployed strategy as it relates to teacher professional development and professional growth. The post-observation conference addresses: (1) why the teacher used the strategy, (2) how the teacher felt after implementing the strategy, (3) description of academic learning that resulted, (4) how the teacher measured/evaluated results, (5) how the strategy supported the students' learning of subject requirements/standards, and (6) the observer's data related to student engagement.

A three- to five-page essay summarizes the observations and reflective conferences.

Components	% of Grade
Explains rationale for selection of strategies including the use of essential knowledge, facts and data	20%
Demonstrates an understanding of teacher performance in terms of effective teaching standards and student learning	20%
Applies emerging self-knowledge of personal style and experiences to the content and understandings of the assignment	20%
Clarity of presentation, organization of ideas, and emphasis of major concepts	20%
Organization, grammar, spelling, punctuation, and APA style	20%
TOTAL	**100%**

Observational Reports

Candidates conduct two classroom teaching observations in order to apply, develop, and refine pre-conferene. observation, and post-conference methods and skills:
(1) An experienced teacher
(2) A novice teacher

Observations use the pre-conference, observation, and reflective post-conference process in support of both coaching and/or clinical supervision strategies. Upon completion of each observation, the candidate writes a report for discussion. Written reports include a summary of the pre- and post-conferenc as well as classroom observation data.

Components	% of Grade
Explains rationale for selection of strategies including the use of essential knowledge, facts and data	60%
Organization: reports and data are clear and understandable	20%
Observation systems: observations are tailored to pre-conference goals, on and off-task student behavior collection needs, and teacher student interaction objectives.	20%
TOTAL	**100%**

Analysis of Assessment Practices and AYP Plan

The purpose of this assignment is to audit and analyze the current assessment practices (assessment system) of a school. The instructor will provide a tool for gathering data.

Candidates complete an audit of assessments given on a formalized basis throughout a school (or department, if in a large secondary school). Following the describe-analyze-reflect format, write a two to three (2-3) page analysis that:
• Describes what are general assessment practices in the school (or department)
• Analyzes what may be and may not be effective practices (Suggested questions to consider are: Is assessment truly driving instructional practice? Are there groups of students whose needs are not being addressed? Are there gaps in what is being assessed? What is your administrator's role in assessment? How effective is the administrator's practice related to assessment? What are your recommendations to improve the assessment system?
• Reflect on how a school leader might direct assessment for a particular learning need and/or group of students. (This reflection may be written in first person.) What have you learned from this audit that you

will want to carry over into your own practice? How will you ensure that the instructional needs of all students are being accurately assessed and addressed?

The instructor will provide additional information about audience, content, style, and grading criteria.

Components	*% of Grade*
Description: Assessments practices in content areas/classrooms, school-wide assessments, uses of assessments, reporting to students, parents, teachers, the school board and regional/funding authorities are succinctly explained.	25%
Analysis: Assessment practices are summarized in comprehensive fashion, addressing the strengths, limitations, and needs for improvement in the school's (department's) assessment system.	35%
Reflection: The emerging leader briefly describes personal competence in matters of assessment, targets areas for professional growth, and states personal principle(s) as to the relationship of assessment to improving teaching and learning.	30%
Organization and writing conventions: Major concepts are clearly identified and coherently presented; grammar, spelling, punctuation, and APA style nearly flawless.	10%
TOTAL	**100%**

Instructor Determined Assignments (Also Including Participation)

Participation rubric,
Support of professional growth,
Discussion Board,
Readings from required textbooks

Components	*% of Grade*
TOTAL	**100%**

COURSE POLICIES

Instructors add detail to course policies at their discretion but honor the following agreements set by the program.

Late Assignments

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly and communicate with the instructor when you anticipate you cannot meet due dates. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written

work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination
City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled Academic Integrity Policy under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.