Course overview

This 3-credit hour course is designed to help students develop instructional objectives, write lesson plans using the Pedagogy Performance Assessment model, learn about measurement and assessment, and use the Essential Academic Learning Requirements (EALRs) and Grade Level Equivalents (GLEs). Every element of the course will serve as a model for effective instructional practice. Students must be concurrently enrolled in EDUC 200 and EDUC 418 or 419.

By the time you have completed the course, you will be able to do the following:

- plan for the assessment of learning, taking into account the wide array of student diversity and abilities;
- develop detailed lesson plans using technology, pedagogy, and standards, and be able to explain assessment goals and results to students, parents, and other community members;
- create different kinds of assessment instruments and assess learning outcomes based on state and discipline standards in your content area(s).

To maximize learning and make this course as valuable as possible, we will function as a learning community that includes active participation and sharing during the term. I will model a variety of teacher-centered and student-centered strategies to help you augment your repertoire of teaching practices as well as gain a better understanding of the assessment and evaluation process in education. Three expectations will serve as the guidelines for this course: (1) attend, (2) come prepared, and (3) participate. The more you take responsibility for your own learning, the more value you will receive from the course. Be willing to express your thoughts and feelings, and be willing to listen to others.

The course has two texts which will comprise the majority of the assigned reading:
The course meets Monday and Wednesday from 1 to 2:30 p.m. Here is how the course is set up in broad strokes. There may be some minor changes due to unforeseen circumstances. If so, I’ll let you know as soon as possible.

- **Week 1 (01/05)**—introduction; essential terms and concepts; structuring for student success; preassessment; learning standards; read OSPI pp. 1-7 and Airasian ch. 1
- **Week 2 (01/12)**—validity and reliability in testing; bell curve; ethics and assessment; read Airasian ch. 2
- **Week 3 (01/19)**—MLK Day—Holiday; essential realities of the classroom; purpose of early assessment; instructional objectives; work on PPA lesson plan
- **Week 4 (01/26)**—Bloom’s Taxonomy; learning modalities; work on PPA lesson plan; read Airasian ch. 3 and 4
- **Week 5 (02/02)**—PPA lesson plan presentation due (100 pt.); metacognitive reflection guidelines; read Airasian ch. 5
- **Week 6 (02/09)**—questioning strategies; wait time; summative assessments; metacognitive reflection due (40 pt.); objective test design guidelines; review for midterm
- **Week 7 (02/16)**—Presidents’ Day—Holiday; midterm exam (100 pt.); evaluating test items; read Airasian ch. 6
- **Week 8 (02/23)**—graphic organizer guidelines; objective test, key, and instructional objectives due (60 pt.); creating an effective grading system; read Airasian ch. 7 and 8
- **Week 9 (03/02)**—grading students with disabilities; graphic organizer presentation due (20 pt.); read Airasian ch. 9 and 10
- **Week 10 (03/09)**—standardized test scores; student-led conference presentation due (20 pt.); assessment portfolio due (100 pt.)
- **Week 11 (03/16)**—reflective exercise; course evaluation; review for final; final exam (100 pt.) on Friday, 03/20 at 12-2 p.m.

Your performance will be assessed on a variety of assignments and activities throughout the course. The assignments and activities total 540 points. You will also receive 60 points for attendance and participation for a total of 600 points. With 19 class meetings, that works out to four points per class plus four points given gratis.
Here is a list of the assignments and activities as well as their point value:

<table>
<thead>
<tr>
<th>Assignment/Activity</th>
<th>Points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>PPA Lesson Plan</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Metacognitive Reflection Paper</td>
<td>40</td>
<td>140</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>240</td>
</tr>
<tr>
<td>Test, Key, and Instructional Objectives</td>
<td>60</td>
<td>300</td>
</tr>
<tr>
<td>Graphic Organizer</td>
<td>20</td>
<td>320</td>
</tr>
<tr>
<td>Student-Led Conference Presentation</td>
<td>20</td>
<td>340</td>
</tr>
<tr>
<td>Assessment Portfolio</td>
<td>100</td>
<td>440</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
<td>540</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>60</td>
<td>600</td>
</tr>
</tbody>
</table>

Students are expected to budget their time wisely and have assignments ready on the due date. (All assignments are due at the beginning of class.) If you have a late assignment, you may turn it in after the deadline for half-credit. This offer is good for one week after the deadline. Anything turned in after that time will receive no credit. Please submit all assignments as hard copies, following APA style and format. Please do not email any assignment to me unless you have made special arrangements.

You must complete a reflection piece on the course to include in your EDUC 200 evidentiary portfolio under the EDUC 303 tab as well as include your graded PPA lesson plan.

Violations of academic integrity involve the use of any method or technique enabling you to misrepresent the quality or integrity of any of your university-related work and/or program of study. Students committing academic dishonesty will be reported to the appropriate university officials and their course grade may be lowered to a 0.0 or an XF. I will use the departmental disposition form to help students who require it.

My office hours are Monday and Wednesday, 11 a.m. to 1 p.m. My office is 316C Williamson Hall. You may reach my voice mail at (509) 359-7024. My campus email address is vincent.aleccia@mail.ewu.edu. If these hours don’t work for your schedule, please see me to make other arrangements. All documents and assignments are available on the course Blackboard site for your convenience.

Grades for all student work will be posted promptly on the Blackboard course site. Please enroll in the course as soon as possible. When you enroll, please capitalize the first letter of your first and last names. If you don’t, it presents a technical problem and I won’t post your grades.
Our mission is to prepare student-centered teachers and leaders who are caring, effective, informed, reflective graduates who successfully engage all learners in diverse schools, communities, and global contexts.