EED 467, Integrating Technology Into Instruction in the Elementary Classroom

EED 467 is a required course for the ACS Education Major

College of Education

Department of Curriculum and Instruction

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Note: *These times may vary due to scheduling of observations during Field Experience. Refer to Field Experience Schedule; It is best to make an appointment*
*** (Advising time - by appointment **ONLY**)*

Texts:

Newby, T.J., Stepick, D.A., Lehman, J.D., and Russell, J.D. (2005). Instructional Technology for Teaching and Learning (Designing Instruction, Integrating Computers, and Using Media). Upper Saddle River, New Jersey: Prentice-Hall.

Carroll, J.A. and Witherspoon, T.L. (2002). Linking Technology and Curriculum. Upper Saddle River, New Jersey: Prentice-Hall.

Course Description:

The purpose of EED 467 is to apply technology and computers to support instruction in various content areas in elementary and middle schools. The course will explore, evaluate, and utilize computer/technology resources to design and deliver instruction as well as to assess student learning.

Overall Objectives for the Course:

1. A***pply*** technology in the instructional process

2. Demonstrate the fundamental principles, generalizations, or theories involved in ***applying*** technology in the instructional process

3. Gain factual knowledge (terminology, classifications, methods, trends) used in ***applying*** technology in the instructional process

4. Develop specific skills, competencies, and points of view needed by professionals while ***applying*** technology in the instructional process

Standards Matrix:

Course Objectives	Activities	Performance Assessment	Standards: Texas Technology Applications Standards EC-8	Standards ISTE	Standards ACEI	Standards NAEYC
Demonstrate the knowledge and proper application of technology-related terms and concepts	Complete classroom activities appropriately incorporating terms and concepts	Organizational Spreadsheet, Website Review, Needs Assessment, Technology Mini Lesson, Copyright & Fair Use, Analysis of Student Learning	1.1k, 1.1s, 1.2s, 1.3s, 1.4s, 1.5s,1.6s, 1.7s, 1.8s, 1.9s, 1.10s, 1.11s, 1.12s, 1.13s, 1.16s, 1.17s, 1.18s	1	2a	
Meaningful application of data input strategies	Review & critique of various software; Analysis of Student Learning	Organizational Spreadsheet, Website Review, Needs Assessment, Technology Mini Lesson, Copyright & Fair Use, Analysis of Student Learning	1.1k, 1.2k, 1.1s, 1.2s, 1.3s, 1.4s, 1.6s, 1.13s, 1.16s	5	2a, 3e	
Develop a working knowledge of the	Discuss and present conclusions	Copyright and Fair Use Online Collaborative Project; Technology Mini Lesson	1.3k, 1.14s, 1.15s, 1.16s, 1.17s, 1.18s	6	2a, 3e	IV - 5

ethical practices in making informed decisions regarding current technologies and their applications						
Demonstrate process in identifying task requirements necessary to efficiently acquire, analyze, and evaluate a variety of electronic information	Hands-On Computer Lab activity; Discuss and present conclusions	Website Review; Technology Mini-Lesson;	2.2k, 2.3k, 2.3s, 2.8s	4	2a, 3e	III – 1,4b.4c,4d
Apply search strategies in the efficient acquisition, analysis, and evaluation of electronic information	Hands-On Computer Lab activity ; Discuss and present conclusions	Copyright and Fair Use Online Collaborative Project; Analysis of Student Learning; Technology Mini-Lesson; Website Review	2.1k, 2.1s, 2.2s	5,6	2a, 2i, 3e	
Demonstrate appropriate use of current technology in acquiring, analyzing, and evaluating electronic information	Hands-On Computer Lab activity; Discuss and present conclusions	Analysis of Student Learning; Technology Mini-Lesson; Website Review, Copyright & Fair Use Online Collaborative Project	2.3s, 2.4s, 2.5s, 2.6s, 2.7s	5,6	2a, 2i, 3e	
Utilize task-appropriate tools to synthesize knowledge that supports the work of individuals and groups in problem-solving situations.	Student Projects for Classroom; Blackboard assignments and usage; Discuss and present conclusions; Use of various production software	Presentation of Mini- Lessons in Classroom; Copyright and Fair Use Online Collaborative Projects	3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.8s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s	2	2a, 2i	
Create and Modify solutions that support the work of individuals and groups in problem-solving situations.	Hands-On Computer Lab Activities; Student Projects for Classroom; Blackboard Assignments and usage; Discuss and present conclusions; Use of various production software;	Organizational Spreadsheet, Website Review, Needs Assessment, Technology Mini Lesson, Formal Assessment Tool, Analysis of Student Learning	3.1k, 3.2k, 3.1s, 3.2s, 3.3s, 3.4s, 3.5s, 3.6s, 3.7s, 3.9s, 3.10s, 3.11s, 3.12s, 3.13s, 3.14s, 3.15s, 3.16s, 3.17s	2	2a, 2i	
Evaluate the results of using task-appropriate tools to support work in problem-solving situations.	Student assignments using various software; Hands-on Computer Lab Activities; Use of various production software	Analysis of Student Learning; Formative Assessment Tool	3.3k, 3.14s, 3.15s, 3.16s, 3.17s	2	2a, 2i	
Demonstrate communication of information in different formats and for diverse audiences	Use of Various Production Software; Computer Tutoring; Hands-on Computer Lab Activities	Copyright and Fair Use Online Collaborative Projects; Technology Assistant Assignment; Need Analysis; Web Page	4.1k, 42k, 4.3k, 4.1s, 4.2s, 4.3s, 4.4s, 4.5s, 4.6s, 4.7s, 4.8s, 4.9s, 4.10s. 4.11s, 4.12s	5	2a, 2i, 3b. 3c, 3d, 3e, 4, 5a, 5b, 5c, 5d,	III - 2
Plan and Organize instruction for students that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum	Plan for delivery of instruction	Needs Analysis; Technology Mini-Lesson Presentation	5.1k, 5.2k, 5.3k, 5.8k, 5.1s, 5.2s, 5.3s, 5.4s, 5.5s, 5.6s, 5.7s, 5.8s, 5.9s, 5.10s, 5.11s, 5.12s, 5.13s, 5.17s, 5.18s	2,3	1, 2a, 3a, 3b, 3c, 3d, 4, 5a,5b,5c,5d	III – 4b,4c.4d

Deliver and Evaluate instruction for students that incorporates the effective use of current technology for teaching and integrating the TEKS into the curriculum	Review of software; Student Demonstrations;	Presentation of Technology Mini-Lesson; Website Reviews; Needs Analysis Assignment	5.7k, 5.3s, 5.4s, 5.10s, 5.11s, 5.12s, 5.13s, 5.14s, 5.15s, 5.16s, 5.18s	3,4	1,2a,2i,3a,3b,3c,3d, 3e,4,5a,5b,5c,5d	III – 4b,4c.4d
			Texas Pedagogy and Professional Responsibilities Standards			
Design instruction for all students that reflects relevant content and appropriate assessment	Group planning related to TEKS objectives	Needs Analysis Assignment; Technology Mini-Lesson	1.19k, 1.20k. 1.21k, 1.22k.1.23k, 1.24,	2	1,2a,3a,3b,3c,3d,3e ,4,5a,5b,5c,5d	I.-1, 4b, 4c,4d
Create classroom environment of respect and rapport , fostering positive climate	Designing Mini-Lesson; Computer Tutoring	Presentation of Mini-Lesson; Needs Analysis; Technology Assistant Assignment	2.10k	2	1	II – 4b,4c,4d
Create instruction that makes use of effective communication techniques, engaging instructional strategies, and efficient feedback	Designing Mini-Lesson; Student Projects for Classroom; Technology Assistant Assignment	Presentation of Mini-Lesson; Needs Analysis	3.7k	2,3,4	1,2a,2i,3a,3b,3c,3d, 3e,4,5a,5b,5c,5d	III – 4b,4c,4d

Description of Standards Cited in Matrix Above

NAEYC Standards

1. Promoting Child Development and Learning

2. Building Family and Community Relationships

3. Observing, Documenting, and Assessing to Support Young Children and Families

4. Teaching and Learning
    - 4a. Connecting with children and families
    - 4b. Using developmentally effective approaches
    - 4c. Understanding content knowledge in early education
    - 4d. Building meaningful curriculum

5. Becoming a Professional

TECHNOLOGY APPLICATIONS STANDARDS (SBEC) FOR ALL BEGINNING TEACHERS

Standard I. All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard II. All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard III. All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard IV. All teachers communicate information in different formats and for diverse audiences.

Standard V. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

ACEI Standards

Standard 1 Development and learning—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development and acquisition of knowledge.

Standard 2.2 Science—Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.

Standard 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory. connection across the curriculum, curricular goals, and community.

Standard 3.2 Standard Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

Standard 3.3 Development of critical thinking and problem solving.—Candidates understand and use a variety of teaching strategies that encourage elementary students' development and use of critical thinking and problem solving,

Standard 3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self- motivation, and positive social interaction and to create supportive learning environments.

Standard 3.5 Communication to foster learning—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster activity inquiry, collaboration, and supportive interaction in the elementary classroom.

Standard 4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Standard 5.1 Professional growth, reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families, and other professionals in the learning community and actively seek out opportunities to grow professionally.

Standard 5.2 Collaboration —Candidates know the importance of establishing and maintaining positive collaborative relationships with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth, and well-being of children.

International Society for Technology in Education (ISTE)

(National Education Technology Standards)

I. **TECHNOLOGY OPERATIONS AND CONCEPTS.**

Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)

B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

II. **PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.**

Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

A. apply current research on teaching and learning with technology when planning learning environments and experiences.

B. identify and locate technology resources and evaluate them for accuracy and suitability.

C. plan for the management of technology resources within the context of learning activities.

D. plan strategies to manage student learning in a technology-enhanced environment.

III. **TEACHING, LEARNING, AND THE CURRICULUM**.

Teachers implement curriculum plans, that include methods and strategies for applying technology to maximize student learning. Teachers:

. facilitate technology-enhanced experiences that address content standards and student technology standards.

A. use technology to support learner-centered strategies that address the diverse needs of students.

B. apply technology to develop students' higher order skills and creativity.

C. manage student learning activities in a technology-enhanced environment.

IV. **ASSESSMENT AND EVALUATION.**

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

. apply technology in assessing student learning of subject matter using a variety of assessment techniques.

A. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

B. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning,communication,and productivity.

V. **PRODUCTIVITY AND PROFESSIONAL PRACTICE.**

Teachers use technology to enhance their productivity and professional practice. Teachers:

. use technology resources to engage in ongoing professional development and lifelong learning.

A. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

B. apply technology to increase productivity.

C. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

VI. **SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.**

Teachers understand the social,ethical,legal,and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

. model and teach legal and ethical practice related to technology use.

A. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.

B. identify and use technology resources that affirm diversity

C. promote safe and healthy use of technology resources.

D. facilitate equitable access to technology resources for all students.

Pedagogy and Professional Responsibilities (PPR) IV Domains and 13 Competencies

Programs at Sam Houston State University (SHSU) College of Education are founded on a variety of knowledge bases, including the Pedagogy and Professional Responsibilities (PPR) Competencies as specified by the State of Texas for individuals seeking an initial teaching certificate. These competencies are to be demonstrated and assessed throughout professional education programs at SHSU. In particular, this occurs during course work prior to methods block, field experiences during methods block, within professional portfolios, and by way of the state certification examination.

After completion of the teacher education program at SHSU, a beginning teacher will be able to demonstrate the following competencies:

Standards Assessed:

Pedagogy and Professional Responsibilities Standard I:
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Domain I: Designing instruction and assessment to promote student learning

Competencies

1. The teacher understands **human developmental processes** and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.
2. The teacher understands **student diversity** and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.
3. The teacher understands **procedures for designing effective and coherent instruction and assessment** based on appropriate learning goals and objectives.
4. The teacher understands **learning processes** and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Pedagogy and Professional Responsibilities Standard II:
The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Domain II: Creating a positive, productive classroom environment

Competencies

5. The teacher knows how to **establish a classroom climate that fosters learning**, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
6. The teacher understands **strategies for creating an organized and productive learning environment** and for **managing student behavior**.

Pedagogy and Professional Responsibilities Standard I:
The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Pedagogy and Professional Responsibilities Standard III:
The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Technology Applications Standards I–V:
All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.
All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.
All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.
All teachers communicate information in different formats and for diverse audiences.
All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Domain III: Implementing effective, responsive instruction and assessment

Competencies

7. The teacher understands and applies principles and strategies for **communicating effectively** in varied teaching and learning contexts.
8. The teacher provides appropriate instruction that **actively engages students in the learning process**.
9. The teacher incorporates the **effective use of technology** to plan, organize, deliver, and evaluate instruction for all students.
10. The teacher **monitors student performance and achievement**; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Pedagogy and Professional Responsibilities Standard IV:
The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Domain IV: Fulfilling professional roles and responsibilities

Competencies

11. The teacher understands the importance **of family involvement** in children's education and knows how to interact and communicate effectively with families.
12. The teacher **enhances professional knowledge** and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.
13. The teacher understands and adheres to **legal and ethical requirements** for educators and is knowledgeable of the structure of education in Texas.

Although all assignments in EED 467 address a variety of these 13 PPR Competencies, the four Competencies specifically addressed in EED 467 are as follows:

Competency	*Assignments*
3. The teacher understands **procedures for designing effective and coherent instruction and assessment** based on appropriate learning goals and objectives.	Needs Analysis Technology Mini-Lesson Presentation
7. The teacher understands and applies principles and strategies for **communicating effectively** in varied teaching and learning contexts.	Homepage Assignment Technology Mini-Lesson Presentation
9. The teacher incorporates the **effective use of technology** to plan, organize, deliver, and evaluate instruction for all students.	Needs Analysis Technology Mini-Lesson Presentation Formative Assessment Tool Analysis of Student Learning
10. The teacher **monitors student performance and achievement**; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.	Formative Assessment Analysis of Student Learning
13. The teacher understands and adheres to **legal and ethical requirements** for educators and is knowledgeable of the structure of education in Texas.	Copyright and Fair Use Collaborative Project

In addition to the Pedagogy and Professional Responsibilities (PPR) Competencies, SHSU programs are also founded in the state standards of content knowledge for each discipline. Go to http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp to view the State Board of Educator Certification content knowledge standards. State competencies for advanced programs such as “principal” and “school counselor” are also located at the same address.

Course Format:

The format of the class includes lecture, small group discussions, whole class discussion, on-line discussions/assignments, and field experience. Grades consist of professor and classroom mentor teacher assessment of organizational spreadsheets, written reports, journals, class participation, on-line discussions, needs analysis, webpage preparation/maintenance, appropriate implementation of technology into instruction, newsletter, contribution of technology skills in a community setting, designing appropriate assessment tool, evaluation of computational spreadsheets, and written test.

Field-based Experience

The school district administrators and SHSU faculty work together in identifying, coordinating and designing rich school-based experiences for the SHSU teacher candidates. Campus sites are selected based-on a record of excellence and willingness to partner with SHSU in this endeavor. SHSU and the partner schools seek to provide opportunities for teacher candidates to work with diverse populations. Each teacher candidate is assigned to a mentor teacher based on area of specialization for the entire semester.

Field Assignments for EED 467

Implementation of Websites/Website Activities

This assignment is designed to allow the teacher candidate to research website activities that are appropriate to what the teacher candidate or the mentor teacher is teaching in the classroom. Using knowledge of what is currently being taught in the classroom, the teacher candidate will search for and review three (3) sites for the purpose of finding activities that enhance the curriculum. These may be sites that would act as a "tutorial" for students who need the extra help learning the material, OR it may be a site that would engage the more advanced student, assisting them in their learning process.

The assignment is to designate which learning theory the sites address, write a brief description of the use of each, share these with the mentor, implement the chosen one(s), and write a report over the results of the implementation of the website(s).

Needs Analysis

Planning in preparation for instruction most often is reflected in a lesson/learning plan. Beginning a learning/lesson plan with no organization of forethought regarding the learners, methods/strategies, and media leaves room for the elimination of some critical considerations regarding the various elements required to produce good instruction. This assignment provides a description of the procedures to be used in preparation of the delivery of instruction, assisting the teacher candidates in organizing their planning for instruction.

Formative Assessment Tool

The Formative Assessment Tool is used to assess students during classroom instruction. This tool is to be aligned with objective(s) used in one of the lessons presented in the classroom. There are two parts to this assignment:

1. Formative assessment (Checklist): This is a result of your observation of the students as they proceed through the lesson. This contains small innuendos that are not concrete enough for post-assessment, but are good indicators of whether or not the students are understanding the concept being taught.

2. Formative Assessment (Anecdotal): This consists of comments that are made during the lesson; or this could be your short stories of things students do while working through the lesson. These may or may not be humorous. They could simply be factual observations you make. This is best done in a spreadsheet format.

Analysis of Student Learning

This assignment provides the opportunity to analyze data accumulated regarding student performance related to learning objectives. The teacher candidate will use various forms of data such as pre-assessments, formative assessments, post-assessments, and graphic representations in this analysis.

This assignment is to be completed using authentic data accumulated during a unit taught by either the teacher candidate or the mentor teacher, or a combination of both. To be successful at completing this assignment, there will need to be a pre-assessment, formative assessment(s), and post-assessment completed on the learning objectives in the unit. This data will be analyzed on three levels:

1. Whole Class
2. Subgroups
3. Two individual students

Guide to Assist in Completing Field Assignments

Website Review Of Learning Theories & Implementation

1. Visit with mentor about project
2. Review Websites and write reviews
3. Discuss reviews with mentor and discuss website to implement
4. Implement website with students

Needs Analysis

1. Visit with mentor to obtain information about students in the classroom
    a. Special learning needs of students
    b. Learning needs in general
    c. Specific learning needs

Formative Assessment Tool

1. Visit with mentor about project
2. Discuss with Mentor What Lesson Will be Good for you to Observe Him/Her
3. Prepare the Formative Assessment Tool (Checklist) with Details You Will Look for 4. During Lesson

Analysis of Student Learning

1. Visit with mentor about project
2. Arrange to obtain Pre- and Post- scores from a unit that either you teach, your mentor teaches, or a combination of you and your mentor teaching. Analyze these assessments, determining how many points in each document are related to each of the objectives being taught.
3. Plan, design, and implement a Formative Assessment Tool in this period of time. (You can use the one referenced above where you observe your mentor teacher during the lesson.)

Course Content:

Introduction/Application of Technology in Classroom
Use of technology in instruction and learning
Theory of learning and the role of technology
Use of computer and technology in teaching and learning
Review and critique of educational websites
Identify methods and media for learning
Select appropriate methods, media, and materials for more meaningful learning
Use of various forms of technology in instruction
Using the Internet and distance education
Analysis of student work and materials used during instruction
Current and future issues in instructional technology
Presentation of instructional lesson in a classroom setting

Course Requirements:

1. Student projects include organizational spreadsheet, needs analysis, assessment tool, webpage, and website review to determine various learning theories incorporated into the websites and application of websites
2. Act as a Technology Assistant in a public school/community setting, assisting the teachers and staff in the area of technology
3. Preparation of technology Mini-Lesson Presentation
4. Analysis of Student Learning
5. Copyright and Fair Use Project

Evaluation *(Refer to end of Syllabus for details of these assignments)*

	Points
Organizational spreadsheet	25
Homepage in Blackboard	10
Website Review for Learning Theories and Classroom Implementation	40
Needs analysis	70
Technology Mini-Lesson Presentation	95
Formative assessment tool	25
Technology Assistant Reflection & Log Sheet	50
Analysis of Student Learning/Reflection & Self-Evaluation	85
Copyright and Fair Use Collaborative Project	50
Total Points from **EED 467**	**450**
+Points from **Methods Block** (Refer to Methods Block Guide for Details)	**150**
GRAND TOTAL OF POINTS	**600**

Grading Scale

A = 552-600 points
B = 492-551.9 points
C = 432-491.9 points
D = 372-431.9 points
F = 371.9 points or lower

*A grade in any methods course of "D" or lower will result in the candidate repeating the course before they are eligible for student teaching.

Time Requirement

For each hour in class, you will be expected to commit at least three hours outside of class. It is expected that if you enroll in this course, you can meet the time requirements.

Evaluation by Group

At the end of the semester, each student will be asked to complete an evaluation form regarding each group member he/she worked with throughout the semester. Although not included in the total points for the course, consistent negative comments about the willingness of a student to work well with peers will be documented as a Dispositions matter in the candidate's file.

Attendance

Regular and punctual attendance is required and will be documented every class period.

As per University policy, candidates will not be penalized for three (3) hours of absence during the semester. This class period absence should be used carefully for emergencies and illnesses. It is important that candidates notify the professor via email or phone call prior to, or on the day of, the absence regardless of the reason for the absence.

Upon the second absence, after the three (3) hours of absence allowed by the University, the Department of Curriculum and Instruction will be notified and a notation will be made in the candidate's file. After the third absence, the candidate will attend a conference with the course professor as well as the Chairperson of Curriculum and Instruction to discuss and evaluate reasons for the absences, and to determine if the candidate needs to continue in the program. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the course or block of courses. Each absence beyond the first absence may result in a five-point reduction of your final grade in EED 467 for each class missed. Excessive absences can constitute reasons for lowering of semester grades, and possibly, removal from the methods semester.

It is the student's responsibility to obtain prior approval from the instructor for making up class assignments. Documentation from the student may be required for approval. It is also the student's responsibility to retrieve handouts and materials from the missed class from classmates. Any missed group work may not be made up.

Tardies

If a student is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A student who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in an absence.

Late Work

Scheduled assignments are due by midnight electronically on the due date. If assignments are one day late, there will be a reduction in possible points earned on that assignment of 50%. Second day late, the assignment receives a zero. Recognizing that "extenuating circumstances" may occur, documentation of reason for late work may be submitted to instructor for consideration of reinstating original possible points.

Professionalism

Professionalism is expected, both in the classroom and in the public schools. If individual assignments possess a striking similarity to another student's work, penalty may be, minimally, the drop of one letter grade. During field experience, proper dress is expected. The teacher candidates should practice appropriate dress and behavior simultaneously as they practice the application of instructional strategies they are learning in the classroom.

Dispositions

In addition to the requirements for this course, in order to be eligible to register for the next level/course in your program, you must demonstrate the dispositions listed for the "Emerging Competence" level. These "Emerging Competence" levels consist of the following categories: Values, Commitment, Professional Ethics, and Organization/Flexibility. Dispositions Notebook details will be given later.

Additional Information

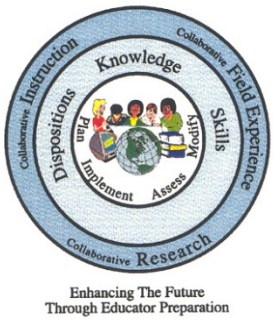
Please visit the following website for additional Sam Houston State University syllabus information:

http://www.shsu.edu/syllabus/

Bibliography:

1. How People Learn: Brain, Mind, Experience, and School: Expanded Edition -- by John Bransford (Editor)

2. Computers in the Classroom: Mindtools for Critical Thinking – D. H. Jonassen



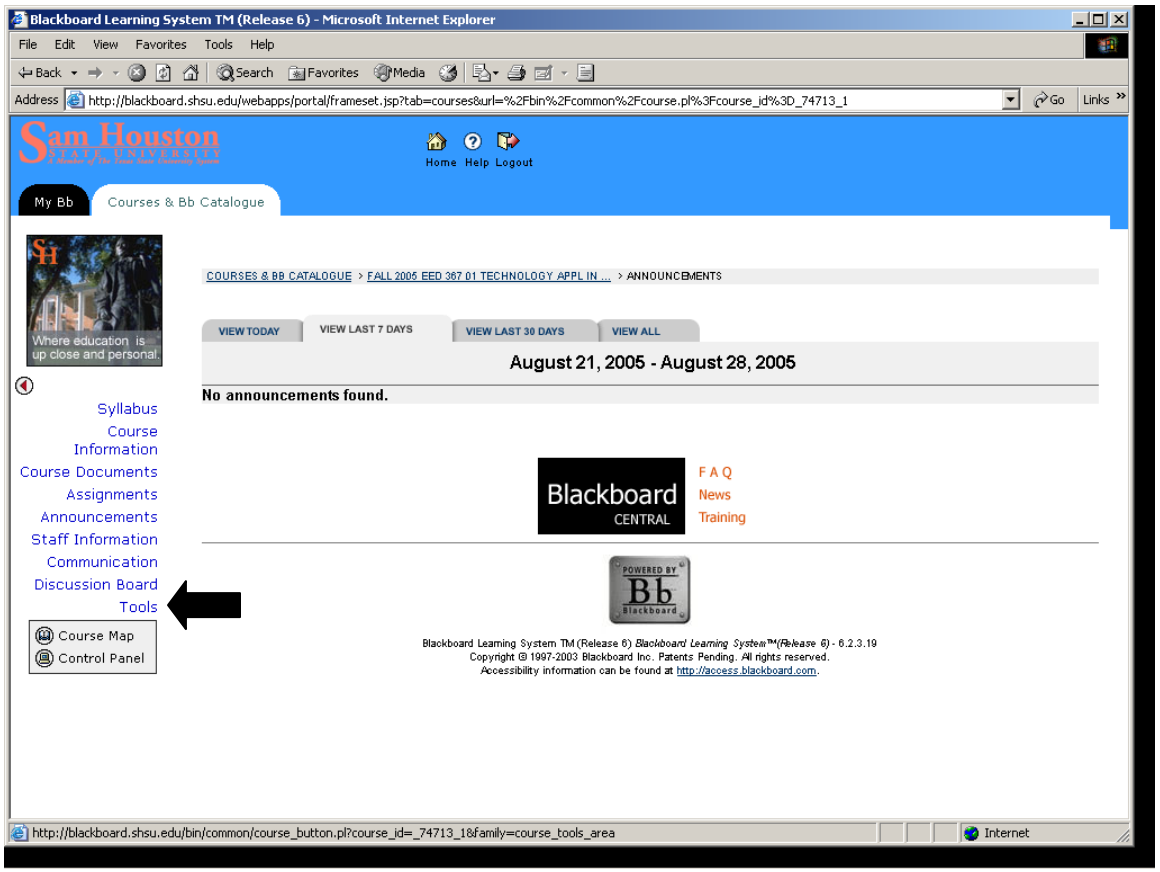
Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of our communities' diverse learners.

Homepage in Blackboard

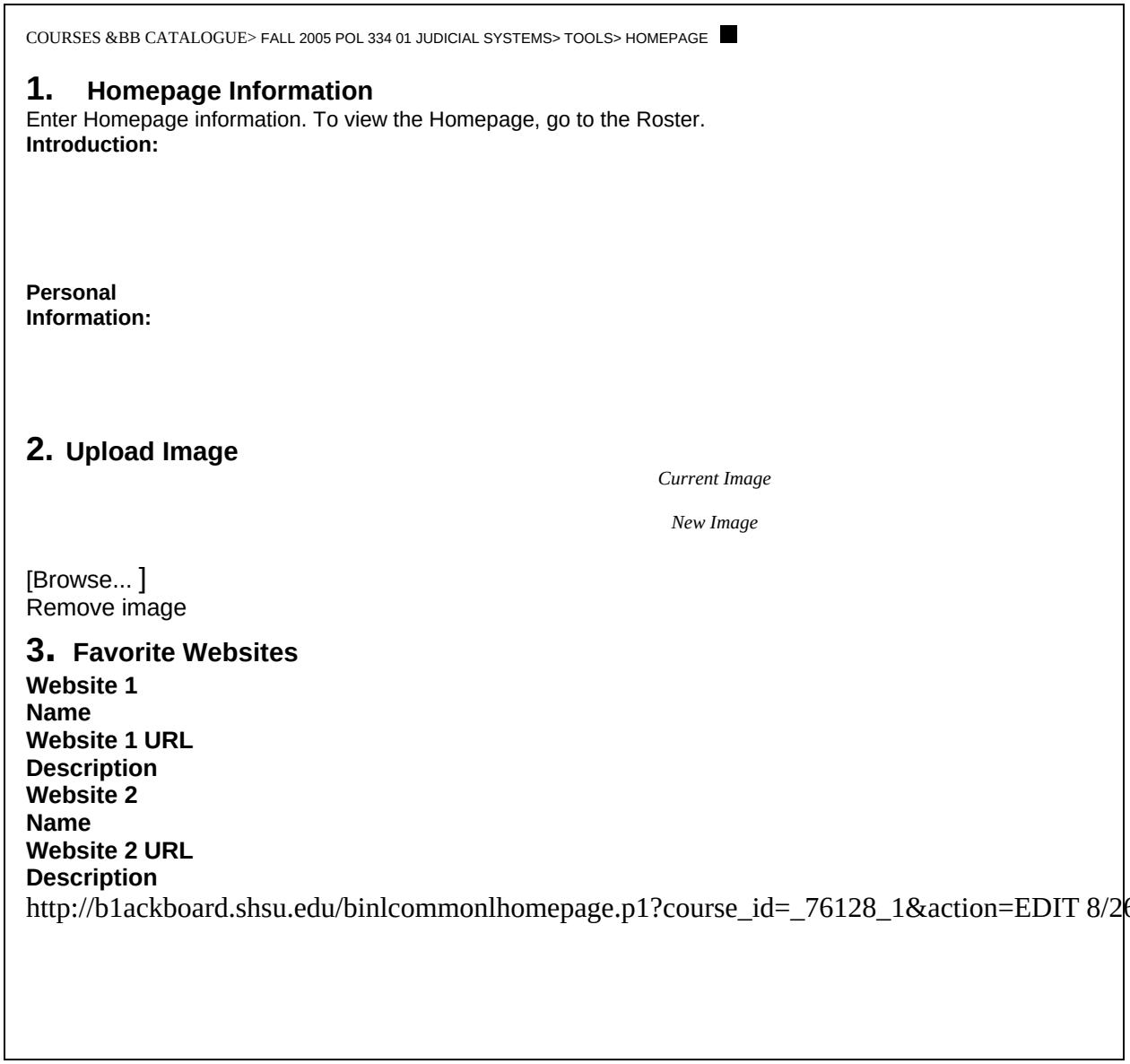
(Individual Assignment)
10 Points
(Competencies 5 and 9)

TASK: You will create your Homepage within Blackboard. This Homepage can be viewed by only the members of your assigned section of EED 467. Completing these Homepages allows us all to become a little more acquainted with each other.

PROMPT: To access the input screen of your Homepage in Blackboard, log in to Blackboard and click on your section of EED 467. This will bring up a screen similar to what is displayed below. From this screen, you click on "Tools" (on the left-hand side of the screen, denoted by the black arrow in the picture below).



When you click on “Tools”, you will open another screen that has the following information included in it:


COURSES &BB CATALOGUE> FALL 2005 POL 334 01 JUDICIAL SYSTEMS> TOOLS> HOMEPAGE

1. Homepage Information

Enter Homepage information. To view the Homepage, go to the Roster.

Introduction:

Personal Information:

2. Upload Image

Current Image

New Image

[Browse...]

Remove image

3. Favorite Websites

Website 1
Name
Website 1 URL
Description
Website 2
Name
Website 2 URL
Description

http://b1ackboard.shsu.edu/binlcommonlhomepage.p1?course_id=_76128_1&action=EDIT 8/26/2005

1. You will complete the “Introduction” and “Personal Information” sections. The “Introduction” will include something about yourself you would like to share with the rest of the class members, plus your area of study at SHSU – EC-4, EC-8, 4-8, etc. The “Personal Information” will include name, address, phone, e-mail, etc. and any other information you may want to share. (For privacy purposes, please do not include ANY information that you do not want to share with the class.)

2. You will upload a picture into your Homepage. This can be any picture with you in it. (Keep it clean, please! ☺) It can be a picture of just you, one with you and your boyfriend, you and your children, you and your pet, etc. To do this, click on the “Browse” button and find your picture file you have previously saved on your computer or other device. Double-click on the file with the image. The image will be added to the Homepage. If you get the wrong picture and want to delete it so as to insert the correct one, click on “Remove image”, and then start the “Browse” process again.

Your Homepage will be graded as follows:

Introduction included	3
Personal Information included	3
Picture of you included on the Homepage	4
Total Points	10

You are NOT required to include "Favorite Websites", but you are certainly welcome to. For instance, if you have a favorite educational site you have discovered and find it useful as a pre-service teacher, we would appreciate your sharing with us. (Once again, keep it clean, please! ☺)

Accessing fellow students' Homepages: You may access the information your fellow students put on their Homepages by logging into this section of blackboard, click on "Communications", then "Roster". Then you click on "List All" once and then "List All" again. This will pull up all students' names in your section. Clicking on a student's name will open up that person's Homepage.

To be included on your Homepage:

REQUIRED for CREDIT: Choose ONE (1) competency that this assignment addresses. Include an explanation in your assignment, describing why this competency applies to this assignment. In order to receive credit, this section must include:

1. Which **competency** applies to this assignment

2. What this chosen competency **states** (word for word, taken from the Syllabus or other Competency information)

3. Include a **rationale** stating how this assignment relates to the chosen competency. This should be explained in a minimum of a 3 to 5 sentence paragraph.

4. Include a **reflective/evaluative statement** consisting of personal feelings, opinions, and comments about this how the chosen competency relates to this assignment. This should be explained in a minimum of a 3 to 5 sentence paragraph.

Organizational Spreadsheet Assignment

(Individual Assignment)

(25 Points)

(Competencies 6 and 9)

TASK: When some people think of technology in the classroom, they think only of technology being used for the instruction itself. Technology plays a much more involved role than just this one area of instruction. Technology is utilized at all points in the instructional process – including keeping the day-to-day administrative tasks organized so as to have more time during the school day for instruction with the students.

So that you will be prepared for that first day/week of school with your first group of students, you can begin now to accumulate tools that will help you in running your classroom more efficiently. The Organizational Spreadsheet is one of those tools.

The Organizational Spreadsheet includes the names of the students in the classroom in the first column. Then, serving as a checklist, the Organizational Spreadsheet can be used to, among other things, track receipt of school supplies at the beginning of school or to monitor the return of legal forms/documents that have been sent home for the parents to sign.

An example of this spreadsheet follows:

Student Name	Address Info	Medical Card	Bus Permission	Free Lunch Form	Photo Permission	Construction Paper	Crayons	Pencils	Colored Markers	Computer Paper	Computer Fee
Student #1											
Student #2											
Student #3											
Student #4											
Student #5											
Student #6											
Student #7											
Student #8											
Student #9											
Student #10											
Student #11											
Student #12											

PROMPT: For this assignment, you are to create your own spreadsheet that you feel will be helpful to you that first day/week of school as you strive to keep the administrative task of teaching well organized. The file of this spreadsheet is to be on your computer, on a floppy, zip, flash drive, etc. – any of the technology where you save your work. It should be in a folder easily accessible when you are preparing for your first teaching assignment next year.

The spreadsheet should include:

1. Column for students' names (to be filled in when you get your class roster)
2. Titles (in the first cell of each column)
   (List of supplies/documents, etc.) (Using the example as a guide, you should color code each different category so as to make it easier to find what you need to know on the spreadsheet by categorizing.)
3. There must be at least two different colors used in the title listings.
4. A Heading (completed through the View, Header/Footer tool) identifying what the spreadsheet is to be used for

The spreadsheet will be graded as follows:

Rating → Indicator ↓	Not Met	Partially Met	Met
Column for Student's Names	0	1 – 3 Pts.	4 Pts.
Titles (in the first cell of each column) st of supplies/documents, etc. *Color code each different category	 0 0	 1 – 5 Pts. 1 – 5 Pts.	 6 – 7 Pts. 6 – 7 Pts.
At Least two different colors used in the headings	0	1 – 2 Pts.	3 Pts.
A Heading identifying what the spreadsheet is to be used for	0	1 – 3 Pts.	4 Pts.
TOTAL POSSIBLE POINTS			**25 Pts.**

This assignment is to be sent electronically to the Assignment Manager in Blackboard. Label the file **as follows:**

(Last Name, First Initial)OrgSSheet(Due Date)

Example: RiceMOrgSSheet050105

If sending the assignment from two people, the label should be as follows:

(Last Name, First Initial) (Last Name, First Initial)OrgSSheet(Due Date)

Graded assignments will be recorded in Blackboard's Gradebook.

The grading scale does not include points deducted for spelling or grammatical errors. With the expectation that your written work should contain no or (at worst) very few errors, I don't feel it's necessary. To address the importance of no errors in your paper, you will be allowed no more than 3 spelling/grammatical errors. After that, you could lose 5 points for each spelling/grammatical error in the paper.

REQUIRED for CREDIT: Choose ONE (1) competency that this assignment addresses. Include an explanation in your assignment, describing why this competency applies to this assignment. In order to receive credit, this section must include:

5. Which **competency** applies to this assignment

6. What this chosen competency **states** (word for word, taken from the Syllabus or other Competency information)

7. Include a **rationale** stating how this assignment relates to the chosen competency. This should be explained in a minimum of a 3 to 5 sentence paragraph.

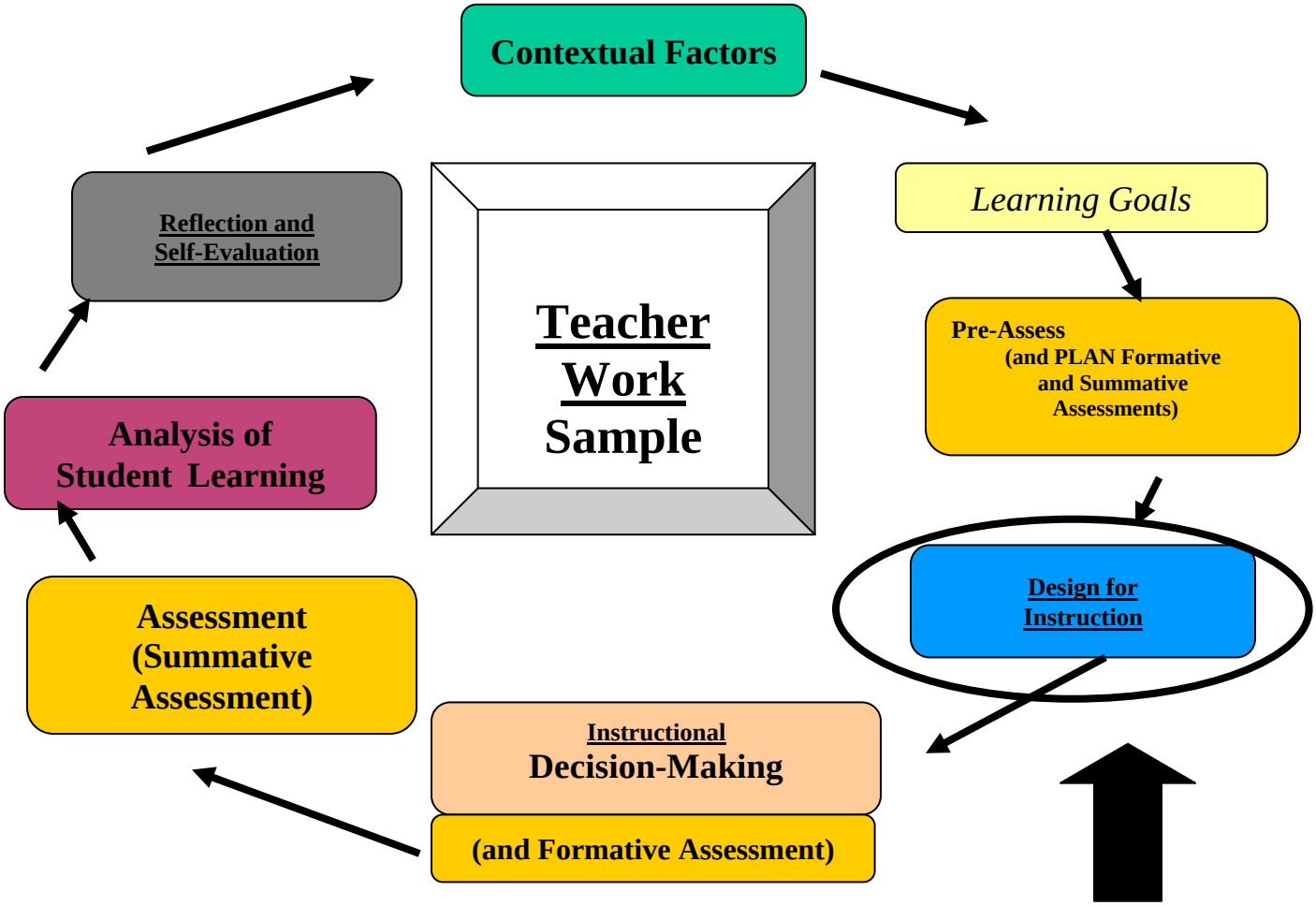
8. Include a **reflective/evaluative statement** consisting of personal feelings, opinions, and comments about this how the chosen competency relates to this assignment. This should be explained in a minimum of a 3 to 5 sentence paragraph.

Needs Analysis

(As can be found in the)

TEACHER WORK SAMPLE

Design for Instruction



Needs Analysis
(70 Points)

(This Assignment can be completed on an
1. <u>Individual basis</u>

OR

2. it can be done <u>in Pairs</u>
with your partner for your Methods field experience in EED 467 this semester.)

(Competencies 1, 2, 3, 4, and 9)

TASK: Planning in preparation for instruction most often is reflected in a lesson/learning plan. This provides a description of the procedures to be used in the delivery of instruction. Beginning a learning/lesson plan with no organization of forethought regarding the learners, methods/strategies, and media leaves room for the elimination of some critical considerations regarding the various elements required to produce good instruction.

The following tables (prepared within a word processing software) provide a Needs Analysis as an organizational tool for necessary elements in good instruction:

Chart A

Needs Analysis (Limited Students with Specific Needs)

Contextual Factors:

Objectives (Supported by Standards they address):

1.
2.
3.

Levels of Bloom's Taxonomy:

☐ Knowledge ☐ Analysis

☐ Comprehension ☐ Synthesis

☐ Application ☐ Evaluation

(This is reflected in the Pre-Assessment) **Student levels/ Capabilities And Needs**	**Student learning needs (general)**	**Student learning needs (specific to your lesson)**	**Categories of Multiple Intelligences found with this group of Learners**	**Possible instructional methods/strategies to use for lesson**	**Possible instructional media to use to present materials**
• • •	• • • •	• •	• • • • • • •	• • • • • •	• • • • • •

Needs Analysis (Chosen Methods/Strategies & Media and Website Activities)

Chosen instructional methods/strategies and media					
Electronic Activities (Software/ WebsiteActivities) to enhance the lesson or to use as Extension Activity					

Chart B

Needs Analysis (Multiple Students with Specific Needs)

Contextual Factors:

Objectives (Supported by Standards they address):

1.
2.
3.

Levels of Bloom's Taxonomy:

☐ Knowledge ☐ Analysis

☐ Comprehension ☐ Synthesis

☐ Application ☐ Evaluation

Name of Student	(This is reflected in the Pre-Assessment) Student levels/ Capabilities And Needs	Student learning needs (general)	Student learning needs (specific to your lesson)	Categories of Multiple Intelligences found with this group of Learners	Possible instructional methods/ strategies to use for lesson	Possible instructional media to use to present materials
1.						
2.						
3.						
4.						
5.						
6.						

Needs Analysis (Chosen Methods/Strategies & Media and Website Activities)

Chosen instructional methods/strategies and media					
Levels of Bloom's Taxonomy					
Electronic Activities (Software/ WebsiteActivities) to enhance the lesson or to use as Extension Activity					

PROMPT:
Description of Needs Analysis Chart:

Chart A with two rows is designed for use in a classroom with several large homogenous groups. Each Column is to be independent of the others since we are looking at the overall picture of the entire class – not specific IEP's on each student.

Chart B is designed for use in classrooms with many special learners (These learner will likely have IEP's). In this chart, teachers should list each learner and their specific learning needs under each category. In this case, it would be appropriate to use this Needs Analysis as the instructional plan for the many varied learners in the class by aligning the information in each category across the horizontal lines.

> **Contextual Factors:** In this foundational section, you will discuss relevant factors and how they affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning. Elements to be addressed in this section are (1)Community, district and school factors; (2)Classroom factors, (3)Student characteristics, and (4)Instructional implications.
>
> **Objectives:** Before planning a lesson, one must first consider what is to be taught. Based upon the TEKS, objectives communicate to the teacher, administrators, students, and parents what the students will be able to do at the end of the lesson. Quality objectives are written so as to allow the students to actively demonstrate their understanding of the concepts being taught. For these reasons, objectives should be listed before needs analysis and planning begins.

Student levels, capabilities, and needs (This is reflected in the Pre-Assessment) are many times described in terms of reading level at the elementary level. Since the students must be able to read and comprehend, the reading level can affect the students' performance across all subjects. Therefore, in this column, one approach is that teachers will describe how many students are on reading level, how many are on a higher reading level, and how many are on a lower reading level. If the concepts being taught are mathematics, science, or social studies-related, there may also be a need to analyze the capabilities of the students in these areas in addition to their reading levels.

General Student Learning Needs are characteristics of the students that exist all of the time and must be considered for EVERY lesson as it is prepared, i.e. hearing impaired, visually impaired, ADD, ADHD, etc. These important elements may require the teacher to consider special seating arrangements, planned control movement, and strategies to assist students in maintaining focus.

Specific Student Learning Needs: These are characteristics of the students that exist, but not every lesson is affected by them. For instance, allergies to certain foods should be considered if your lesson is learning about sense of taste and you plan to have students taste certain foods. Or, a student's allergy to latex gloves when you plan to have the students use latex gloves for safety purposes during a science experiment. In the case of learning needs specific to your lesson,

special arrangements would be necessary to accommodate those students so that they receive the same learning experience as the rest of the students.

> **Multiple Intelligences** found within this group of learners forces the teacher to consider the variety of intelligences represented in the classroom. In considering how each child in their class is smart, teachers must focus on the eight (possibly nine) intelligences outlined by Gardner. These intelligences include logical-mathematical, verbal-linguistic, musical, bodily-kinesthetic, spatial, naturalist, intrapersonal, interpersonal and possibly, philosopher. When teachers consider all of these intelligences and try to incorporate as many as possible, students are more successful. Of course, teachers cannot plan for all intelligences in every lesson but being aware of the different intelligences in the classroom while planning might open up new avenues for lessons.

Possible instructional methods/strategies: Here the teacher needs to list all instructional methods/strategies that could **possibly** be used in the lesson to teach the chosen objectives with this specific group of learners and their needs. In following these directions, teachers must consider the multitude of instructional strategies available, and then consider the most appropriate for the determined objective and the class. Instructional strategies might include cooperative learning, inquiry, lecture or direct instruction, simulation, or demonstration.

Possible Instructional Media to use to present materials: Teachers need to list all instructional media that could **possibly** be used in your lesson to teach the chosen objectives with this specific group of learners and their needs. Examples of these instructional media would be: presentation software, overhead projector, chalkboard, whiteboard, textbooks, library books, manipulatives, etc. This section includes possibilities for what the teacher would use as well as what media will be used by the learners themselves.

Chosen Methods/Strategies & Media and Website Activities

The five Needs Analysis categories suggest possibilities that the teacher must bear in mind for a particular objective based on a particular group of students. In the final analysis, teachers must **choose the instructional methods/strategies and media to use to teach the chosen objectives with this specific group of learners and their needs**. Remember, that this includes possibilities for what the teacher would use as well as what media will be used by the learners themselves. An example would be presentation with PowerPoint where presentation is the method and PPT is the medium. Another example might be discovery with manipulatives.

Finally, teachers should determine how best to **enhance and/or extend the lesson possibly through Electronic Activities such as Software/WebsiteActivities**. These activities can assist the classroom teacher in being prepared to keep the learners engaged while also adding to their existing content knowledge. Researching these website activities before the material is covered in class and having them readily available to the appropriate students maintains the pace of the lesson and keeps the students moving forward in learning the content without allowing the students to become off-task while the classroom teacher searches for something appropriate for remediation or extension activities. Just as the rest of the Needs Analysis is intended to plan for effective and efficient instruction, advanced planning for additional activities keeps the pace of the class continuing without interruptions.

Example of Needs Analysis Chart Created by Pre-Service Teachers

D.J. Roberts, Perla Alanis, Albert Archuleta, Kara Bridwell, Kandi Capps, Lynn McCollum, Kristal Null, Kristy Thackerson, and Emelia Zapata.

Needs Analysis (Limited Students with Specific Needs)

Objectives (Supported by Standards they address):

Levels of Bloom's Taxonomy:	
X Knowledge	X Analysis
X Comprehension	X Synthesis
X Application	X Evaluation

1. The student will be able to explain and demonstrate methods to resist peer pressure.
2. The student will be able to identify and demonstrate ways to show empathy.
3. The student will be able to explain what respect means to them.
4. The student will be able to summarize elements of peer pressure.

TEKS (Texas Essential Knowledge and Skills):

Health 6. 7 Influencing factors. The student recognizes how relationships influence individual health behaviors including skills necessary for building and maintaining relationships. The student is expected to:

(B) Explain ways of maintaining healthy relationships such as resisting peer pressure to engage in unsafe behavior.

Health 6.10 Personal/interpersonal skills. The student describes healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:

(A) Demonstrate ways to communicate empathy to others and have consideration for others.

Health 6.11 Personal/interpersonal skills. The student analyzes information and applies critical-thinking, decision-making, goal-setting and problem-solving skills for making health-promoting decisions. The student is expected to:

(C) Explain the impact of peer pressure on decision making.

Student levels/ Capabilities	**Student learning needs (general)**	**Student learning needs (specific to your lesson)**	**Categories of Multiple Intelligences found with this group of Learners**	**Possible instructional methods/ strategies to use for lesson**	**Possible instructional media to use to present materials**
• 58 Sixth Grade GT students identified by subject • 15 Sixth Grade Special Education designation	• One student with diabetes • One student with severe allergies. Has have ephedrine pen available at all times. • 60-70 ADHD • Three Aspergers syndrome. • Five are Section 504	• Some students have lost a parent. • Will not do a lot of traditional family projects. *"Dear, Any Family member..."* *"Dear, Person I care about"*	•Mathematical •Linguistic •Interpersonal • Intrapersonal • Musical • Spatial • Bodily	• Cooperative learning • Discovery • Simulation • Games • Discussion • Presentation	• Power point • Television • Video Camera • Smart board • Handouts • Manipulatives • Flip Chart • Musical Instruments

Needs Analysis (Chosen Methods/Strategies & Media and Website Activities)

Chosen instructional methods/strategies and media	Simulation with Manipulatives	Cooperative Learning with Poster Board and Making Role models	Discussion with Paper /marker White Board	Games with Homemade board game team building, blind fold-trust game	Presentation with Musical Instruments
Electronic Activities (Software/ Website Activities) to enhance the lesson or to use as Extension Activity	http://www.thecoolspot.gov/bagOfTricks.asp				

In designing this Needs Analysis, you will refer to the following **RUBRIC**. You will be graded according to this rubric.

Rating → / Indicator ↓	(Pts. Possible) Indicator Not Met (Needs Improvement- Less Than Half of Elements Included)	(Pts. Possible) Indicator Partially Met (Includes Half of the Elements)	(Pts. Possible) Indicator Met (Includes All Elements)
Description of Contextual Factors	(1-4 Points)	(5-9 Points)	(10 Points)
List the Objectives for the lesson, supported by the TEKS	(1-2 Points)	(3-5 Points)	(6 Points)
Student Levels/ Capabilities (Taken from the Pre-Assessment Results)	(1-4 Points)	(5-9 Points)	(10 Points)
Student Learning Needs (General)	(1 Point)	(2-3 Points)	(4 Points)
Student Learning Needs (Specific to your Lesson)	(1 Point)	(2-3 Points)	(4 Points)
Multiple Intelligences	(1 Point)	(2-3 Points)	(4 Points)
Possible Instructional Methods to Use for Lesson	(1-4 Points)	(5-9 Points)	(10 Points)
Possible Instructional Media to Use to Present Materials	(1-4 Points)	(5-9 Points)	(10 Points)
Chosen Instructional Methods and Media	(1-3 Points)	(4-6 Points)	(7 Points)
Electronic Activities (Software/Website Activities) to Enhance the Lesson or to Use as Extension Activity	(1-2 Points)	(3-4 Points)	(5 Points)

The Needs Analysis assignment will need to be placed in the Assignment Manager no later than midnight of the due date. The file should be named as follows:

If you are completing it as an Individual Assignment:

(Last Name)(First Initial)Needs Analysis(Due Date)

EX: RiceMNeedsAnalysis111805

If you are completing it as a Pair:

(Last Name and First Initial of 1st Student)(Last Name and First Initial of 2nd Student)Needs Analysis(DueDate)

EX: JohnsonDRiceMNeedsAnalysis111805

A minimum of 5 points will be deducted for incorrect labeling of assignments being sent to the Assignment Manager.

If you are using a word processing software other than Microsoft Word, you will need to save your file on your computer as a Rich Text Format (.rtf) file. This will allow me to open it and be able to read it with the formatting intact.

Graded assignments will be recorded in Blackboard's Gradebook. For those papers that do not receive full points, comments on where points were missed can be found in the Comments section next to your grade in the Gradebook.

The grading scale does not include points deducted for spelling or grammatical errors. With the expectation that your written work should contain no or (at worst) very few errors, I don't feel it's necessary. To address the importance of no errors in your paper, you will be allowed no more than 3 spelling/grammatical errors. After that, you could lose 5 points for each spelling/grammatical error in the paper.

REQUIRED for CREDIT: Choose ONE (1) competency that this assignment addresses. Include an explanation in your assignment, describing why this competency applies to this assignment. In order to receive credit, this section must include:

9. Which **competency** applies to this assignment

10. What this chosen competency **states** (word for word, taken from the Syllabus or other Competency information)

11. Include a **rationale** stating how this assignment relates to the chosen competency. This should be explained in a minimum of a 3 to 5 sentence paragraph.

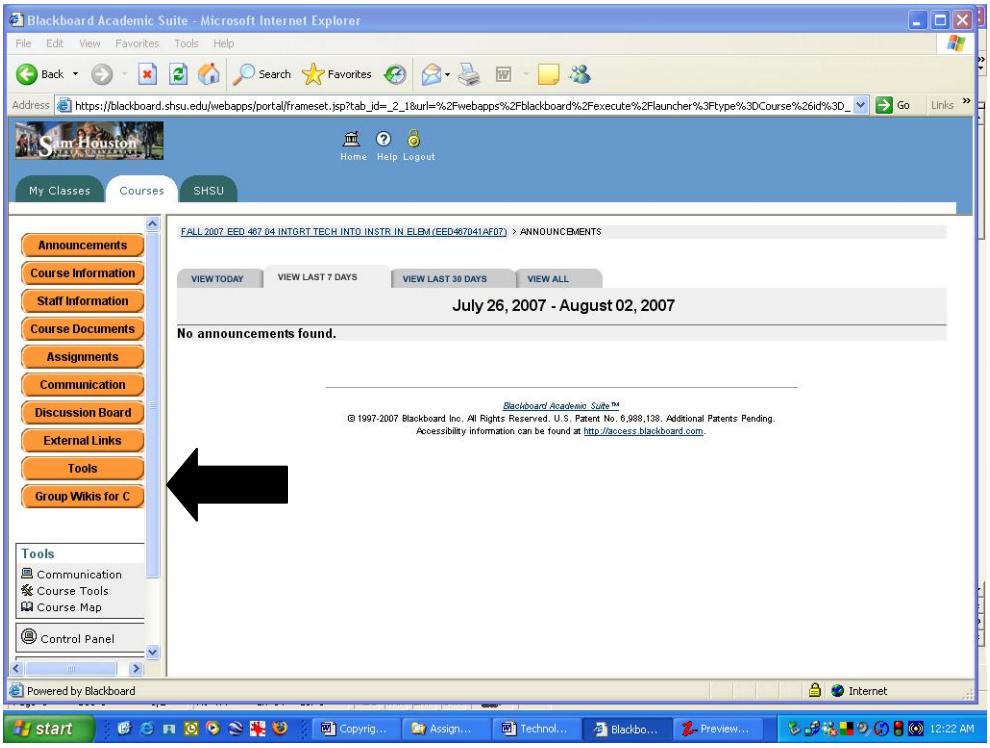
12. Include a **reflective/evaluative statement** consisting of personal feelings, opinions, and comments about this how the chosen competency relates to this assignment. This should be explained in a minimum of a 3 to 5 sentence paragraph.

Copyright and Fair Use Assignment

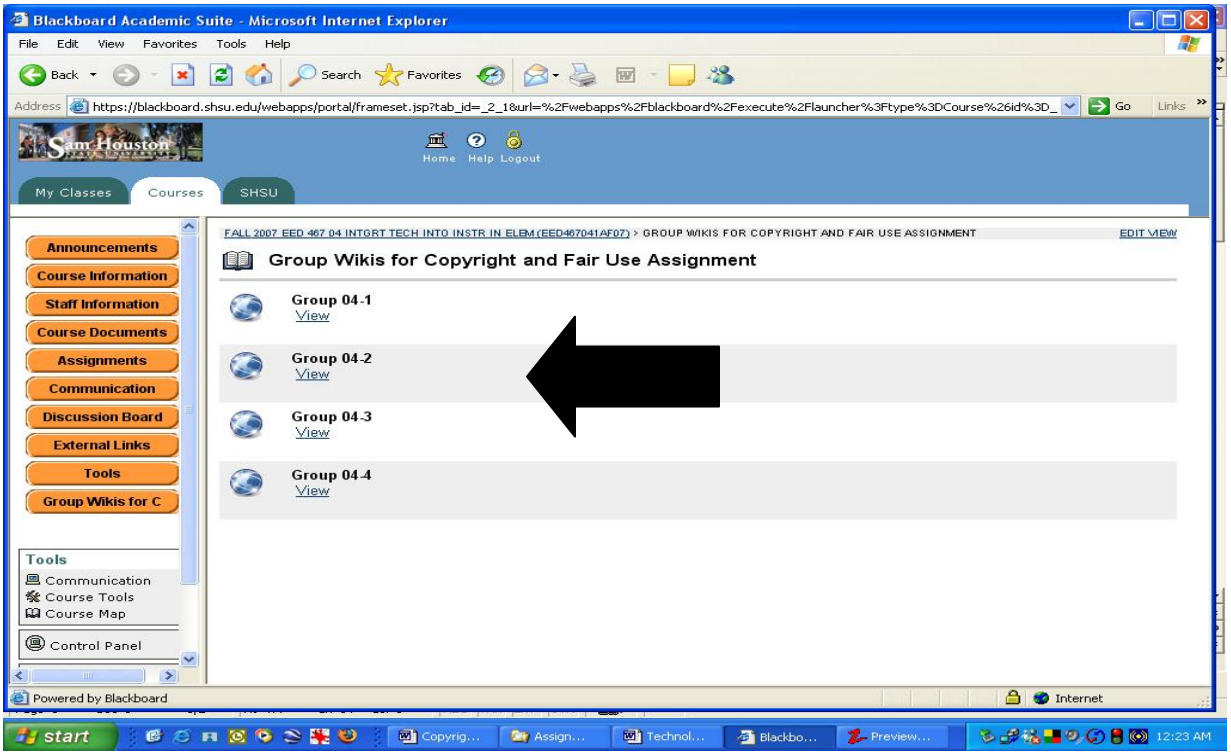
(Group Assignment)
(50 Points)
(Competency 13)

TASK: Working in your group, you will create a collaborative assignment addressing Copyright and Fair Use.

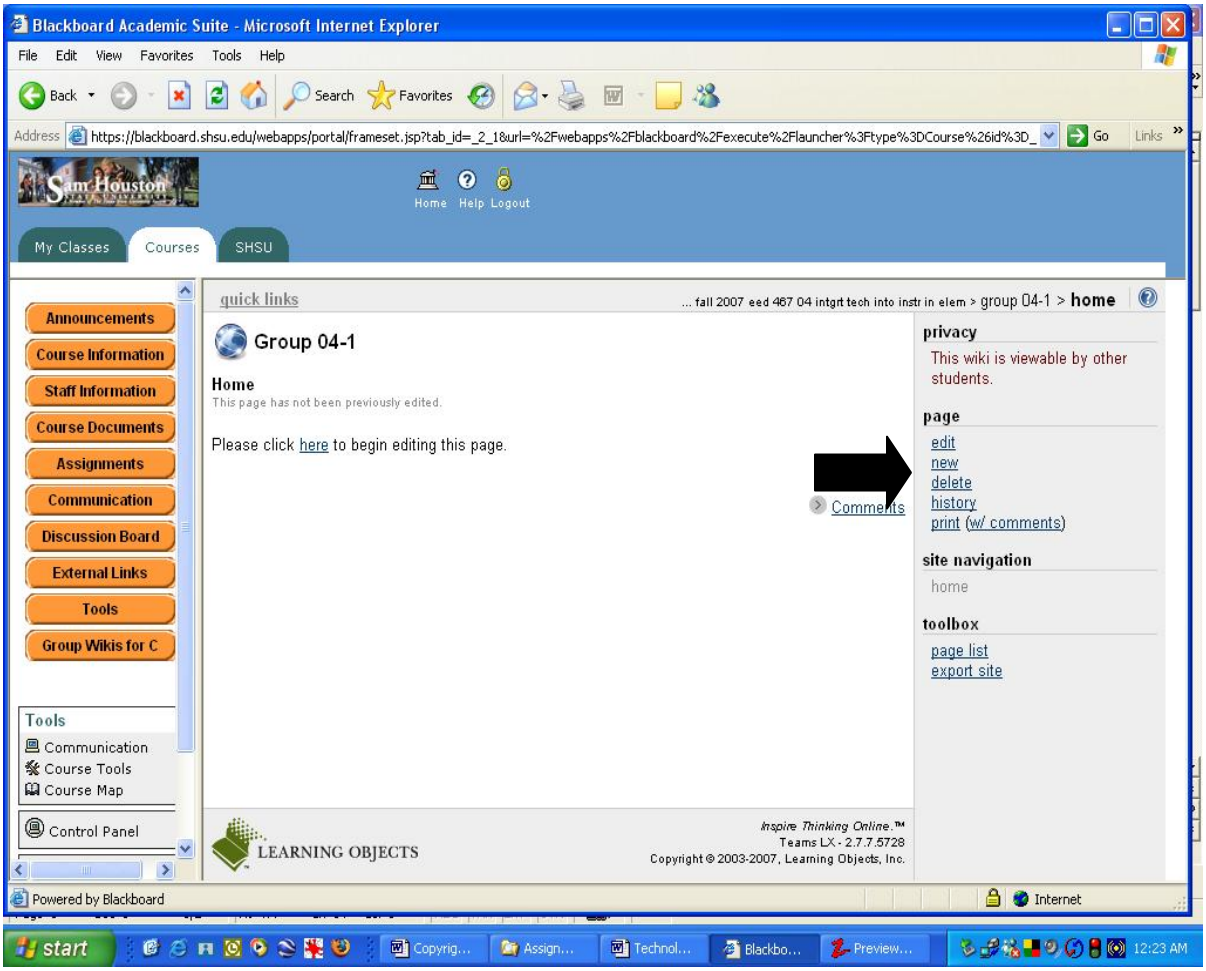
PROMPT: First, each group member will search the Internet to choose a copyright and fair use scenario. Once the scenario has been chosen, it will be copied and pasted into the Group Wiki by following these steps (Be sure to cite the Internet source of your chosen scenario):



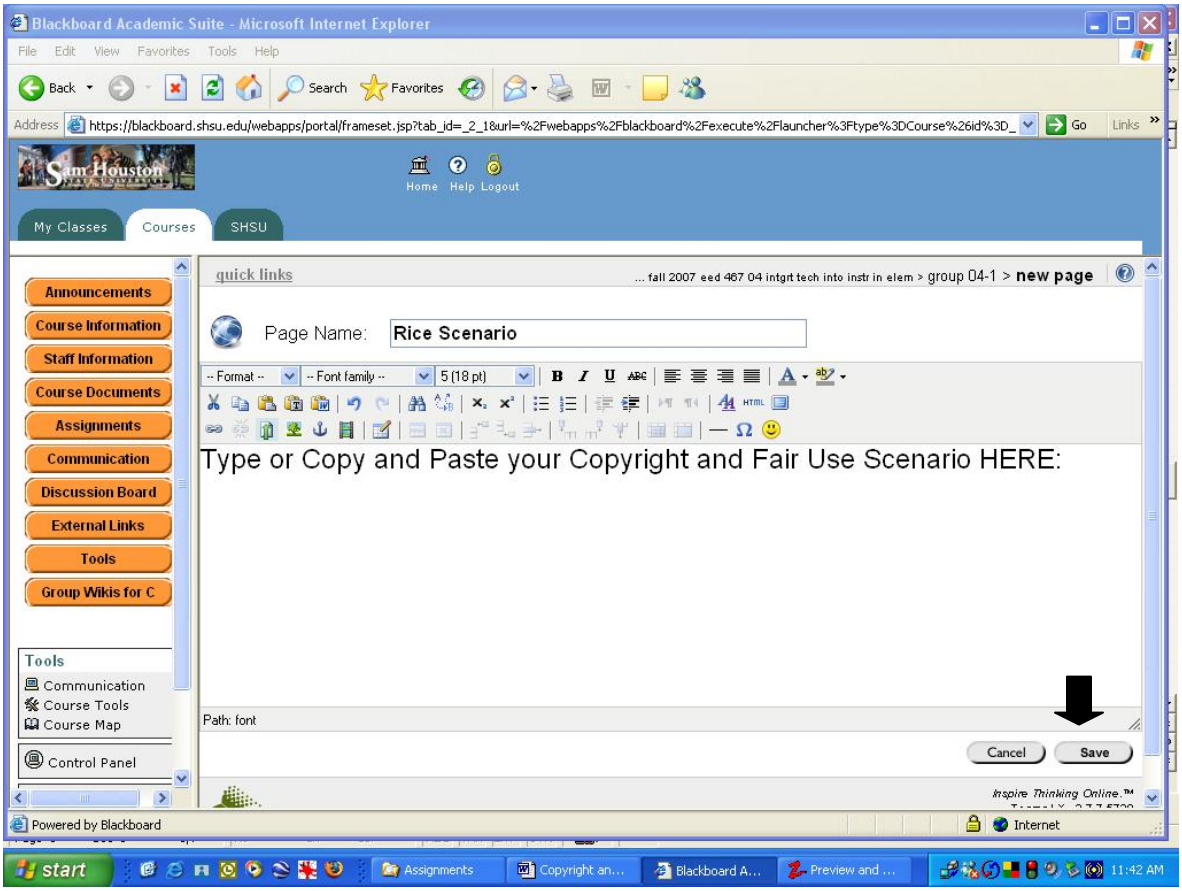
From the Course Homepage, select "Group Wikis for Copyright and Fair Use.



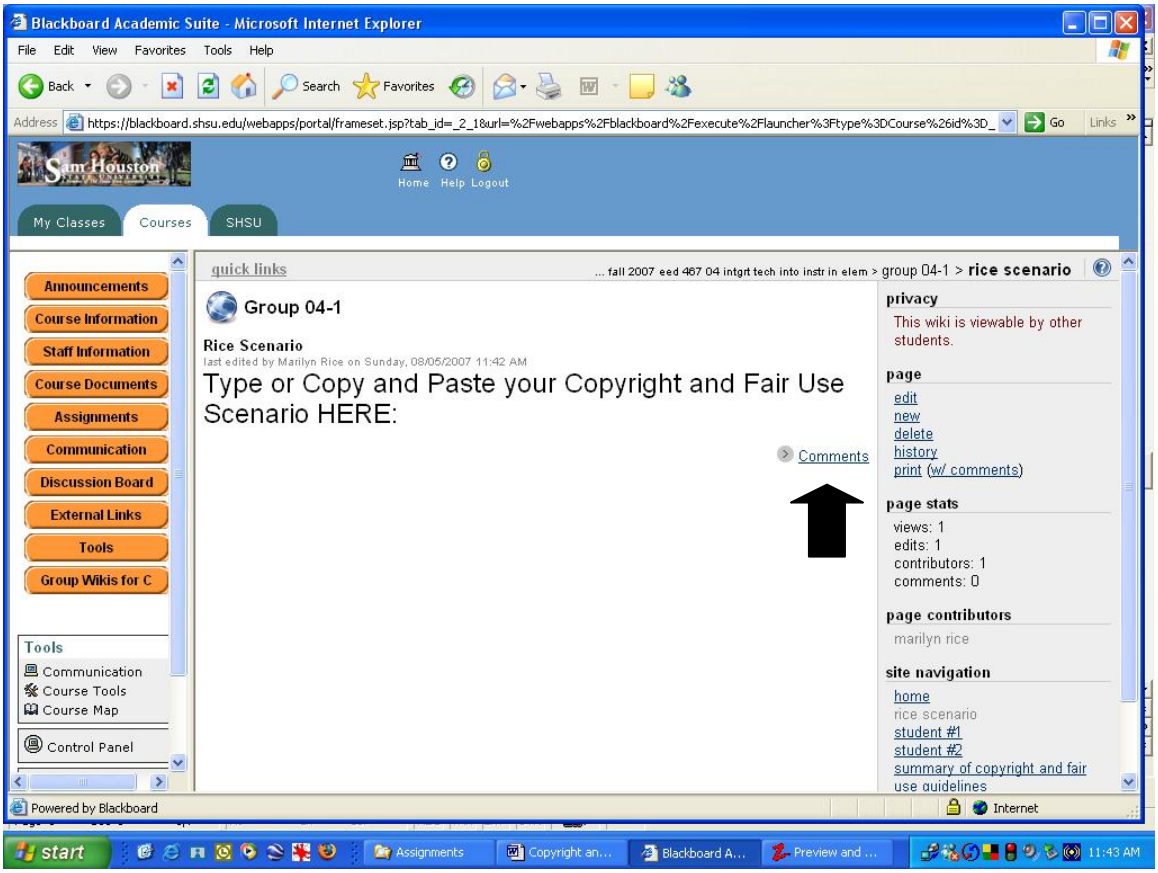
Next, select your Group.



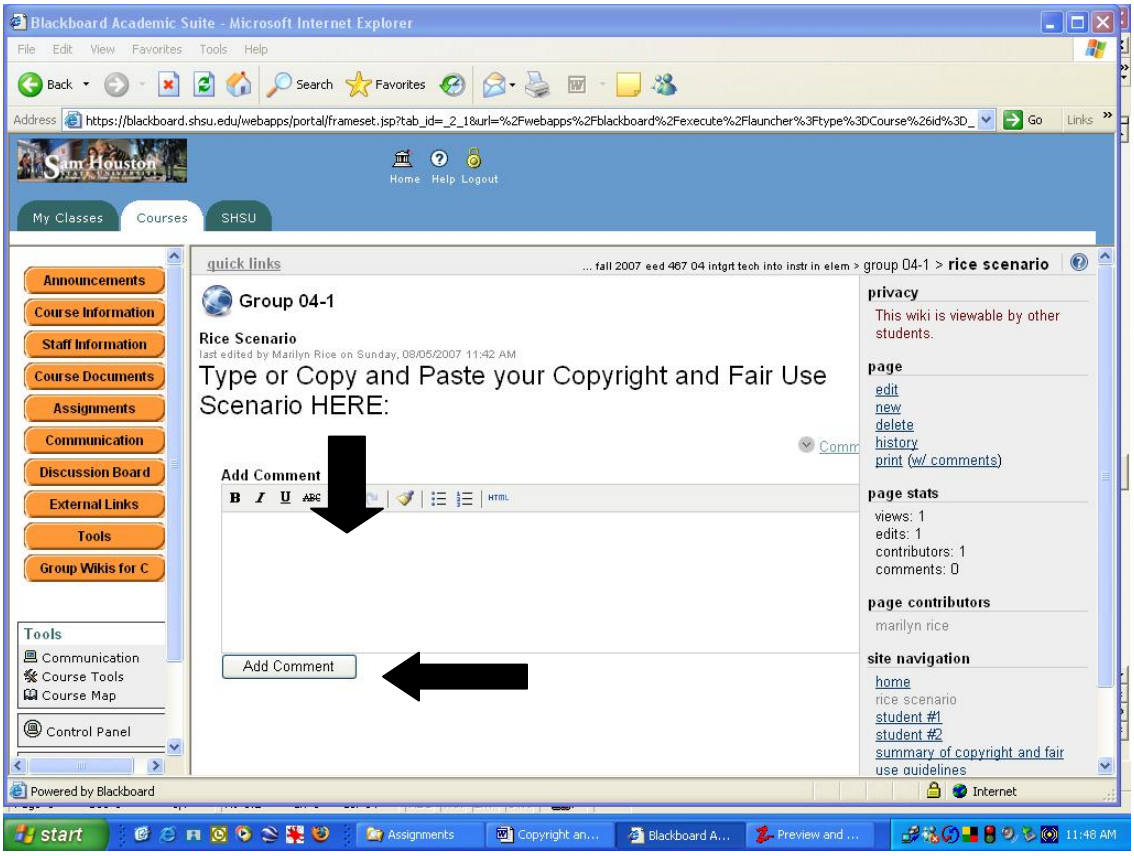
When the Group Home page opens, select a “new” page.



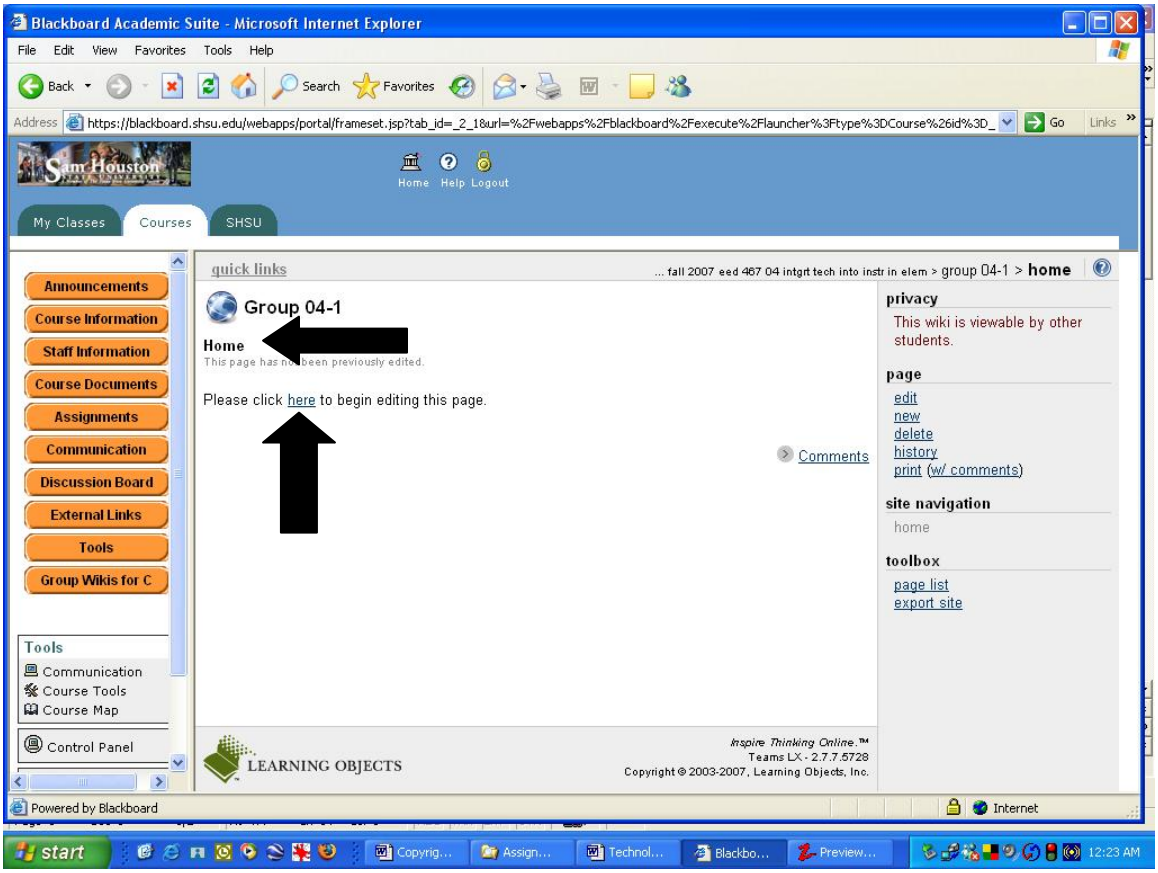
When the new page opens, in the “Page Name” field, type your last name followed by the word “Scenario”. Place your scenario in the text box. Click “Save”.



Click on the word “Comments”.



When the “Comments” screen opens, insert and submit the ANSWER to the Scenario.



Once each group member has added his/her contribution, one member will start a “Home” file in the group wiki. Select the “Please click here to begin editing this page” link.

Each group member will then contribute:

1. General guidelines (A minimum of two per group member) – list general Copyright and Fair Use Guidelines that will be helpful to remember as a classroom teacher.

2. Websites (A minimum of two per group member) that will make good references to check on current copyright procedures/laws/rulings.

This document is to be one that each group member will keep as a guide when they begin teaching next year.

At the bottom of the Home page which contains the General Guidelines and Websites, you will need to include the following information about the competencies that this assignment addresses.

REQUIRED for CREDIT: Choose ONE (1) competency that this assignment addresses. Include an explanation in your assignment, describing why this competency applies to this assignment. In order to receive credit, this section must include:

13. Which **competency** applies to this assignment

14. What this chosen competency **states** (word for word, taken from the Syllabus or other Competency information)

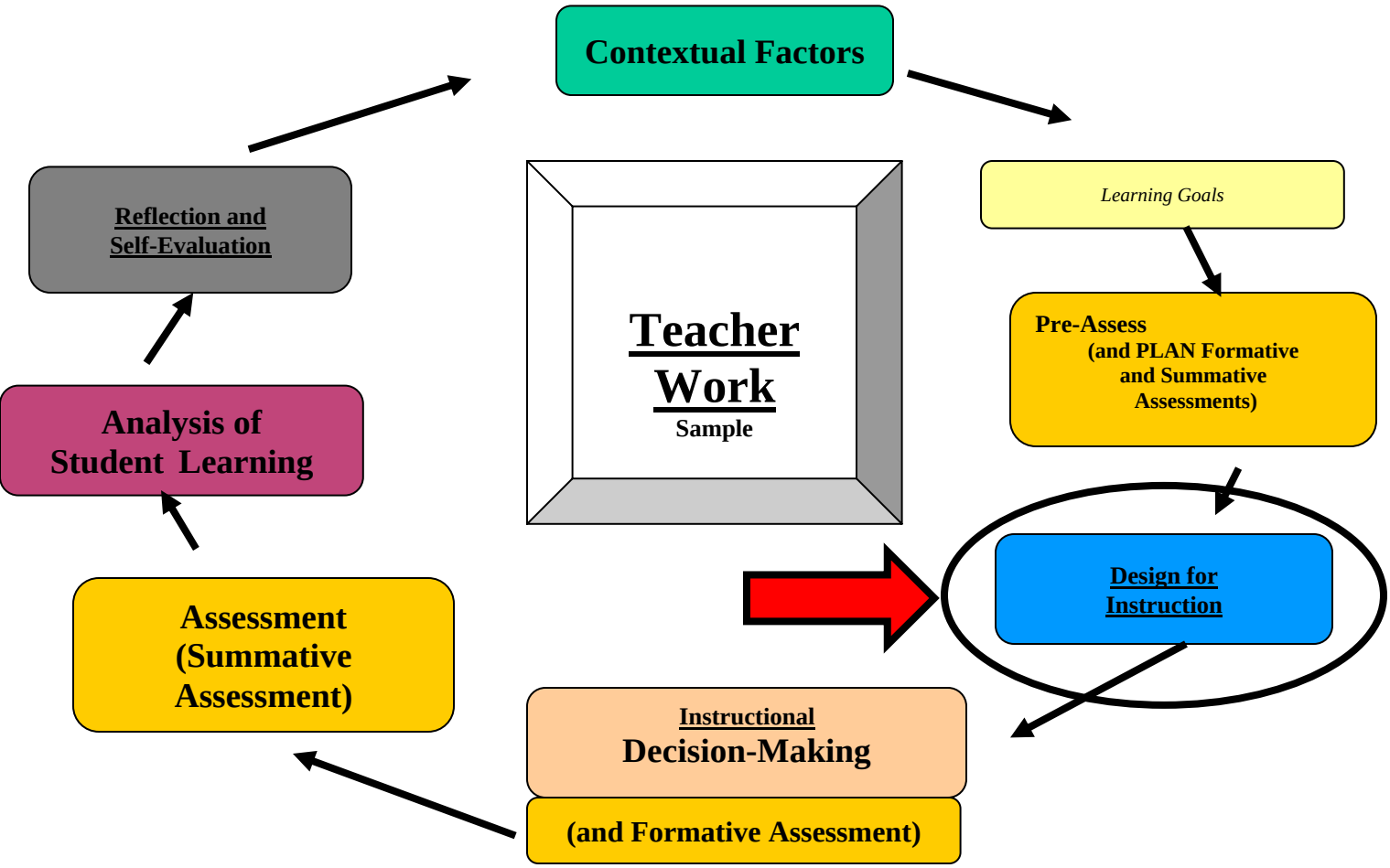
15. Include a **rationale** stating how this assignment relates to the chosen competency. This should be explained in a minimum of a 3 to 5 sentence paragraph.

16. Include a **reflective/evaluative statement** consisting of personal feelings, opinions, and comments about this how the chosen competency relates to this assignment. This should be explained in a minimum of a 3 to 5 sentence paragraph.

RUBRIC:

Rating → / Indicator ↓	(Pts. Possible) Indicator Not Met	(Pts. Possible) Indicator Partially Met	(Pts. Possible) Indicator Met
Copyright and Fair Use scenario copied from Internet and pasted into the Group Wiki (Citation is included)	(0 -3 points) Activity is missing two or more of the following: *****Copyright and Fair Use scenario *Copied from Internet and pasted into the Group Wiki *Citation is Included	(4 - 7 points) Activity is missing one of the following: *****Copyright and Fair Use scenario *Copied from Internet and pasted into the Group Wiki *Citation is Included	(8 - 10 points) Copyright and Fair Use scenario successfully copied from Internet and pasted into the Group Wiki per instructions (Citation is included)
Answer to Copyright and Fair Use scenario copied from Internet and pasted into the Group Wiki	(0 - 1 point) Activity is missing two of the following: *****Answer to Copyright and Fair Use scenario *Copied from Internet and pasted into the Group Wiki	(2 - 3 points) Activity is missing one of the following: *****Answer to Copyright and Fair Use scenario *Copied from Internet and pasted into the Group Wiki	(4 - 5 points) **Answer to Copyright and Fair Use scenario copied from Internet and pasted into the Group Wiki**
Two General Guidelines for Copyright and Fair Use Included in The Group Wiki	(0 - 3 points) Activity is missing two of the following: *Two General Guidelines *Guidelines are not represented correctly	(4 – 7 points) Activity is missing one of the following: *Two General Guidelines *Guidelines are not represented correctly	(8 - 10 points) Two General Guidelines for Copyright and Fair Use Included in The Group Wiki
Two Copyright and Fair Use websites that provide reference to follow current Copyright and Fair Use guidelines/laws	(0 - 6 point) Activity is missing two of the following: *Two Copyright and Fair Use websites *Choose websites that provide reference to follow current Copyright and Fair Use guidelines/laws	(7 - 14 points) Activity is missing one of the following: *Two Copyright and Fair Use websites *Choose websites that provide reference to follow current Copyright and Fair Use guidelines/laws	(15 - 20points) Two Copyright and Fair Use websites that provide reference to follow current Copyright and Fair Use guidelines/laws
Instructions for inserting scenario, guidelines, and websites were followed.	(0 - 1 point) **Activity is missing two of the following:** Instructions for inserting scenario, guidelines, and websites were followed.	(2 - 3 points) Activity is missing one of the following: Instructions for inserting scenario, guidelines, and websites were followed.	(4 - 5 points) Instructions for inserting scenario, guidelines, and websites were followed.

Technology Mini-Lesson Presentation



Technology Mini-Lesson Presentation
(Group Project)
(95 Points)

TASK: The objective of this project is to demonstrate to your classmates a meaningful way to integrate technology into instruction in a way that will lead to more effective and more efficient learning by your students.

PROMPT: In this presentation, you are to choose one Method/Strategy and one Medium, combining them to demonstrate how you would incorporate it into your Interdisciplinary Teaching Unit.

This mini-lesson will be **20 Minutes** and have three parts:

1. Before you teach your classmates, you will need to "set the stage", providing a description of how this lesson would fit into an interdisciplinary unit. In this summary, you will include the objectives you are teaching in the lesson and the TEKS that these objectives support.

2. You will use your classmates as the learners and get them involved just as you would your K-8 students.

3. After you present to your classmates in #2 above, depending upon the medium you are using, you will focus on the technical part of what technology you used in the lesson (how to make an overhead/PPT that can be read easily at a distance, how to organize information in PPT via a web or concept map, etc.) and how you use that medium correctly to make learning more effective and meaningful. **(Information for this can be obtained from Chapter 7 of your Textbook.)**

TO BE TURNED INTO THE INSTRUCTOR: Your group will be expected to work collaboratively to provide the instructor with a document which includes: (1) A description of this lesson in an interdisciplinary unit, (2) List of Objectives for the Mini-Lesson supported by the TEKS, (3) The value of the chosen technology in instruction is explained, and (4) The Rubric designed to assess students on the Mini-Lesson. This document is to be prepared within the Google.doc software and made available to be viewed by the instructor before your assigned presentation date.

NOTE: In the presentation, you should be aware of how you address your classmates as the audience. To set the stage, you will be addressing them as colleagues. When you present the lesson, you will address them as the students in the K-8 classroom where you may present this lesson. Finally, when you focus on the technical part of the presentation of what to consider when using your chosen technology, you will once again address your classmates as colleagues.

RUBRIC: This assignment will be graded as follows:

Rating → Indicator ↓	**(Pts. Possible) Indicator Not Met**	**(Pts. Possible) Indicator Partially Met**	**(Pts. Possible) Indicator Met**
Description of this lesson in an Interdisciplinary Unit (A collaborative document completed in Google.docs)	(0 - 17 points) Description of this lesson only – Not related to Unit in any way. OR No successful completion of the document in Google.docs	(18 - 21 points) Description of lesson in an Interdisciplinary Unit includes details of either other lessons being taught in the Unit or where this lesson fits into it (but not both). At lease partial completion of the document in Google.docs	(22 - 25 points) Description of lesson in an Interdisciplinary Unit includes details of other lessons being taught in the Unit and where this lesson fits into it. Successful completion of the document in Google.docs
List the Objectives for the mini-lesson, supported by the TEKS	(0 - 2 points) Objectives written with minimal information about TEKS	(3 - 4 points) Objective written with some degree of accuracy. description of TEKS is Incomplete	(5 points) Objectives written accurately with action verbs used. Objectives are supported by the TEK that are cited
The Mini-Lesson demonstrates the use of the chosen technology in instruction	(0 – 9 points) Technology Used	(10 - 12 points) Technology used with some degree of correlation to instruction	(13 - 15 points) Technology used demonstrates the meaningful implementation in instruction
The value of the chosen technology in instruction is explained	(0 - 2 points) Technology in instruction is acknowledged	(3 - 4 points) Technology is instruction is explained	(5 points) How technology in this instruction makes the instruction more meaningful for students
The details of how to meaningfully implement the chosen medium is explained	(0 – 17 points) Implementing the technology is acknowledged	(18 - 21 points) There is a weak connection explained between the medium and the instruction	(22 -25 points) Complete description of how to meaningfully implement the chosen medium AND includes details about the appropriate use of this technology in the classroom (from Chapter 7 of Textbook).
Holds a Question and Answer session at end of presentation	(0 - 2 points) No Q&A	(3 - 4 points) Q&A Completed; info provided either incomplete or inaccurate	(5 points) Q&A Complete with complete and accurate information
Design and present a rubric to be used to assess students on the mini-lesson in the Interdisciplinary Unit	(0 – 9 points) No rubric presented	(10 - 12 points) Rubric presented with points only (no or partial descriptions)	(13 - 15 points) Rubric presented with points, complete description, AND indicators of Rubric are ALIGNED with OBJECTIVES

Some of the possible **Methods/Strategies** you can use for this assignment are:
(You may choose others. Check with the instructor.)

Presentation

Group Cooperation

Direct Teach
Discovery
Games
Simulation

Some of the possible Media you can use for this assignment are:
(You MAY be able to choose others. Check with the instructor.)

Non-Linear PowerPoint

Inspiration/Kidspiration Software

Manipulatives (in a unique application)

Overhead Transparencies (with a unique application)

Internet
- -Google Earth
- -United Streaming
- -Real-Time flights
- -Real-Time ships

Smart Board

REQUIRED for CREDIT: Choose ONE (1) competency that this assignment addresses. Include an explanation in your assignment, describing why this competency applies to this assignment. In order to receive credit, this section must include:

17. Which **competency** applies to this assignment

18. What this chosen competency **states** (word for word, taken from the Syllabus or other Competency information)

19. Include a **rationale** stating how this assignment relates to the chosen competency. This should be explained in a minimum of a 3 to 5 sentence paragraph.

20. Include a **reflective/evaluative statement** consisting of personal feelings, opinions, and comments about this how the chosen competency relates to this assignment. This should be explained in a minimum of a 3 to 5 sentence paragraph.

Technology Assistant Assignment

(Individual Assignment)
(50 Points)
(Competencies 1, 2, 3, 4, 7, 8, 9, and 10)

TASK: For this assignment, you will spend six hours in the community assisting with technology skills. The objective of this assignment is to give you an opportunity to get a "hands-on" experience using technology for teaching-related activities and to find that your teaching skills are needed in the community – not just in your classroom.

PROMPT: Some of the activities that would fulfill this assignment are:

*Plan and implement a "Technology Night" for parents of students in the school where you are assigned for your Methods placement
*Work with your mentor teacher/administrators/other teachers in preparing a presentation for the school's open house
*Teaching a lesson about using the computer/software to faculty
*Researching web sites that would be appropriate for the classroom teacher to use with his/her students
*Researching lesson plans on the Internet to assist the classroom teacher in preparing a lesson
*Helping residents of The Forum, a Retirement Community in The Woodlands
*Working with a family member, teaching computer skills as necessary
*Developing a document that records the medical history and emergency phone numbers of a senior citizen and saving it on a flash drive so as to make it easily accessible in case of emergency

These are only a few of the possibilities. If you have questions about what would and would not be acceptable, check with the Instructor.

NOTE: To be able to go into the Huntsville ISD schools for this assignment, we must get special permission from the district and our Office of Field Experience. WE DO <u>NOT</u> HAVE THAT PERMISSION FOR THIS SEMESTER. Therefore, you are <u>NOT</u> to go into the Huntsville ISD schools to complete this assignment. You will be able to go into the school where you have been assigned for your Methods Field Experience.

You will be required to keep a log sheet designating the date of your work, the location, the job you did, the teacher you worked with, and include the mentor teacher's signature (Or the signature of the person with which you worked). This log sheet can be submitted by either: (1) scanned and sent to digital drop box or (2) turned in via paper to your instructor.

Once this assignment is completed, you will write a one-page reflection over your experiences. You will need to include the following elements:

Rubric

Rating → **↓** **Indicators**	**Not Met**	**Partially Met**	**Met**
A description of the job(s) you did	0 – 3 Pts.	4 – 6 Pts.	7 – 10 Pts.
Your evaluation of the assignment – what were the positive aspects of the assignment, what were the negative aspects of the assignment, how would you change it next time.	0 – 3 Pts.	4- 12 Pts.	13 – 15 Ps.
How would you incorporate this activity into your classroom? OR How will this activity help you in your classroom?	0 – 3 Pts.	4 – 6Pts.	7 – 10 Pts.
Completion of Log Sheet	0 Pts.	1 – 12 Pts.	13 – 15 Pts.
TOTAL POINTS			**50**

This Reflection assignment is to be sent electronically to the Assignment Manager in Blackboard.

If you are using a word processing software other than Microsoft Word, you will need to save your file on your computer as a Rich Text Format (.rtf) file. This will allow me to open it and be able to read it with the formatting intact.

Graded assignments will be recorded in Blackboard's Gradebook. For those papers that do not receive full points, comments on where points were missed can be found in Comments field connected to your grade.

The grading scale does not include points deducted for spelling or grammatical errors. With the expectation that your written work should contain no or (at worst) very few errors, I don't feel it's necessary. To address the importance of no errors in your paper, you will be allowed no more than 3 spelling/grammatical errors. After that, you could lose 5 points for each spelling/grammatical error in the paper.

REQUIRED for CREDIT: Choose ONE (1) competency that this assignment addresses. Include an explanation in your assignment, describing why this competency applies to this assignment. In order to receive credit, this section must include:

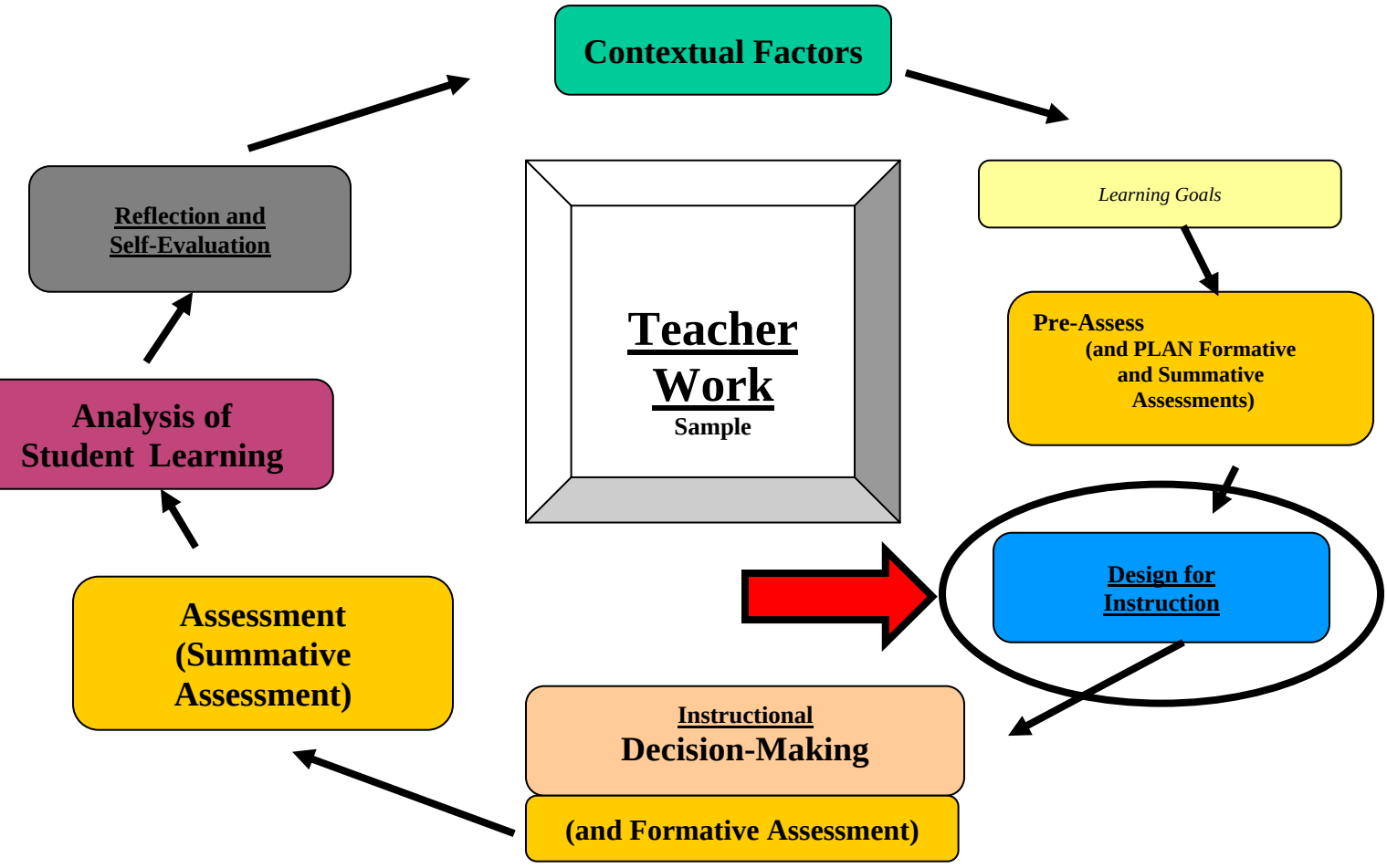
1. Which **competency** applies to this assignment

2. What this chosen competency **states** (word for word, taken from the Syllabus or other Competency information)

3. Include a **rationale** stating how this assignment relates to the chosen competency. This should be explained in a minimum of a 3 to 5 sentence paragraph.

4. Include a **reflective/evaluative statement** consisting of personal feelings, opinions, and comments about this how the chosen competency relates to this assignment. This should be explained in a minimum of a 3 to 5 sentence paragraph.

Website Review for Learning Theories



Website Review for Learning Theories

(Individual Assignment)

40 Points

(Competencies 1, 4, 6, 8, 9)

TASK: This assignment is designed to allow you to research website activities that are appropriate to what you/your mentor teacher are/is teaching in the classroom.

PROMPT: Using your knowledge of what you or the mentor teacher is teaching in the classroom, search for and review three (3) sites for the purpose of finding activities that enhance the curriculum currently being taught in the classroom. You may find sites that would act as a "tutorial" for students who need the extra help learning the material, OR you may find a site that would engage the more advanced student, assisting them in their learning process.

Your assignment is to:

1. Select 3 sites that may be appropriate for this purpose.
2. Determine what learning theory (Behavioral, Information Processing, or Constructivism) these sites would fit into.
3. Write a brief description (one to two paragraphs) of the use of each of these sites:
    a. Tutorial
    b. Reinforcement/Practice
    c. Application
4. Review these sites with descriptions with your mentor teacher to determine which one(s) for you to implement.
5. Once the site(s) is/are selected, "test" the effectiveness of the website(s) with a student or a small group of students.
6. Adjust implementation of the website activity if necessary according to the results of the "test".
7. Implement with the whole class.
8. Write a report describing the effectiveness of the implementation of the website(s) with the whole class. Include:
    a. Name and address of the website/activity
    b. Classification of the website(s)
    c. Justification for your classification of the website(s)
    d. How was it implemented in the classroom (whole class, small group, etc.)?
    e. Was it effective?
        i. Did the students do/say anything to indicate they did/didn't enjoy it?
        ii. How do you know the students did/didn't learn from it?
        iii. Describe one of your observations made during the implementation of the website/activity

iv. How would you change it next time?

Points will be as follows:

Name and address of the website/activity	1 point
Classification of the website(s)	1 point
Justification for your classification of the website(s)	2 points
Describe how was it implemented in the classroom (whole class, small group, etc.)?	4 points
Was it effective?	
What did the students do/say to indicate they did/didn't enjoy it?	8 points
How do you know the students did/didn't learn from it?	8 points
Describe one of your observations made during the implementation of the website/activity	8 points
How would you change it next time?	8 points
	40 points

This assignment is to be sent electronically to the Assignment Manager in Blackboard. Label the file as follows:

(Last Name) (First Initial) Website Review for Learning Theories(Due Date)
EXAMPLE: RiceMWebsite Review for Learning Theories(092206)

A minimum of 5 points will be deducted for incorrect labeling of assignments being sent to the Assignment Manager.

If you are using a word processing software other than Microsoft Word, you will need to save your file on your computer as a Rich Text Format (.rtf) file. This will allow me to open it and be able to read it with the formatting intact.

Graded assignments will be recorded in Blackboard's Gradebook. For those papers that do not receive full points, comments on where points were missed will be included in the Comments section with your grade.

The grading scale does not include points deducted for spelling or grammatical errors. With the expectation that your written work should contain no or (at worst) very few errors, I don't feel it's necessary. To address the importance of no errors in your paper, you will be allowed no more than 3 spelling/grammatical errors. After that, you could lose 5 points for each spelling/grammatical error in the paper.

REQUIRED for CREDIT: Choose ONE (1) competency that this assignment addresses. Include an explanation in your assignment, describing why this competency applies to this assignment. In order to receive credit, this section must include:

5. Which **competency** applies to this assignment

6. What this chosen competency **states** (word for word, taken from the Syllabus or other Competency information)

7. Include a **rationale** stating how this assignment relates to the chosen competency. This should be explained in a minimum of a 3 to 5 sentence paragraph.

8. Include a **reflective/evaluative statement** consisting of personal feelings, opinions, and comments about this how the chosen competency relates to this assignment. This should be explained in a minimum of a 3 to 5 sentence paragraph.

Formative Assessment Tool

(Task Analysis)

(To be completed in the same grouping as your Needs Analysis)
(25 Points)
(Competencies 1, 2, 3, 4, 9, and 10)

TASK: The **Formative Assessment Tool** is what you use to assess your students during your classroom instruction. This tool is to be aligned with the objective(s) used in the lesson presented in the classroom.

The Post-Assessment is your "grading" of the students at the end of the lesson to determine if they accomplished the intended objective(s). This is where the grade comes from. We do not want to wait until the post-assessment to determine that a student does not understand some elements of a concept. Therefore, this assignment focuses on two tools to help us determine students' areas of weakness BEFORE it is time to give them a formal grade.

PROMPT:

3. Formative assessment (Checklist): This is a result of your observation of the students as you proceed through the lesson. This contains small innuendos that are not concrete enough for post-assessment, but are good indicators of whether or not the students are understanding the concept being taught. This is best done in a spreadsheet format with the students' names down the left-hand column and the elements you are assessing across the top. This way, you can use this "checklist" as you proceed through the lesson. An example of this follows:

	Station One					Station Two			
Student Name	**Muliplication Concept with Matrix**	**Transfer Matrix to Paper**	**Teaches Concept to Others**	**Depends on Others for Answers**		**Knows Multiplication Facts**	**Understands "Carrying" in Multplication**	**Understands Alignment of Numbers**	**Teaches Concept to Others**
Student #1									
Student #2									
Student #3									
Student #4									
Student #5									
Student #6									
Student #7									
Student #8									
Student #9									
Student #10									

4. Formative Assessment (Anecdotal): This consists of comments that are made during the lesson; or this could be your short stories of things students do while working through the lesson. These may or may not be humorous. They could simply be factual observations you make. This is best done in a spreadsheet format. An example of this follows:

Student Name Comment:

To complete this assignment, you will NOT complete it on a lesson that you present yourself, but you WILL complete it while observing a lesson presented by your Mentor Teacher in the classroom. Before the lesson, you will need to determine the objectives of the lesson to be taught and the steps the learner takes to achieve these objectives. These steps will be the elements listed across the top of the Checklist Assessment Tool. You will also complete the Anecdotal Assessment Tool on the same lesson.

You will be graded on this assignment as follows:

Rating → / Indicator ↓	Indicator Not Met	Indicator Partially Met	Indicator Met
Formative Assessment (Checklist) is prepared in an Excel Spreadsheet format with required columnar headings determined by lesson being assessed	(1 Points) Formative Assessment (Checklist) lacks requirements to be in Excel Spreadsheet format with required columnar headings determined by lesson being assessed	(3 Points) Formative Assessment (Checklist) includes only some requirements to be in Excel Spreadsheet format with required columnar headings determined by lesson being assessed	(5 Points) Formative Assessment (Checklist) includes all requirements to be in Excel Spreadsheet format with required columnar headings determined by lesson being assessed
Formative Assessment (Checklist) is aligned with the Learning Objectives	(1 Points) Content of assessment lacks congruency with learning objectives	(4 Points) Some of the elements are related to the learning objectives, but not all	(8 Points) All of the elements are related to the learning objectives
Formative Assessment (Checklist) includes sequence of elements pertinent to the lesson being taught	(1 Points) Sequential elements of the assessment process lack congruency with learning objectives	(4 Points) Some of the sequential elements of the assessment process are congruent with learning objectives	(8 Points) All of the sequential elements of the assessment process are congruent with learning objectives
Formative Assessment (Anecdotal) is prepared as an Excel spreadsheet and is configured for written comments	(1 Points) Formative Assessment (Anecdotal) lacks requirements to be in Excel Spreadsheet format with required columnar headings and configured for written comments	(2 Points) Formative Assessment (Anecdotal) contains some requirements to be in Excel Spreadsheet format with required columnar headings and configured for written comments	(4 Points) Formative Assessment (Anecdotal) contains all requirements to be in Excel Spreadsheet format with required columnar headings and configured for written comments

The Assessment Tool assignment will need to be placed in Assignment Manager no later than midnight of the due date. The file should be named as follows:

(Section#)(Group#)AssessmentTool(Due Date)

EX: 035AssessmentTool041803

OR, if the assignment is completed in pairs, it should be labeled as:

(Last Name First Initial)(Last Name First Initial)Assessment Tool(Due Date)

A minimum of 5 points will be deducted for incorrect labeling of assignments being sent to the Assignment Manager.

If you are using a word processing software other than Microsoft, you will need to save your file on your computer as a Rich Text Format (.rtf) file. This will allow me to open it and be able to read it with the formatting intact.

Graded assignments will be recorded in Blackboard's Gradebook. For those papers that do not receive full points, comments on where points were missed can be found in your Assignment Manager.

The grading scale does not include points deducted for spelling or grammatical errors. With the expectation that your written work should contain no or (at worst) very few errors, I don't feel it's necessary. To address the importance of no errors in your paper, you will be allowed no more than 3 spelling/grammatical errors. After that, you could lose 5 points for each spelling/grammatical error in the paper.

REQUIRED for CREDIT: Choose ONE (1) competency that this assignment addresses. Include an explanation in your assignment, describing why this competency applies to this assignment. In order to receive credit, this section must include:

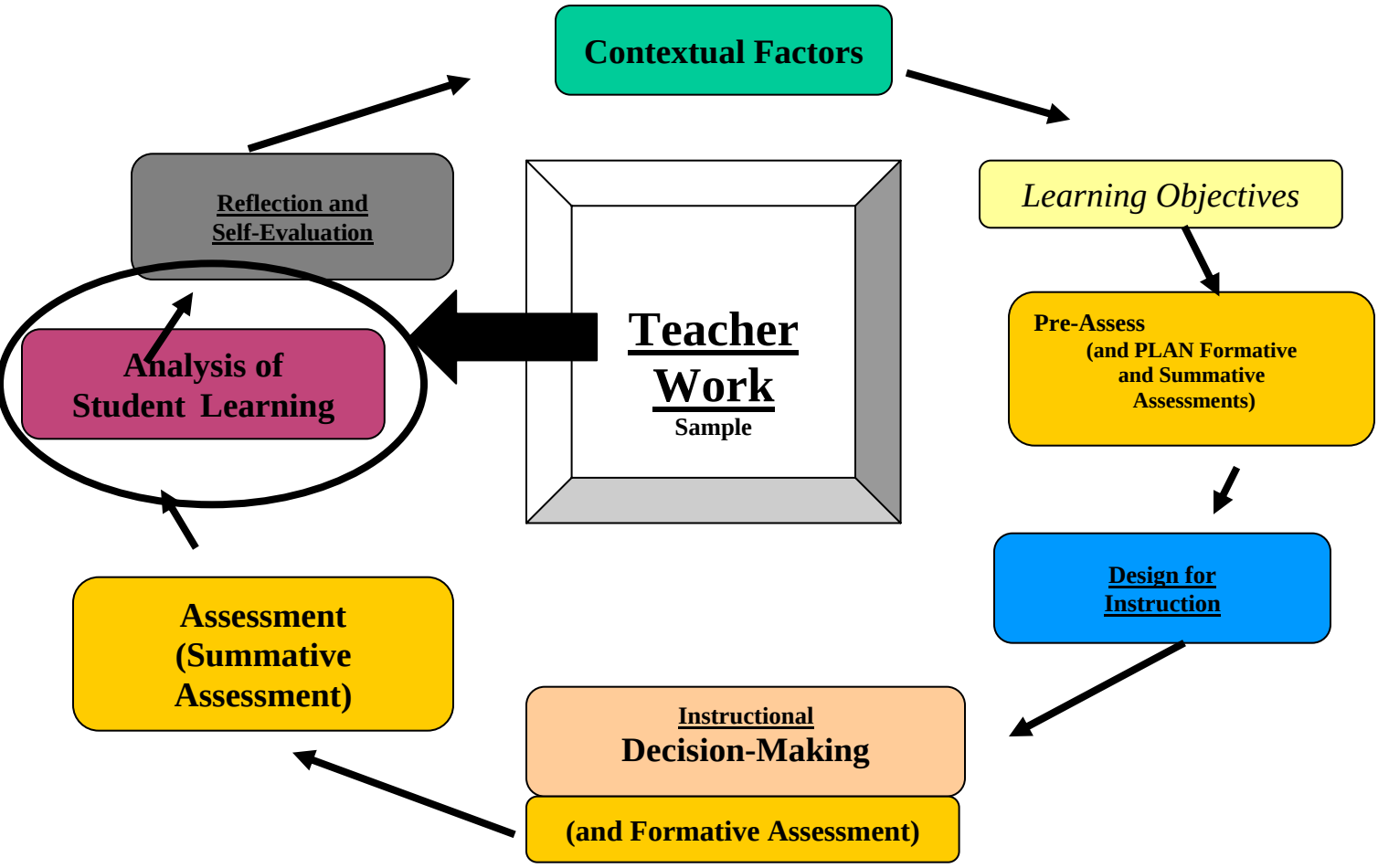
9. Which **competency** applies to this assignment

10. What this chosen competency **states** (word for word, taken from the Syllabus or other Competency information)

11. Include a **rationale** stating how this assignment relates to the chosen competency. This should be explained in a minimum of a 3 to 5 sentence paragraph.

12. Include a **reflective/evaluative statement** consisting of personal feelings, opinions, and comments about this how the chosen competency relates to this assignment. This should be explained in a minimum of a 3 to 5 sentence paragraph.

Analysis of Student Learning



Note: BOTH the Analysis of Student Learning AND the Reflection & Self-Evaluation MUST BE completed for credit on this assignment. If BOTH are not completed, there will be no credit given for either section.

Analysis of Student Learning

(85 Points Total)

60 Points – Analysis of Student Learning

25 Point – Reflection & Self-Evaluation

(See Separate Assignment Sheet for detailed instructions for the Reflection and Self-Evaluation)

This assignment provides the opportunity to analyze data accumulated throughout the instructional process regarding student performance related to learning objectives. The teacher candidate will use various forms of data such as pre-assessments, formative assessments, post-assessments, and graphic representations in this analysis.

The objective of this assignment is to use the assessment data to profile student learning and communicate information about student progress and achievement. In order to accomplish this, you must **plan** how you will best be able to present the following data:

1. **Pre-Assessment Scores Overall**
2. **Post-Assessment Scores Overall**
3. **Documentation of Formative Assessments conducted during the unit.**

In addition, to complete your analysis correctly, the **Pre- and Post-Assessment overall scores referenced above must be delineated by Objectives (ie. How many points on the Pre-Assessment and Post-Assessment were associated with Objective #1, Objective #2, etc.)**

Once this information is accumulated and placed in an organized format, you will need to be able to present this data by subgroups as well as calculate averages and create graphic representations of what these numbers represent.

HOW YOU CHOOSE TO ORGANIZE AND WORK WITH THIS DATA IS UP TO YOU. If you can do this best with a table in a Word document, you may use that. If you prefer to insert this data into a hand-drawn chart, you may do that. Remember that you will need to plan how you will represent this information graphically. This can be accomplished with hand-drawn graphs (as long as they are accurate) if that is the best way for you to represent your data. **Whichever method you choose, you should ensure that ALL necessary data, such as appropriate averages, graphical representations, etc. that support the NARRATIVE is included.** The rubric provides a list of indicators for what is expected to be in this report. If the data is incomplete, then the graphical representations will be inaccurate and points will be deducted for the accuracy of data.

This assignment will be completed using authentic data accumulated during a unit taught by either you or your mentor teacher, or a combination of both. To be successful at completing this assignment, there will need to be a pre-assessment, formative assessment(s), and post-assessment to determine students' progress related to the learning objectives in the unit. You will be analyzing this set of data on three levels:

1. Whole Class
2. Sub-Groups
3. Two Individual Students

<u>NOTE</u>: Each student will be able to choose the method by which the Analysis data is organized. Parts A and B below provide directions to organize the data and create graphs in an Excel Spreadsheet. If you prefer to use a table in Word or some other format to organize the data and create graphics to communicate your data, that is certainly acceptable. There are many ways to represent the data. Choose one that works for you; <u>but keep in mind that no matter what your choice of method, your final product must present the complete data accurately and the narrative meaningfully addresses this data.</u>

<u>If you choose to organize your data by some method other than an Excel Spreadsheet, you should still refer to PART C below to be sure you</u>

address some critical information in the NARRATIVE you write concerning your data.

IF you choose to use an Excel Spreadsheet to organize the data and graphs, the following is intended to assist you in this Excel Spreadsheet process:

PLEASE NOTE: (A simple TEMPLATE with some of the column titles and needed formulas will be provided with the basics to assist you in beginning to organize the information into a spreadsheet format. This template is provided with two sheets. The first sheet is for the "Full Class Info" and the second sheet is for the "Analysis by Objective".)

Part A (MUCH of this is already set up for you in the Excel Speadsheet Template that will be provided for you. If you choose to use the template, be sure to look at the template to see what has already been created before

you begin these step-by-step instructions. Although some information is already there, you may have to adjust some of the data to have it fit your specific situation. Also, this template has "fake" data in it. You will need to delete the "fake" numbers and insert your actual pre- and post-assessment data.):

The grades from the pre-and post-assessments will be displayed in a spreadsheet format. The spreadsheet must include the following:

1. Column A will contain the names of students. For privacy purposes, check with your mentor teacher about using students' actual names. If approved, you may use the first names only, but NO LAST NAMES. Another option would be to code the students' names with numbers. Whether the "names" are really names or numbers, they should appear in the first column.
2. Column B should indicate the students' ethnicity. If you choose to use some other Sub-Group other than Ethnicity, this information will be placed in this second column.
3. Column C will list the pre-assessment score achieved by each student.
4. Column D indicates the percentage score -- the **score earned divided by the total possible points --** on the pre-assessment). NOTE here that in parentheses in the column title, you are reminded of what your expected criterion is for the student score. For general purposes, the criterion score of 85% has been included in the provided template. This percentage can be changed if you find that the school where you are working has a different criterion expectation.
5. Column E will list the post-assessment score achieved by each student.
6. Column F indicates the percentage score (the score earned divided by the total possible points on the post-assessment). NOTE here that in parentheses in the column title, you are reminded of what your expected criterion is for the student score. For general purposes, the criterion score of 85% has been included in the provided template. This percentage can be changed if you find that the school where you are working has a different criterion expectation.

7. Column G will indicate whether the student increased his/her score from the pre- to post-assessment (indicated by an "I") or decreased his/her score from the pre-to post-assessment (indicated by a "D").
8. Column H indicates the point spread between the pre-assessment and the post-assessment. **The Formula has already been included in this template** (Formula: =E2-C2)
9. Using the formula tool in Excel, Column I determines the percentage change (either up or down) in the score between the pre-assessment and the post-assessment. **The Formula has already been included in this template** (Formula: =H2/C2) The percentage should be rounded to two (2) decimal places.
10. **Using the Header/Footer tool in Excel, title the spreadsheet with an appropriate description including the subject area, the date, and your name.**
11. **Be sure to accurately label each column of the spreadsheet across Row #1.**
12. Using the formula tool in Excel, in the cell immediately following each column of grades, determine the average of all the scores on both the pre-assessment and the post-assessment. **The Formula has already been included in this template**
13. Include a key indicating your code for ethnicity of the students.

The following can be done on a separate sheet in the same Excel Workbook OR in another Excel Workbook:

14. a. SORT the pre-assessment data by percentage. (This could represent the NUMBER of student scores that are at the criterion level and above and those that are below the criterion level.)

b. **<u>After sorting</u>** this data by percentage, it will be necessary to create an **<u>array of numbers</u>** indicating "At or Above Criterion" and "Below Criterion" along with the total number of students in each of those categories.) An example of this may look like the following:

Number of Students At or Above Criterion	8	
Number of Students Below Criterion	12	

From this information, create a graphic display showing this consolidated information.

15. a. SORT the post-assessment data by percentage. (This could represent the NUMBER of student scores that are at the criterion level and above and those that are below the criterion level.)

b. **After sorting** this data by percentage, it will be necessary to **create an array** of numbers indicating "At or Above Criterion" and "Below Criterion" along with the total number of students in each of those categories.) An example of this may look like the following:

Number of Students At or Above Criterion	8	
Number of Students Below Criterion	12	

From this information, create a graphic display showing this consolidated information.

16. a. **SORT the pre- assessment data** by (1)ethnicity and then by (2)percentages. (This could represent the number of students in that ethnicity whose scores are at the criterion level and above and those that are below the criterion level.)

b. After sorting this data, it will be necessary to **create an array** of numbers indicating "At or Above Criterion" and "Below Criterion" along with the number of students in each of those categories.) An abbreviated example of this follows:

Asians at/above criterion	1	
Asians below criterion	1	
Whites at/above criterion	5	
Whites below criterion	6	

From this information, create a graphic display for EACH ethnicity group, representing the number of those at or above criterion and those below criterion.

17. a. **SORT the post-assessment data** by (1)ethnicity and then by (2)percentages. (This could represent the number of students in that ethnicity whose scores are at the criterion level and above and those that are below the criterion level.)

b. After sorting this data, it will be necessary to **create an array** of numbers indicating "At or Above Criterion" and "Below Criterion" along with the percentage of students in each of those categories.) An abbreviated example of this follows:

Asians at/above criterion	1	
Asians below criterion	1	
Whites at/above criterion	5	
Whites below criterion	6	

From this information, create a graphic display for EACH ethnicity group, representing the number of those at or above criterion and those below criterion. **You have the option of creating one graph for each ethnicity OR one graph with every ethnicity represented on it.**

18. Find the average score of each pre- and post-test by ethnicity.

Part B:

On Sheet 2 of the same Excel Workbook, prepare an Analysis of Student Learning Delineated by Objectives

1. Column A contains the same names as are included on the Overall Pre-Post- Assessment Results Report

2. Column B should indicate the students' ethnicity.

3. In Column C, record the number of points each student earned on the pre-assessment that addressed Objective #1. For instance, if there were four questions related to Objective #1 and each of the questions were worth five points, each student could earn a maximum of twenty (20) points for Objective #1. (If a student missed one question related to Objective #1, then the cell for that student would contain "15"; missed two = "10"; etc.)

This step may require that you:

a. Determine which objective each test question addresses.
b. Add the total possible points for each objective (add the points for all questions addressing the objective).

4. Column D reflects the percentage of points earned regarding Objective #1. (For instance, if a student received 15 out of 20 points in Column three, the percentage in column four will be 75%). This percentage will be accomplished by using Excel's built-in formula for percentage.

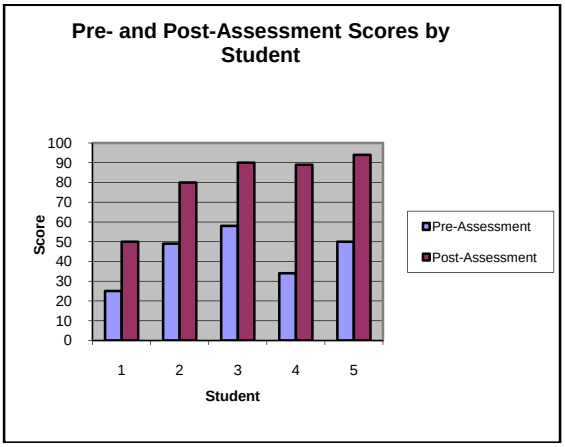
5. Column E reflects the points each student earned, related to Objective #1, on the post-assessment. Column F reflects the percentage of points earned regarding Objective #1. For Columns E and F, use the same procedure as that used in columns C and D.

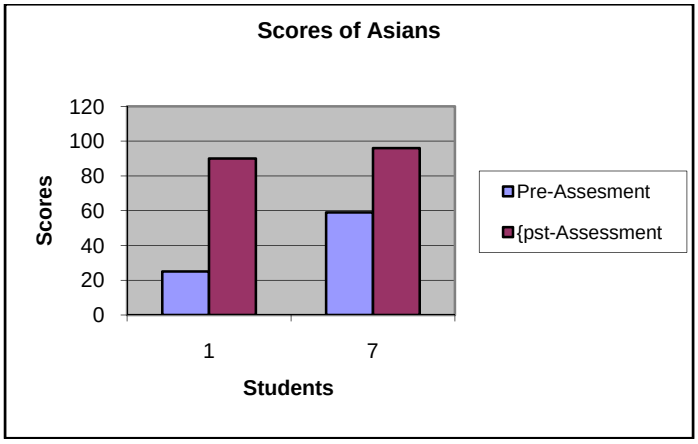
6. Repeat Steps 3 – 5 for each objective.

7. For each objective, graphically represent the percentage of those students who met the criterion percentage both Pre- and Post-Assessment. Repeat using ethnicity as necessary. (This can be done in either this Excel workbook or as a separate one.)

   An example of this follows:

Student	Pre	Post
1	25	50
2	49	80
3	58	90
4	34	89
5	50	94





8. Find the average score of each ethnic group for each objective.

Part C: (To be addressed by ALL STUDENTS -- whether you use an Excel Spreadsheet or some other method to organize your data.)

Questions to Address about Whole Group, Subgroups, and Two Students

This section addresses the narrative that will be written to describe what the data reflects. The narrative will be FACTUAL – no personal opinions, just FACTS about what the NUMBERS ARE from these calculations along with FACTUAL OBSERVATIONS you recorded in the FORMATIVE ASSESSMENTS.

Section 1

Questions addressing Whole-Class Performance:

(These questions are to be answered in NARRATIVE format.)

1. What was the average for the class on the Overall Pre-Assessment?
2. What was the average for the class on the Overall Post-Assessment?
3. What was the number and percentage of students achieving the criterion percentage and above?
4. What was the number and percentage of students increasing (and decreasing) their scores?
5. Considering the difference between the average for the Pre-Assessment and the Post-Assessment, what factors contributed to the change? (Consider Contextual Factors and Formative Assessments – Be sure to keep these FACTUAL.)
6. Considering the Delineation by Objectives, looking at each objective separately:
    a. Show the number and percentage of students who achieved criterion
    b. Consider Contextual Factors and Formative Assessments for how they affected the number and percentage of students achieving and not achieving the criterion level.

Section 2

Questions addressing the differences in performance by Subgroups*:*

(These questions are to be answered in NARRATIVE format.)

Complete #1 and #2 below for (1) the Overall Pre- and Post- Assessment Scores and (2) the Pre- and Post- Assessment for each objective.

1. Which subgroup outperformed everyone else on the Pre-Assessment? (Determine by finding the average score for each subgroup.)
2. Which subgroup outperformed everyone else on the Post-Assessment? (Determine by finding the average score for each subgroup.)

3. Considering the difference between the average for the highest-performing subgroup and the lowest-performing subgroup, what factors contributed to this difference?

Section 3

Questions addressing the differences in performance by Individuals:

(These questions are to be answered in <u>NARRATIVE</u> format.)

1. Which student appears to exhibit the highest level of performance overall? (Describe the student's performance on objectives and overall assessment.)
2. Which student appears to exhibit the lowest level of performance overall? (Describe the student's performance on objectives and overall assessment.)
3. Could Contextual Factors have influenced these two students' performances?
4. Considering formative assessment during the instruction, was there anything that could have created this difference?
5. Look at the individual students' changes of grades on the Pre- and Post-Assessments. Were they all increased? If not, what factors entered into not all grades increasing from Pre- to Post-Assessments. (Refer back to your Formative Assessment recorded during the lesson.)

REQUIRED for CREDIT: Choose ONE (1) competency that this assignment addresses. Include an explanation in your assignment, describing why this competency applies to this assignment. In order to receive credit, this section must include:

13. Which **competency** applies to this assignment

14. What this chosen competency **states** (word for word, taken from the Syllabus or other Competency information)

15. Include a **rationale** stating how this assignment relates to the chosen competency. This should be explained in a minimum of a 3 to 5 sentence paragraph.

16. Include a **reflective/evaluative statement** consisting of personal feelings, opinions, and comments about this how the chosen competency relates to this assignment. This should be explained in a minimum of a 3 to 5 sentence paragraph.

Analysis of Student Learning
Rubric

(60 Points)

TWS Standard: ***The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.***

Rating → **Indicator ↓**	**Indicator Not Met** **(1 – 5 Points)**	**Indicator Partially Met** **(6 – 10 Points)**	**Indicator Met** **(11 – 15 Points)**	**Score**
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	
Alignment with Learning Objectives	Analysis of student learning is not aligned with learning objectives.	Analysis of student learning is partially aligned with learning objectives and/or fails to provide a comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning objectives and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning objectives.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning objectives.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning objective.	

Reflection and Self-Evaluation
(25 Points)

Note: BOTH the Analysis of Student Learning AND the Reflection & Self-Evaluation MUST BE completed for credit on this assignment. If BOTH are not completed, there will be no credit given for either section.

Tips for Success

1. Identify ways in which the completion of the TWS impacted your skills and knowledge as a teacher.

2. Provide reasons for the success or lack thereof in students attaining the Learning Objectives. Go beyond description and include the "why" based upon best practice. Remember to ask yourself questions such as:
• Was the content over your students' heads?
• Did students lack sufficient prior knowledge?
• Did you pace your instruction appropriately?
• Were your Learning Objectives appropriate to your students' needs?

3. Create a professional plan that will foster your strengths and help you develop in areas where you need to improve.

4. Be specific when describing your professional growth goals so that your Professional Development Plan is relevant and linked to its impact on student learning. **As a professional, you are ultimately responsible for your own growth, development, and improvement.**

5. **Deliberately and seriously analyze** what you can do to improve your own professional practice.

6. Write this section in past, present, and future tenses as appropriate .

Common Challenges

1. Developing a re-design plan and providing a rationale for making modifications in the original TWS and its implementation.

2. Recognizing how your performance as a teacher impacted your students' learning.

3. Examining how this process has impacted your professional behavior and enhanced your development as an educator.

Reflection and Self-Evaluation Rubric

(25 Points)

***TWS Standard*: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.**

Rating → **Indicator ↓**	**1** **Indicator Not Met**	**3** **Indicator Partially Met**	**5** **Indicator Met**	**Score**
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning objectives.	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
Alignment Among Objectives, Instruction and Assessment	Does not connect learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning objectives, instruction, and assessment.	Provides ideas for redesigning learning objectives, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning objectives, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning objectives or objectives that are not related to the insights and experiences described in this section.	Presents professional learning objectives that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the objectives.	Presents a small number of professional learning objectives that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these objectives.	

Things to Consider During the Process of Reflection and Self-Evaluation

1. Number of different methods used in modifications during the lesson

2. Modify method of providing instruction

3. Modify student tasks or assignments

4. Modify grouping arrangement

5. Modify students' instructional materials

6. Modify learning objectives

7. Modify method of progress monitoring

8. Modify method of providing enhancement

9. Teach students to use learning or cognitive strategies