



**EDCI 621: Data Driven Decision Making
Fall 2012**

Eastern Mennonite University: Waynesboro Cohort

Location: Kate Collins Middle School

Credit Hours: 3

Instructor:

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Class Meetings:

Tuesdays 4:30-8:30
September 25 – December 11, 2012

Course Description: This course examines formal and authentic assessment strategies as they relate to learners within the regular education classroom. The comparison of formative to summative assessments will be considered along with their effective utilization. Participants will examine the development of alternative assessment strategies with additional emphasis on the dilemmas of assessing diverse learners. The concept of Backwards Design (Wiggins & McTighe, 2005) will be explored to ensure that assessment and the design of instruction are linked. Participants will also explore assessment as a component of Response to Intervention and as a means for creating learning goals for the 21st century. The prescription and utilization of formal benchmark assessments will be addressed.

EMU Conceptual Framework:

“Teaching boldly in a changing world through an ethic of care and critical reflection”
The EMU Teacher Education Program has chosen the theme *Teaching boldly in a changing world through an ethic of care and critical reflection* as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes.

M.A. in Education Program Outcomes:

Scholarship: to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice. **(S)**

Inquiry: to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change. **(I)**

Professional Knowledge: to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices. **(PK)**

Communication: to develop communication strategies (verbal, nonverbal, and technological), which support collaboration and resourcefulness to empower self and others. **(C)**

Caring: to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peace building in diverse settings. **(Ca)**

Leadership: to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts. **(L)**

Course Outcomes: The student will be able to:

1. Identify formative, summative, and standardized assessments appropriate for grade level content and diverse learning needs. (S, PK, Ca)
2. Identify assessment biases and barriers that discriminate against the needs of a diverse population (cultural, linguistic, and disability), according to the research. (S, PK, L)
3. Generalize principles that undergird sound test administration procedures (I, PK).
4. Identify correct usage of a variety of evaluation procedures, e.g., anecdotal records, rating scales, checklists, authentic assessments, achievement and aptitude tests. (S, I, PK,)
5. Analyze the procedures for designing authentic assessments beyond the traditional test to measure the skills demanded by the 21st century learning environment (portfolios, writing, work samples, CBMs, etc.) Utilize technology to develop authentic assessments for the content-based classroom. (I, PK)
6. Understand and apply a curriculum-based measure (CBM) as a means of formative assessment within the general classroom. (S, I, PK)
7. Analyze (using basic statistical measures) classroom, school-wide, and district-wide assessment results to collaboratively plan grade-level instruction and to foster academic leadership. (I, PK,C, L)
8. Review and evaluate assessments designed to measure learning at each of the three tiers of intervention in RTI approaches. (I, PK,L)
9. Organize and manage data in an accessible manner in order to facilitate student learning and effective communication. (PK, C, Ca, L)

Readings/Texts

Required Text:

ASCD. (December 2008/January 2009). *Education Leadership: Data, Now What?*, 66(4).

ASCD. (November, 2009). *Education Leadership: Multiple Measures*, 67(3).

Recommended Texts/Readings:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

McMillan, J. H. (2007). *Classroom assessment: Principles and practice for effective standards-based instruction* (4th ed). Boston, MA: Pearson.

Wiggins, G.P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: Association of Supervision and Curriculum Development.

Course Requirements

Attendance Policy: Students are required to attend class meetings of all courses for which they are enrolled except in unusual and emergency circumstances. In the case of absence, the student is responsible for the material presented in class. Students should not absent themselves from class without notification to the instructor prior to class.

Because of the interactive nature of graduate classes at EMU, we believe that candidates who miss class for the equivalent of six 50-minute periods or four 75 minute periods in a three semester hour course (200 minutes for a 2-semester hour course, 100 minutes for a 1-semester hour course) have not fulfilled necessary requirements to receive an “A” in the graduate class. Grades may be lowered for absences of less time at the instructor's discretion.

Assignment Guidelines: Candidates will be expected to bring a variety of student assessment data with them to class. This will include school, grade, and class data from benchmark assessments, SOL tests, reading inventories, PALS, or other cumulative results. Individual student profile data will also need to be brought to class. In addition, participants will be required to bring samples (not less than 10) of teacher made assessments used in the classroom. These teacher-produced assessments should represent as much variety as possible.

Participation in class and small group discussions, simulations, case studies, and data analysis is critical to the success of the course and individual candidates. High quality, effective involvement in class activities will be an important part of the evaluation process.

APA (6th Edition) format is required for all work in this course, to meet the graduate level standard. See the EMU writing rubric, attached.

Course Evaluation/ Grading

- **Attendance and class participation (10 Points)** – The workshop nature of this course indicates premium importance on attending all session and being an active participant. It will difficult to replicate the class experience if there is absence. (See Course Requirements above)
- **In-Class Assignments (15 points):** The following activities will contribute 15 points toward the final grade:
 - Curriculum-based measure (10 points) – Candidates will develop a CBM in class.
 - Compare and contrast exercise (5 points) – Candidates will execute and present comparisons of:
 - Objective – Subjective
 - Criteria reference – Norm reference
 - Formal assessment – Informal assessment
- **Annotated Bibliography (25 Points)** – Candidates will be expected to select a specific assessment related topic and conduct of review of current professional literature pertaining to the topic. The 5 most pertinent and substantive articles will be selected, reviewed, and summarized. An overview of the articles will be presented to the class.*
- **Data Analysis and Presentation (30 Points)** – Small groups will be formed to gather and analyze assessment data for a classroom population of students. Formats will be developed to organize and manage data. Each group will identify specific student needs, target learning objectives, and planning teaching strategies based on the data. *
- **Exam (20 Points)** – A summative, in class exam will be give based on class experience, synthesis of information, and application knowledge.
***Note:** Rubrics will be provided in advance for assessing course requirements.

Late Policy: points may be deducted at the instructor's discretion for late work.

Grading Scale

A 95-100 pts.

A- 91-94 pts.

B+ 88-90 pts.

B 84-87 pts.

B- 80-83 pts.

C+ 77-79 pts.

C 72-76 pts.

Grade of "C" or higher must be achieved to earn graduate credit.

Class Format: This class will include a variety of strategies designed to create learning opportunities. Participants will be engaged in presentation of information and ideas that will include visual, multimedia, and oral delivery enhanced by questioning strategies to insure involvement. In addition, simulations and case studies will place candidates in situations that will require the application of information, analysis of data, and the planning of instructional strategies. Class members will also be expected to conduct research activity and make presentations in small groups and to the class.

Tentative Class Schedule

Date	Topic/Activity
September 25	Introductions, perspectives, and prospective Role, purpose and implications of assessment Course objectives and syllabus overview
October 2	Vocabulary of assessment Why assessment? Do we test too much?
October 9	Students and assessment Blooms taxonomy, multiple intelligence How do we know what students learn?
October 16	Test readiness, textbooks, impact of formal assessment on instruction Prepare for annotated bibliography
October 23	Annotated bibliography presentations
October 30	Teachers and assessment Formative vs. summative assessments Teacher made assessments Curriculum based measures (CBM)
November 6	Effective feedback Grading Rubrics
November 13	Analysis and application of assessment information
November 20	Group preparation of assessment management
November 27	Group presentations Portfolio assessment, affective assessment RTI
December 4	Group presentations Exam

Knowledge Base: A foundational component of effective teaching is being aware of and understanding the skill and achievement levels of students. On that foundation, instructional strategies can be developed and targeted that will enhance learning for each student. Creating this awareness and understanding requires technical expertise regarding the design of assessment tools, the analysis of data, and the relationship between data and instructional strategies. This course will focus on supporting teachers in acquiring knowledge of assessment, practicing the interpretation of assessment information, and applying this information in planning and delivering effective instruction.

Resources:

- Berliner, D.C., & Biddle, B.J. (1995). *The Manufactured Crisis: Myths, fraud, and the attack on American public schools*. Reading, MA: Addison Wesley.
- Bookhart, S.M. (2008). *How to give effective feedback to your students*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Bookhart, S.M. (2010). *Assess Higher-order Thinking Skills in Your Classroom*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Jacobs, H.H. (1997). *Mapping the Big picture: Integrating curriculum and assessment K-12*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Education Leadership: Data, Now What?* (December 2008/January 2009), 66(4).
- Education Leadership: Multiple Measures* (November 2009), 67(3).
- Jensen, E. (2005). *Teaching with the brain in Mind* (2nd ed.). Alexandria, VA: Association of Supervision and Curriculum Development.
- Marzano, R.J., Pickering, D.J., & Pollock, J.E. (2001). *Classroom Instruction that Works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Marzano, R.J., Pickering, D.J., & McTighe, J. (1993). *Assessing Student Outcomes*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Pink, D. H. (2005). *A Whole New Mind: Why right-brainers will rule the future*. New York, NY: Riverhead Books.
- Strong, R.W., Silver, H.F., & Perini, M.J. (2001). *Teaching What Matters Most: Standards and strategies for raising student achievement*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Sprenger, M. (1999). *Learning and Memory: The brain in action*. Alexandria, VA: Association of Supervision and Curriculum Development.
- Wiggins, G. P. & McTighe, J. (2005). *Understanding by Design* (2nd ed.). Alexandria, VA: Association of Supervision and Curriculum Development.
- Wolfe, Patricia (2001), *Brain Matters: Translating research into classroom practice*. Alexandria, VA: Association of Supervision and Curriculum Development.

Academic Integrity:

Academic Integrity Policy (AIP): EMU faculty and staff care about the integrity of their own work and the work of their students. They create assignments that promote interpretative thinking and work intentionally with students during the learning process. Honesty, trust, fairness, respect, and responsibility are characteristics of a community that is active in loving mercy, doing justice, and walking humbly before God. EMU defines plagiarism as occurring when a person presents as one's own someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. (Adapted from the Council of Writing Program Administrators). [Taken from "Academic Integrity," 2012-13 Undergraduate Catalog.]

In the event of academic dishonesty, the student is asked to meet with the professor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan. EMU takes seriously any violation of the Academic Integrity Policy. For the full policy and procedures, see the catalog at <http://www.emu.edu/catalog>. This course will apply EMU's AIP (see catalog, pp. 16-19) to any events of academic dishonesty.

Special Accommodations Statement:

EMU seeks to meet the needs of all admitted students. We are committed to provide both physical and programmatic access with reasonable accommodations for all qualified documented students who are served through Student Disability Support Services of the Academic Support Center. Our policies for students with disabilities are consistent with the necessity of ensuring reasonable accommodations under Section 504 of the Rehabilitation Act of 1973, the Civil Rights Restoration Act of 1988, the Americans with disabilities Act of 1990, and the ADA Amendments Act of 2008.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style

Candidates are expected to use *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

All instructors teaching in the Master of Arts in Education program are asked to apply the EMU Graduate Writing Standards to any written work submitted. The instructors may use their discretion if the assignment does not lend itself to the EMU Graduate Writing Standards rubric. Use of APA and the Graduate Writing Standards rubric ensures uniformity of writing standards and serves to prepare enrolled program candidates for writing their action research projects.