

# *Syllabus*

## *EDU62380: Clinical Practice III: Assessment*

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### Course Information

Term and Year:

Class Location:

### Instructor Information

Name:

Phone:

Email:

Availability:

Office Hours:

### University Mission Statement

Alliant International University prepares students for professional careers of service and leadership and promotes the discovery and application of knowledge to improve the lives of people in diverse cultures and communities around the world. Alliant is committed to excellence in four areas:

1. **Education for Professional Practice:** Alliant's educational programs are designed to give students the knowledge, skills and ethical values they need to serve and lead effectively in a variety of professional settings. Alliant graduates are expected to achieve mastery of a body of knowledge and be able to apply that knowledge in professional practice in order to achieve desired and beneficial outcomes.
2. **Scholarship:** Scholarship in the Alliant context includes the discovery of new knowledge; the discovery of new applications of knowledge to solve practical problems; the integration of knowledge in new ways; and innovation in teaching knowledge and professional competencies.
3. **Multicultural and International Competence:** Alliant is an inclusive institution committed to serving diverse populations around the world by preparing professionals to work effectively across cultural and national boundaries, by increasing the number of professionals working in underserved areas, and by understanding and responding to the needs of diverse communities.
4. **Community Engagement:** Alliant's faculty, students, alumni and staff are dedicated to making a positive difference in the world through professional education and practice. We measure the success of our university in part by the impact we have, both directly and indirectly, on the welfare of individuals, families, organizations and communities.

## Teacher Education Program Objectives (PO)

- **PO1:** Integrate a research- and evidence-based theory of teaching and learning.
- **PO2:** Integrate multiple opportunities for teacher candidates to learn, apply, reflect and receive feedback on each Teaching Performance Expectations or applicable nationally recognized standards.
- **PO3:** Provide teacher candidates with multiple opportunities to learn through application of theory to practice through collaboration with school sites and master teachers.
- **PO4:** Assess teacher candidates progress towards mastering the Teaching Performance Expectations or applicable nationally recognized standards at multiple points.
- **PO5:** Provide teacher candidates with multiple formative opportunities to prepare for the Teaching Performance Assessment (TPA).
- **PO6:** Compile a professional development and growth plan for each teacher candidate.

## The California School of Education (CSOE)

Alliant International University offers a full spectrum of credential, certificate and degree programs designed to address the educational needs of all learners in the 21st century, from infancy and entry into P-12 education system through adult life. Each program integrates significant, evidence-based, data-driven educational concepts into coursework, focusing on what is successful in education for diverse populations. The California School of Education's mission and vision statements reaffirm our values and commitment to collaboration, diversity, and service to candidates, shared leadership, and the continuous support of the education profession.

**Mission:** CSOE prepares competent, confident, and conscientious educational leaders who will promote and empower personal growth, academic success, and professional achievement for all in a global society.

**Vision:** To develop and promote transformative educational experiences that optimize human potential.

**Goals:** The California School of Education has a set of overarching goals that drive the direction of the School's programs and internal and external operations:

1. To provide the education and training of well-rounded professionals who will serve local, national and global schools and organizations.
2. To engage and partner with communities to translate professional practice and research to meet education needs.
3. To promote an academic culture of support to develop and apply transformative approaches to solve complex societal challenges.
4. To develop analytic skills and sound judgment as applied to content and professional issues.
5. To make warranted and thoughtful decisions about curriculum issues, student-related concerns and leadership that relate to the conduct of the school and the profession.
6. To provide professional educational opportunities for those who aspire to leadership in education settings.
7. To prepare candidates to meet the needs of all learners.

### Unit Guiding Principles

CSOE's guiding principles are anchored in the belief that our mission is realized when our candidates are equipped with the skills to operationalize LEAD. LEAD stands for Leadership (L) Engagement (E) Application (A) and Dedication (D). As leaders, candidates demonstrate social responsibility, ethical action, and a commitment to be agents of change to improve the lives of their communities (L). We highlight for our candidates the value of authentic and collaborative engagement in advancing our communities (E). We train our candidates to be reflective professionals who incorporate theory into best practices; and utilize the knowledge, skills, dispositions, habits of inquiry, and technology that their preparation has honed (A). Courses and assignments are intentionally designed to engage experiences that promote the understanding of theories, concepts, principles, methodologies and approaches that candidates can readily utilize for practice. As candidates in both initial and advanced stages engage in observations, field experiences, and clinical practice, they provide service to their learners/clients, while simultaneously making instructional decisions that are grounded in educational research and/or theory (D).

**L**= Leadership: Innovation with Accountability

**E**= Engagement: Active Learning

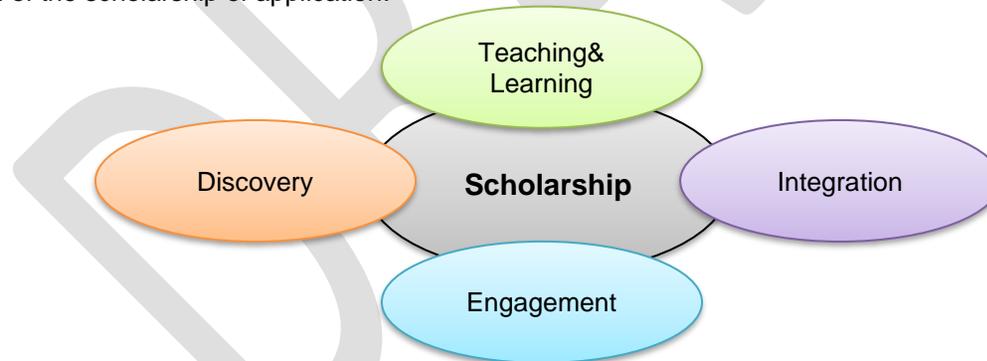
**A**=Application: Theory to Practice

**D**=Dedication: Inclusive Excellence

### Theoretical Framework

CSOE is based on two main theoretical frameworks: Boyer's applied scholarship of learning and constructivist theory.

CSOE utilizes Boyer's model of the scholarship of application:



Boyer (1990) asserted the need for all disciplines to move beyond traditional research to engage the full scope of academic work. He posits that in order to advance disciplines holistically and to obtain rewards for professional practice, research should encompass four critical areas:

Discovery - generating new and unique knowledge;

Teaching - Faculty and candidates creatively build bridges between their own understanding and their students' learning;

Application – Taking the new knowledge acquired and utilizing to solve society's problems; and  
Integration – Using collaborative relationships to uncover new knowledge among disciplines (Boyer, 1990).

These four aspects of scholarship are of paramount importance to CSOE. Each of the four areas informs the guiding principles of LEAD for CSOE.

*Scholarship of Discovery* (L, E, A, D): We subscribe to the centrality of the need to advance inquiry that produces the disciplinary and professional knowledge that frames our candidate preparation and training (Boyer, 1990). We ensure that our candidates are prepared to foster an environment that supports inclusive excellence with the commitment and understanding necessary to be responsive to all learners (D). Candidates acquire the ability to collaborate successfully (E) with parents, families, school districts, community members, faculty and staff in order to gain and maintain this disposition.

*Scholarship of Teaching* (L, E, A, D): CSOE subscribes to Boyer's model that underscores the notion of the scholarship of teaching as inquiry that produces knowledge to facilitate the transfer of the science and art of teaching, counseling and leadership from expert to novice. Thus we are very intentional in stewarding our mentoring relationships between faculty, school district master teachers, school site supervisors and our advisory boards. We view these relationships as critical to the transfer of teaching knowledge.

*Scholarship of Professional Practice* (A): Professional practice in CSOE is comprised of all aspects of the delivery of education, counseling, and leadership. Competence in practice is determined in school setting practicums and internships. Professional Practice is also the mechanism through which CSOE provides the environment and skills by which knowledge in the profession is both advanced and applied. In this segment, we also include the mentoring of candidates and leadership roles in developing practice. In all of the above, we highlight the scholarship generated through practice. Our Faculty and candidate professional certifications, degrees, and credentials and other specialty credentials demonstrate CSOE's attainments in this sphere.

*Scholarship of Integration* (L, E, A): In this sphere, faculty and candidates engage in the review and analysis of education policy, integrative models across disciplines, literature review and use all these to develop transdisciplinary educational programs and projects. Further, CSOE faculty are active and present at national and international conferences, serve on the leadership of professional organizations and contribute to journal articles. These are examples of how CSOE demonstrates the scholarship of integration. The guiding principles and candidate competencies are framed with the understanding that effective learning environments are social and collaborative in nature (Vygotsky, 1978).

The second theoretical underpinning for CSOE is constructivism. We concur with the assertion that our candidates and their students are active makers of meaning, rather than passive absorbers of knowledge (Dewey, 1944; Vygotsky, 1962; Brosio, 2000).

We expect our candidates to engage social constructivism by utilizing existing knowledge, interests, attitudes, and goals to select and interpret available information. Our faculty recognize the insider knowledge our candidates' bring to our courses and provide the environment for them to utilize their uniquely personal knowledge to create meaning as they integrate these knowledge bases with their diverse cultural, ethnic, social, and economic circumstances through analysis, reflection, and research.

We model a humanistic learning environment that encourages critical inquiry to connect learners with one another (Rodgers, 2002; Greene, 2000; Palmer, 1998; Sergiovanni, 1999). Faculty members create caring environments where candidates are encouraged and supported to reach beyond themselves and to engage various points of view, diversity of ideas and practices.

### National Interstate New Teacher Assessment and Support Consortium (InTASC) Standards

- **Standard 1:** Learner Development
- **Standard 2:** Learning Differences
- **Standard 3:** Learning Environments
- **Standard 4:** Content Knowledge
- **Standard 5:** Application of Content
- **Standard 6:** Assessment
- **Standard 7:** Planning for Instruction
- **Standard 8:** Instructional Strategies
- **Standard 9:** Professional Learning and Ethical Practices
- **Standard 10:** Leadership and Collaboration

Retrieved from [https://ccsso.org/sites/default/files/2017-12/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf)

### International Society for Technology in Education (ISTE) Standards for Teachers

- **Standard 1:** Facilitate and inspire student learning and creativity
- **Standard 2:** Design and develop digital age learning experiences and assessments
- **Standard 3:** Model digital age work and learning
- **Standard 4:** Promote and model digital citizenship and responsibility
- **Standard 5:** Engage in professional growth and leadership

Retrieved from <https://www.iste.org/standards/for-educators>

### California Teaching Performance Expectations (Universal TPEs)

- **TPE 1:** Engaging and Supporting All Students in Learning
- **TPE 2:** Creating and Maintaining Effective Environments for Student Learning
- **TPE 3:** Understanding and Organizing Subject Matter for Student Learning
- **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students
- **TPE 5:** Assessing Student Learning
- **TPE 6:** Developing as a Professional Educator

Retrieved from <https://www.ctc.ca.gov/educator-prep/stds-prep-program>

### California Teaching Performance Expectations Mild Moderate Support Needs (MM TPEs)

- **TPE 1:** Engaging and Supporting All Students in Learning
- **TPE 2:** Creating and Maintaining Effective Environments for Student Learning
- **TPE 3:** Understanding and Organizing Subject Matter for Student Learning
- **TPE 4:** Planning Instruction and Designing Learning Experiences for All Students
- **TPE 5:** Assessing Student Learning
- **TPE 6:** Developing as a Professional Educator

Retrieved from <https://www.ctc.ca.gov/educator-prep/stds-prep-program>

### Council for Exceptional Children (CEC) Content Standards for Special Education Teachers

- **Standard 1** – Engaging in Professional Learning and Practice within Ethical Guidelines
- **Standard 2** – Understanding and Addressing Each Individual's Developmental and Learning Needs
- **Standard 3** – Demonstrating Subject Matter Content and Specialized Curricular Knowledge
- **Standard 4** – Using Assessment to Understand the Learner and the Learning Environment for Data-based Decision Making
- **Standard 5** - Supporting Learning Using Effective Instruction
- **Standard 6** – Supporting Social, Emotional, and Behavioral Growth
- **Standard 7** – Collaborating with Team Members

Retrieved from: <https://exceptionalchildren.org/standards/initial-practice-based-professional-preparation-standards-special-educators>

#### Course Description

This course provides practical experience with the implementation and analysis of formative assessments and summative evaluations to monitor and adjust student learning. You will learn how to establish measurable objectives, create assessments, and develop learning tasks and materials based on pre-assessment strategies, knowledge of students, and effective application of backwards design principles. How to provide timely feedback to students based on their performance in meeting or not meeting the measurable objectives will be examined. Through a whole class analysis of summative evaluation you will identify trends to offer appropriate supports and modified instruction to meet the needs of your students.

### Professional Standards Alignment

California School of Education (CSOE)					
CLO	Program Outcome	InTASC	ISTE	UU& MM TPE's	CEC
<b>CLO1:</b> Analyze the effective use of formative assessment to monitor student learning.	PO2, 3, 4, 5	Standard 6	Standard 2	TPE5	CEC 4
<b>CLO2:</b> Analyze the effective use of summative evaluation to inform instruction through a whole class analysis.	PO2, 3, 4, 5	Standard 6	Standard 2	TPE5	CEC 4
<b>CLO3:</b> Determine the importance of prerequisite skills, students' prior knowledge and student interests when planning assessment activities.	PO2, 3, 4, 5	Standard 6	Standard 2	TPE5	CEC 4
<b>CLO4:</b> Determine the impact of backwards design principles on developing assessments and evaluations.	PO2, 3, 4, 5	Standard 6	Standard 2	TPE5	CEC 4
<b>CLO5:</b> Determine how to effectively provide feedback to students during formative assessment activities and on summative evaluation performance.	PO2, 3, 4, 5	Standard 6	Standard 2	TPE5	CEC 4

### Student Expectations

**Respectful Speech and Actions:** As an institution of higher education, Alliant International University has the obligation to combat racism, sexism, and other forms of bias and to provide an equal educational opportunity. Professional codes of ethics and the academic code shall be the guiding principles in dealing with speech or actions that, when considered objectively, are abusive and insulting.

**Professional Behavior:** This program is a graduate-level professional program, and each member of the program, both students and faculty, are expected to engage in professional behavior and conduct. Students should always display empathy, self-control, friendliness, generosity, cooperation, helpfulness, and respect in all of their interactions with other students, staff, and faculty. Students will strive to exemplify professional behavior in all aspects of their participation in this program, to be on time in all engagements, to thoughtfully and diligently complete activities and assignments, and to treat all other program members with respect and dignity.

### Required Course Materials

Estes, T. H., & Mintz, S. L. (2016). *Instruction: A models approach*. (7th ed.). Pearson Education, Inc.

ISBN: 9780133985580

Reeves, A. R. (2011). *Where great teaching begins: Planning for student thinking and learning*. ASCD.

EDU 62380: Clinical Practice III: Assessment

ISBN: 9781416614272

Wong, H. K., & Wong, R. T. (2018). *The first days of school: How to be an effective teacher*. (5th ed.). Harry K. Wong Publications.

ISBN: 9780976423386

Wong, H. K., & Wong, R. T. (2018). *The classroom management book*. (2nd ed.). Harry K. Wong Publications.

ISBN: 9780976423393

Hammond, Z. H. (2015). *Culturally responsive teaching & the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin.

ISBN: 9781483308012

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). APA.

ISBN: 9781433832161

**Note.** These books will be used in each of your clinical practice courses.

## Instructor Policies

### Late Assignments

Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

### Feedback

Each week, I will provide grades/scores and comments on assignments within 4-7 days of the last day of the week unless I notify you otherwise. Be sure you are checking the course announcements and your allian.edu email regularly.

### Syllabus/Schedule

This syllabus does not constitute a contract between the instructor and the students in the course. While every effort will be made to present the

material as described the instructor retains the right to alter the syllabus for any reason at any time. When such changes are made every effort will be made to provide students with both adequate notification of the changes and to provide them with sufficient time to meet any changes in the course requirements. The weekly schedule for this course may be viewed online.

## University Administrative Policies & Student Resources

You are held responsible for understanding and adhering to all policies contained within the University's Catalog located at <http://catalog.alliant.edu>. However, some of those policies have been selected to be highlighted in this document.

### Academic Code of Conduct and Ethics

The University is committed to principles of scholastic honesty. Its members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility towards other members of the community. Each student's conduct is expected to be in accordance with the standards of the University. The complete Academic Code, which covers acts of misconduct including assistance during examination, fabrication of data, plagiarism, unauthorized collaboration, and assisting other students in acts of misconduct, among others, may be found in the University Catalog.

An act of plagiarism (defined in the University catalog as "Any passing off of another's ideas, words, or work as one's own") is considered to be a violation of the *University's Student Code of Conduct and Ethics: Academic* and will be addressed using the Policies and Procedures outlined in the University's Catalog located at <http://catalog.alliant.edu>. The instructor in this course reserves the right to use computerized detection systems to help prevent plagiarism.

### Disability Accommodations Request

The University provides reasonable access to facilities and services and to programs for which students are otherwise qualified without unlawful discrimination based upon qualified disability. The University will provide reasonable accommodations to individuals who currently have a disabling condition, either physical or mental, that is severe enough to substantially limit a major life activity.

Students with disabilities may obtain details about applying for services from the Office of Accessibility at each campus. Students must provide documentation from a qualified professional to establish their disability, along with suggested reasonable and necessary accommodations. Students should request accommodations at the start of each semester. For more information, visit the Office of Accessibility Services at your campus or go to <http://www.alliant.edu/about-alliant/consumer-information-heoa/disability-services/index.php>.

### Policy on Religious/Cultural/Spiritual Observance by Students, Staff and Faculty

In keeping with the institution's commitment to respect and affirm cultural, religious, and spiritual diversity, the University supports the rights of students, staff, and faculty to observe religious/cultural/spiritual obligations that conflict with the University's schedule. Faculty instructors and staff/administrative supervisory personnel are expected to make reasonable accommodations when a student or an employee is absent from class or work because of religious/cultural/spiritual observance.

### Attendance

If you miss more than the allowed absences in a course in consecutive or non-consecutive weeks, you may be withdrawn from the course and not eligible to earn a grade. Sending assignments to me by email, fax, mail or other means does not make up for missed attendance and I cannot excuse absences.

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Length of Course	Absences Allowed	Absences Resulting in Drop
1-4 weeks	0	1
5-9 weeks	1	2
10+ weeks	2	3

Note. Academically related activities are used to calculate a student's official last date of attendance with the institution. To be in attendance for the week, you must submit a graded assignment. An "assignment" is defined as anything that is worth points in the course and can include Discussion and Engagement posts.

**Technology Requirements and Support**

Canvas Technical Support is available by calling 1-844-527-0334, or by using the Live Chat option. Answers to the most common issues are found in the Canvas Guides which are accessible by clicking Help link located in the bottom left-hand side of the canvas course Web Page.

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## Course Overview

<b>Week 1: Purpose of Assessments</b> .....	<b>14</b>
<b>Week 2: Backwards Planning Principles</b> .....	<b>17</b>
<b>Week 3: Assessment for Learning</b> .....	<b>19</b>
<b>Week 4: Formative Assessment &amp; the Importance of Providing Feedback</b> .....	<b>22</b>
<b>Week 5: Summative Evaluation to Evaluate for Mastery</b> .....	<b>25</b>
<b>Week 6: Analysis of Summative Evaluation Results</b> .....	<b>28</b>
<b>Week 7: Summative Evaluation Analysis</b> .....	<b>31</b>
<b>Week 8: Course Reflection &amp; Self-Assessment</b> .....	<b>34</b>

## RISE Model for Online Discussions

The Discussions in this course are designed for us all to learn from each other, and to explore diverse viewpoints. I want you to think very critically about the important issues in our course, and to challenge me and your classmates to develop and substantiate our opinions. Or, you may even get us to change our opinions, which is okay, too! We are all here to learn from each other.

Each week you will participate in the Discussions at least three times.

1. Respond to the initial question. Your response must be substantive, and reflect not only your own experience and opinion, but also cite expert opinions, either from our course readings or other cited sources.
2. Comment, question, or debate a classmate's response. However you respond, you must meet the standards of the [RISE model](#). Responses that do not adhere to the [RISE model](#) earn 0 points.
3. Answer or comment further on a question to your original response.

You may contribute to the Discussion as freely and frequently as you wish, but three entries each week are a minimum.

### Course Grading

Grading is in accordance with the academic policies of Alliant International University.

Percentage	Letter Grade
94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
67-69	D+
64-66	D
61-63	D-
< 61%	F

Final grades will be determined as follows based on the points obtained in the following categories:

Assignment Categories	% of Grade
Discussion	20
Assignments	
Performance Assessments	40
Verification Log	40

### Course Assessments

Assessment	Due	Assignment Category	Point Value
<b>Week 1</b>			
Discussion: Introductions		Discussion	25
Discussion: Purpose of Assessment		Discussion	25
Assignment: Assurance Form and Student Teaching Tracking Form	Assignment	50	
<b>Week 2</b>			
Assignment: UbD Design Template		Assignment	50
Assignment: Lesson Plan #1		Assignment	50
<b>Week 3</b>			

Discussion: Backwards Design		Discussion	25
Assignment: Progress Assessment #1		Performance Assessments	100
<b>Week 4</b>			
Assignment: Lesson Plan #2		Assignment	50
District Support Feedback Form	Performance Assessment	50	
Assignment: Learner Self-Assessment		Performance Assessments	50
<b>Week 5</b>			
Discussion: Assessment Criteria		Discussion	25
Assignment: Progress Assessment #2		Performance Assessments	100
<b>Week 6</b>			
Assignment: Lesson Plan #3		Assignment	50
Assignment: Data Analysis		Assignment	50
<b>Week 7</b>			
Discussion: Data Analysis & Re-Teach		Discussion	25
Assignment: Progress Assessment #3		Performance Assessments	100
<b>Week 8</b>			
Discussion: Professional Development		Discussion	25
Assignment: Quarterly Summative Assessment		Performance Assessments	100
Assignment: Verification of Hours Log		Verification Log	200
<b>Total Points</b>			<b>1150</b>

**\*Note.** Late assignments submitted after the assigned due date are subject to a grade of zero or point deductions. Assignments will receive a 10% deduction each day until the 3rd day, then the assignment will receive a grade of zero. Be sure to stay in constant communication with your course instructor, review assignments at the beginning and throughout the course, in addition to asking clarifying questions prior to the week(s) of the assignment to minimize point deductions.

The submission of duplicate or previously submitted assignments will result in a grade of zero.

Further supports and directions will be provided within the Course Announcements on Canvas, you are responsible for checking the course announcements on a regular basis.

**Note.** All assignments are expected to be submitted and completed prior to/by the due date. Candidates MUST submit 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

## Week 1: Purpose of Assessments

### Learning Objectives

1.1 Analyze the various use and functions of formative assessments and summative evaluations.	CLO1, CLO2
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### Activities and Resources

<b>Readings</b>	1.1
<b>Instruction</b>	
Ch. 2: Objectives, Assessment, and Instruction	
<b>Where Great Teaching Begins</b>	
Ch. 7: Developing Assessments	
<b>Alliant Library</b>	
Conrad, D., & Openo, J. (2018). <a href="#">Assessment strategies for online learning: Engagement and authenticity</a> . ProQuest Ebook Central.	
<b>Read</b> Ch. 1: The Big Picture: A Framework for Assessment in Online Learning	

<b>Preparation: Verification of Hours Log</b>	<b>COURSE</b>
<p>Teacher Candidates are required to complete a minimum of 600 hours of Clinical Practice across the arc of the program. During Clinical Practice I and II you completed 120 <b>unpaid</b> hours of classroom observation, in Clinical Practice III and IV you are required to completed 240 <b>unpaid</b> hours of student teaching for <i>each</i> course. Clinical Practice may take place through online learning instruction, remote instruction, virtual reality or simulation teaching, in person or face-to-face classroom instruction, or hybrid instruction settings. Video or other examples of effective teaching can be viewed, in addition to planning instruction, reflecting on instruction, or analyzing student work with the advice and guidance of an experienced educator.</p> <p><b>Begin</b> completing your hours and track them on the VERIFICATION OF HOURS LOG – Student Teaching – CP III &amp; CP IV form. Completion instructions are included on the form.</p> <p><b>Obtain</b> a wet signature or a verified e-signature from the District Support Provider. Failure to do so will result in a grade of zero.</p>	

**Submit** your Log as a PDF by Sunday of Week 8.

## Assignments

### Discussion: Introductions

1.1

**Record** a 2-to 4-minute response to the following prompts in the Introductions discussion forum by Wednesday.

- What is your name?
- What content will you be teaching? In what setting, general education or special education?
- What type of school, District or independent Charter School, are you teaching in?
- What instructional mode will you be teaching, in-person, hybrid or online?
- How will you use assessment and evaluation data to differentiate instruction?
- How will you design assessments based on knowledge of your students?

**Utilize** the video function within the discussion forum to record your responses.

**Note:** You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday). **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Discussion: Purpose of Assessment

1.1

**Respond** to the following prompts in the Purpose of Assessment discussion forum by Friday:

- What are formative assessments and summative evaluations?
- Based on your field of study, provide two-to three-examples. How will you use formative assessments and summative evaluations?
- How does the implementation of pre-assessment and post-assessment drive your planning and instruction?

**Use** citations from reading and/or outside research consistent with APA style guidelines.

**Note:** You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday). **Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

**Assignment: Assurance Form & Application to Student Teach**

**Part I- Assurance Form**

**Navigate to**

- the [Clinical Practice Resource Page](#)
- **Complete** the Clinical Practice Orientation (edPuzzle)
- **Complete** the Assurance Form (DocUSign) supporting your current enrolled pathway
- **Save** your Assurance Form as a PDF
  - In addition to submitting your PDF Assurance Form, save your Assurance Form within your Individual Development Plan (IDP) OneDrive Folder as this assignment will be used throughout your program.

\*Candidates may use assurance forms completed/signed from EDU62030 Professional Learning & Practice course taken from the same year or previous term.

**Part II-Application to Student Teach**

**Navigate to**

- [the Application to Student Teach Form](#)
- **Complete** the online form in its entirety to submit your student teaching placement preferences. A minimum of three placements must be included. Missing content will result in a deduction of points.
- Prior to completing, be sure to save your form as a PDF. Failure to provide the PDF form in its entirety will result in an invalid submission

**Submit** BOTH assignments as a PDF prior to/by Sunday.

## ***Week 2: Backwards Planning Principles***

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### **Learning Objectives**

2.1 Apply backwards design principles in lesson planning.	CLO4
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### **Activities and Resources**

<b>Readings</b>	2.1
<b><i>Where Great Teaching Begins</i></b> Ch. 10: Creating Plans for Learning	
<b><i>Alliant Library</i></b> Wiggins, G., & McTighe, J. (2005). <a href="#"><i>Understanding by design</i></a> . ProQuest Ebook Central. <b>Read</b> Ch. 1: Backward Design	

### **Assignments**

<b>Assignment: UbD Design Template</b>	2.1
<b>Refer</b> to the following figures in Ch. 1 of Understanding by Design: <ul style="list-style-type: none"><li>• Figure 1.2: 1-Page Template with Design Questions for Teachers</li><li>• Figure 1.4: UbD Design Standards</li></ul> <b>Use</b> the Design Template to plan the lesson plan you will submit this week. <b>Submit</b> your completed template by Wednesday.	

**Assignment: Lesson Plan #1**

**Review** the CSOE Lesson Plan Template Instructions.

**Write** a lesson plan using the CSOE Lesson Plan Template that you will be able to teach a 15-minute segment of in Week 3.

**Ensure** you have two types of formative assessment in your lesson plan.

**Reflect** on the following in the Lesson Reflection, Pre-Teaching section of the template: How were the UbD Design Standards beneficial to planning your lesson?

**Note.** In Week 3 you will record yourself teaching a 15-minute segment of your lesson plan that provides evidence of UU/MM TPE 1&2 or InTASC Standard 1-3 /CEC2,6&7.

**Include** all artifacts, materials and assessments needed for the lesson.

**Note.** Duplicate lesson plans will not be accepted and could receive a grade of zero.

**Submit** your Lesson Plan by Sunday..

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## Week 3: Assessment for Learning

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### Learning Objectives

3.1 Analyze the impact of applying backwards design principles on your instruction, lesson planning, and assessments.	CLO1, CLO3, CLO4
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### Activities and Resources

<b>Readings</b>	3.1
<b>Where Great Teaching Begins</b> Ch. 6: Creating Instructional Objectives	
<b>Alliant Library</b> Wiggins, G., & McTighe, J. (2005). <a href="#">Understanding by design</a> . ProQuest Ebook Central. <b>Read</b> Ch. 2: Understanding, Understanding	
<b>YouTube</b> <b>View</b> the " <a href="#">Stiggins – Assessment OF &amp; FOR Learning</a> " video [10:11].	

### Assignments

<b>Discussion: Backwards Design</b>	3.1
<b>Respond</b> to the following prompts in the Backwards Design discussion forum by Wednesday: <ul style="list-style-type: none"><li>• How did using the backwards design principles inform your instruction?</li><li>• How did the principles help you modify your formative assessments to monitor student learning?</li><li>• Have you applied these backwards design principles to any of your other lesson plans? Why or why not?</li></ul> <b>Use</b> citations from reading and/or outside research consistent with APA style guidelines.	

**Note:** You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

### Assignment: Progress Assessment #1

COURSE

**Select** a 15-minute segment of your lesson plan from Week 2 that provides evidence of UU or MM TPE1&2 or InTASC Standard 1-3/ CEC 2, 6&7  
Side Note: Be sure to focus on the Professional Teachers Expectations/Standards associated with your enrolled track  
: Multiple & Single Subject use the Universal TPEs/InTASC Standards  
Ed. Specialist use the Mild Moderate TPEs/CEC Standards

**Ensure** you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder.

- English Permission Slip
- Spanish Permission Slip

**Record** yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. Only 15 minutes of your video will be viewed and graded; videos under 15 mins can result in a deduction of points and a possible grade of zero.

**Note.** You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the [CSOE Teacher Education Clinical Practice Resources](#) page.

**Complete** the following for eligible progress assessments:

- \*the CSOE Lesson Plan
- \*the \*Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.
- **Annotations**  
**Annotate** your video by:
  - \*Time-Stamp and annotated examples in the video that align to the UU/ MM TPE1&2 or InTASC Standards 1-3/CEC 2, 6&7
  - \*Provide a detailed justification for why/why not the examples which aligns with UU/MMTPE1&2 or InTASC Standards 1-3/ CEC 2, 6&7
  - Self-Scoring.

**\*Exit Ticket**

- Upload your exit ticket to Teaching Channel
- **Submit** your exit ticket to Canvas by Sunday.

\*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

**Note.** Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

**Note.** Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

**Faculty Note:**

Because you are facilitating Multiple, Single Subject and Ed. Specialist in your course, candidates should be focusing on the TEPS associated with their enrolled track. For example, Multiple & Single subject focus on the Universal TPEs (UU) and Ed. Specialist focus on the Mild/Moderate TPEs (MM). Arizona candidates will use the InTASC Standards & Special Education candidates will reference the CEC standards

## Week 4: Formative Assessment & the Importance of Providing Feedback

### Learning Objectives

4.1 Integrate formative assessments that will effectively monitor student learning in a lesson plan.	CLO1
4.2 Explain the importance of learner self-assessment and providing feedback to your students.	CLO5

### Activities and Resources

<b>Readings</b>	4.1, 4.2
<p><b><i>Culturally Responsive Teaching &amp; the Brain</i></b></p> <p>Ch. 6: Establishing Alliance in the Learning Partnership</p>	
<p><b><i>Alliant Library</i></b></p> <p>Conrad, D., &amp; Openo, J. (2018). <a href="#">Assessment strategies for online learning: Engagement and authenticity</a>. ProQuest Ebook Central.</p> <p><b>Read Ch. 9: A Few Words on Self-Assessment</b></p> <p>Ketonen, L., Hähkiöniemi, M., Nieminen, P., &amp; Viiri, J. (2020). <a href="#">Pathways Through Peer Assessment: Implementing Peer Assessment in a Lower Secondary Physics Classroom</a>. <i>International Journal of Science &amp; Mathematics Education</i>, 18(8), 1465–1484.</p> <p>Duckor, B., &amp; Holmberg, C. (2019). <a href="#">Exploring How to Model Formative Assessment Trajectories of Posing-Pausing-Probing Practices: Toward a Teacher Learning Progressions Framework for the Study of Novice Teachers</a>. <i>Journal of Educational Measurement</i>, 56(4), 836–890.</p>	
<p><b><i>Online Resource</i></b></p> <p>Renard, L. (2017). <a href="#">Stimulate your students with these 10 creative self assessment ideas</a>. Bookwidgets Teacher Blog.</p>	

## Assignments

Assignment: District Support/Master Teacher Feedback Form	COURSE
<p>Have your Master Teacher <b>Complete</b> the District Support/Master Teacher Feedback Form:</p> <p>Part I:</p> <ul style="list-style-type: none"><li>Use the form below that supports your enrolled pathway, which is to be complete by your Master Teacher</li><li>○ Universal TPE District Feedback Form Multiple/Single Subject</li><li>○ Mild Moderate (MM) District Feedback Form Educational Specialist</li><li>○ InTASC District Feedback Form AZ Elementary/Secondary</li></ul> <p>Part II:</p> <ul style="list-style-type: none"><li>○ Provide the Feedback Form to your Master Teacher prior to Friday to ensure you are able to obtain feedback in time for submission. <b>Collect</b> the Master Teacher's) wet signature or e-signature at the end of the observation(s). A wet or e-signature is required to receive full credit for your form. Save your Feedback Form as a PDF.</li><li>○ <b>Save</b> your signed District Support Feedback form in your IDP OneDrive folder</li></ul> <p><b>Submit</b> the completed form by Sunday.</p>	
Assignment: Lesson Plan #2	4.1
<p><b>Write</b> a lesson plan using the CSOE Lesson Plan Template that you will be able to teach a 15-minute segment of in Week 3.</p> <p><b>Ensure</b> you have two types of formative assessment in your lesson plan.</p> <p><b>Reflect</b> on the following in the Lesson Reflection, Pre-Teaching section of the template: Did you apply the UbD Design Standards to planning this lesson? Why or why not?</p> <p><b>Note.</b> In Week 3 you will record yourself teaching a 15-minute segment of your lesson plan that provides evidence of UU/MMTPE 3&amp;4 or InTASC Standard 4,5,7 &amp;8 /CEC 3&amp;5.</p> <p><b>Include</b> all artifacts, materials and assessments needed for the lesson.</p> <p><b>Note.</b> Duplicate lesson plans will not be accepted and could receive a grade of zero.</p> <p><b>Submit</b> your Lesson Plan by Sunday</p>	

**Assignment: Learner Self-Assessment**

4.2

**Write** a one-to two-page detailed reflection on the importance of learner self-assessment and providing feedback to your students.

**Consider** this week's readings, from the text, library, and online article, in your reflection.

**Cite** evidence from the readings to validate your position.

**Format** your reflection consistent with APA style guidelines.

**Submit** your reflection as a Word document by Sunday.

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## Week 5: Summative Evaluation to Evaluate for Mastery

### Learning Objectives

5.1 Evaluate a summative evaluation to ensure it will inform instruction to improve student learning outcomes.

CLO2, CLO4

### Activities and Resources

#### Readings

5.1

#### *Where Great Teaching Begins*

- Ch. 7: Developing Assessments
- Ch. 8: Checklists and Rubrics

#### *Alliant Library*

Wiggins, G., & McTighe, J. (2005). [Understanding by design](#). ProQuest Ebook Central.

Read the following:

- Ch. 7: Thinking like an Assessor
- Ch. 8: Criteria and Validity

#### *Online Resource*

[Writing Effective Assessment Criteria](#) from Royal Roads University Centre for Teaching & Educational Technologies.

### Assignments

#### Discussion: Assessment Criteria

5.1

**Respond** to the following prompt in the Assessment Criteria discussion forum by Wednesday: How will you create effective assessment criteria and measurable objectives to improve student learning outcomes for a unit plan summative evaluation?

**Use** citations from reading and/or outside research consistent with APA style guidelines.

**Note:** You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).

**Reply** to two classmate’s posts, applying the [RISE Model for Meaningful Feedback](#), by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.

## Assignment: Progress Assessment #2

COURSE

**Select** a 15-minute segment of your lesson plan from Week 4 that provides evidence of UU/MM TPE3&4 or InTASC Standard 4,5,7& /CEC 3&5.

Side Note: Be sure to focus on the Professional Teachers Expectations/Standards associated with your enrolled track

: Multiple & Single Subject use the Universal TPEs/InTASC Standards

Ed. Specialist use the Mild Moderate TPEs/CEC Standards

**Ensure** you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder.

- English Permission Slip
- Spanish Permission Slip

**Record** yourself teaching the selected 15-minute segment of your lesson plan. The segment must include **you** teaching a minimum of **four** students. Only 15 minutes of your video will be viewed and graded; videos under 15 mins can result in a deduction of points and a possible grade of zero.

**Note.** You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the [CSOE Teacher Education Clinical Practice Resources](#) page.

**Complete** the following for eligible progress assessments:

- \*the CSOE Lesson Plan
- \*the \*Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.
- **Annotations**  
**Annotate** your video by:
  - \*Time-Stamp and annotated examples in the video that align to UU/MM TPE3&4 or InTASC Standards 4,5, 7&8 /CEC 3&5
  - \*Provide a detailed justification for why/why not the examples which aligns with TPE3&4 or InTASC Standards 4,5, 7&8
  - Self-Scoring .
- **\*Exit Ticket**
  - Upload your exit ticket to Teaching Channel
  - **Submit** your exit ticket to Canvas by Sunday.

\*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

**Note.** Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

**Note.** Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

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## Week 6: Analysis of Summative Evaluation Results

### Learning Objectives

6.1 Interpret summative evaluation data to inform instruction.	CLO2, CLO4
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### Activities and Resources

<b>Readings</b>	6.1
<b>Online Resource</b>	
Bill and Melinda Gates Foundation. (2015). <a href="#">Teachers Know Best: Making Data Work for Teachers and Students</a> . In <i>Bill &amp; Melinda Gates Foundation</i> . Bill & Melinda Gates Foundation.	
<b>YouTube</b>	
View the " <a href="#">PLCs at Work: Analyzing and Using Summative Assessment Data</a> " vide [10:21].	

### Assignments

<b>Assignment: Lesson Plan #3</b>	6.1
<b>Review</b> the CSOE Lesson Plan Template Instructions.	
<b>Write</b> a lesson plan using the CSOE Lesson Plan Template that you will be able to teach a 15-minute segment of in Week 3.	
<b>Reflect</b> on the following in the Lesson Reflection, Pre-Teaching section of the template: Did you apply the UbD Design Standards to planning this lesson? Why or why not?	
<b>Note</b> In Week 3 you will record yourself teaching a 15-minute segment of your lesson plan that provides evidence of TPE 5 or InTASC Standard 6.	
<b>Include</b> all artifacts, materials and assessments needed for the lesson.	

**Note.** Duplicate lesson plans will not be accepted and could receive a grade of zero.

**Submit** your Lesson Plan by Wednesday.

**Faculty Notes:** Remind candidates to complete the reflection portion of their lesson plan and cite sources used and that all Progress Assessment documents can be located in the Teaching Channel Resources

**Assignment: Data Analysis**

6.1

**Consider** the following data set of summative evaluation performance for a group of students:

<u>Student #</u>	<u>Learning Obj #1</u>	<u>Learning Obj #2</u>	<u>Learning Obj #3</u>	<u>Total Score</u>	<u>Criterion</u>
Student 1	100	60	70	77	Exceeds = 81% and higher  Meets = 70–80%  Falls Far Below = 69% and lower
Student 2 (504)	60	100	55	72	
Student 3	90	100	100	97	
Student 4	65	80	70	72	
Student 5	25	80	50	50	
Student 6 (ELL)	55	75	60	63	
Student 7	80	100	80	87	
Student 8	75	40	60	58	
Student 9 (IEP)	50	70	60	60	
Student 10	85	90	100	92	
Student 11	95	100	100	98	
Student 12	70	60	40	57	
Student 13	30	70	50	50	
Student 14	85	75	70	77	
Student 15	90	70	80	80	

**Write** a one-to two-page analysis of the data set:

- How did your students perform in relationship to the learning objectives?
- What patterns, strengths or areas of growth, emerged for your whole class?

- What patterns, strengths or weaknesses, emerged for your variety of learners?
- How might this data analysis inform your future instruction?

**Submit** your analysis as a Word document by Sunday.

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## Week 7: Summative Evaluation Analysis

### Learning Objectives

7.1 Analyze assessment data of measurable objectives to determine if a re-teach has been successful.	CLO2, CLO4, CLO5
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### Activities and Resources

Readings	7.1
<b>Culturally Responsive Teaching &amp; the Brain</b>	
Ch. 7: Shifting Academic Mindset in the Learning Partnership	
<b>Alliant Library</b>	
Wiggins, G., & McTighe, J. (2005). <a href="#">Understanding by design</a> . ProQuest Ebook Central.	
Read the following:	
<ul style="list-style-type: none"><li>• Ch. 9: Planning for Learning</li><li>• Ch. 10: Teaching for Understanding</li></ul>	
<b>Online Resources</b>	
Center on Standards and Assessments Implementation (CSAI), & WestEd. (2018). <a href="#">Using Student Assessment Data to Support Decision-Making. CSAI Update</a> . In <i>Center on Standards and Assessments Implementation</i> . Center on Standards and Assessments Implementation.	
The Institute of Education Sciences (IES) & National Center for Education Evaluation and Regional Assistance (ED). (2009). <a href="#">Using Student Achievement Data to Support Instructional Decision Making</a> . Q&A with Sharnell Jackson. The Institute of Education Sciences. In <i>The Institute of Education Sciences</i> . The Institute of Education Sciences.	

## Assignments

Discussion: Data Analysis & Re-Teach	7.1
<p><b>Analyze</b> one of your own summative evaluations and conduct a re-teach lesson to address gaps in learning, based on the established measurable objectives.</p> <p><b>Respond</b> to the following prompts in the Data Analysis &amp; Re-Teach discussion forum by Wednesday:</p> <ul style="list-style-type: none"><li>• What adjustments did you make?</li><li>• Did you adjust the summative evaluation? Why or why not?</li><li>• What measurable criteria did you use to determine if the reteach was successful?</li></ul> <p><b>Use</b> citations from reading and/or outside research consistent with APA style guidelines.</p> <p><b>Note:</b> You must submit your “initial” discussion question prior to viewing the post of your classmates. Be sure to submit your initial post prior to/by the initial Discussion Questions due date (Wednesday).</p> <p><b>Reply</b> to two classmate’s posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	
Assignment: Progress Assessment #3	COURSE
<p><b>Select</b> a 15-minute segment of your lesson plan from Week 6 that provides evidence of UU/MM TPE5&amp;6 or InTASC Standard 6, 9&amp;10, CEC 1, 4&amp;7</p> <p>Side Note: Be sure to focus on the Professional Teachers Expectations/Standards associated with your enrolled track : Multiple &amp; Single Subject use the Universal TPEs/InTASC Standards Ed. Specialist use the Mild Moderate TPEs/CEC Standards</p> <p><b>Ensure</b> you have permission to record your students by having them complete the permissions slips: Save signed permission slips within your IDP Folder.</p> <ul style="list-style-type: none"><li>• English Permission Slip</li><li>• Spanish Permission Slip</li></ul> <p><b>Record</b> yourself teaching the selected 15-minute segment of your lesson plan. The segment must include <b>you</b> teaching a minimum of <b>four</b> students. Only 15 minutes of your video will be viewed and graded; videos under 15 mins can result in a deduction of points and a possible grade of zero.</p>	

**Note.** You will receive a message to your Alliant email when you have been granted access to Teaching Channel. Notify your course instructor if you have not received the message. Be sure to review the Teaching Channel section of the [CSOE Teacher Education Clinical Practice Resources](#) page.

**Complete** the following for eligible progress assessments:

- \*the CSOE Lesson Plan
- \*the \*Remote Site Visit Preparation (RSVP) Pre-Survey questions on Teaching Channel to provide detailed context for your entire lesson plan.
  
- **Annotations**  
**Annotate** your video by:
  - \*Time-Stamp and annotated examples in the video that align to UU/MM TPE5&6 or InTASC Standards 6, 9&10 /CEC 1, 4&7
  - \*Provide a detailed justification for why/why not the examples which aligns with UU/MM TPE5&6 or InTASC Standards 6, 9&10/ CEC 1, 4&7
  - Self-Scoring .
  
- **\*Exit Ticket**
  - Upload your exit ticket to Teaching Channel
  - **Submit** your exit ticket to Canvas by Sunday.

\*Failure to submit **ALL** required components: RSVP Pre-Survey questions, CSOE lesson plan, Time-stamped annotations, detailed justifications of evidence, self-scoring and exit ticket will result in an ineligible video and will receive a grade of zero.

**Note.** Once you receive your grade download your report and save to your Individual Development Plan (IDP) folder.

**Note.** Candidates **MUST** have 3 eligible progress assessment videos to pass this course. Two consecutive non-passing grades will result in a Student Evaluation and Review Committee (SERC) referral and a non-passing grade.

**Faculty Note:**

Because you are facilitating Multiple, Single Subject and Ed. Specialist in your course, candidates should be focusing on the TEPS associated with their enrolled track. For example, Multiple & Single subject focus on the Universal TPEs (UU) and Ed. Specialist focus on the Mild/Moderate TPEs (MM). Arizona candidates will use the InTASC Standards & Special Education candidates will reference the CEC standards

## Week 8: Course Reflection & Self-Assessment

### Learning Objectives

8.1 Assess your professional development needs in measuring student learning.	COURSE
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### Activities and Resources

<b>Readings</b>	8.1
Review previous weeks resources as needed.	

### Assignments

<b>Discussion: Professional Development</b>	8.1
<p><b>Consider</b> TPE 5: Assessing Student Learning, specifically subdomains 5.6, 5.7, and 5.8.</p> <p><b>Respond</b> to the following prompts in the Professional Development discussion forum by Wednesday: What opportunities will you seek to work with education specialists, special education, ELL, 504, to further your professional development in measuring student learning?</p> <p><b>Reply</b> to two classmate's posts, applying the <a href="#">RISE Model for Meaningful Feedback</a>, by Sunday. If possible, respond to posts that have not yet received feedback from a classmate.</p>	

<b>Assignment: Quarterly Summative Assessment</b>	COURSE
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The Quarterly Summative Assessment is a summative scoring rubric based on the Universal/Mild Moderate Teaching Performance Expectations (TPEs) or the InTASC Standards. The District Support Provide or Master Teacher will complete this form and return it to you as a final assessment of your teaching performance.

**Provide** the Quarterly Summative Assessment document to your District Support Provide or Master Teacher to complete.

Part I:

- Use the form below that supports your enrolled pathway, which is to be complete by your Master Teacher
  - Universal Quarterly Summative Assessment (Multiple/Single Subject)
  - MMTPE Quarterly Summative Assessment Educational Specialist
  - InTASC Quarterly Summative Assessment AZ Elementary/Secondary
  
- Part II:
  - Provide the Feedback Form to your Master Teacher prior to Friday to ensure you are able to obtain feedback in time for submission.
  - **Collect** the Master Teacher’s wet signature or e-signature at the end of the observation(s). A wet or e-signature is required to receive full credit for your form. Save your Feedback Form as a PDF.
  - **Save** your signed District Support Feedback form in your IDP OneDrive folder

**Provide** the Quarterly Summative Assessment document to your District Support Provide in advance to complete. A wet or e-signature is required for grading. **Obtain** a wet signature or a verified e-signature from the District Support Provider. Failure to do so will result in a grade of zero.

SERC will work with you to understand any extenuating circumstances and develop strategies for remediation with a specific timeframe. The follow up action is documented in the Teacher Performance Plan - DRAFT. When remediation fails, SERC recommends dismissal. See the Student Evaluation and Review Policy.

**Submit** the completed Quarterly Assessment document by Sunday.

Assignment: Verification of Hours Log	COURSE
<p>Teacher Candidates are required to complete a minimum of 600 hours of Clinical Practice across the arc of the program. During Clinical Practice I and II you completed 120 <b>unpaid</b> hours of classroom observation, in Clinical Practice III and IV you are required to completed 240 <b>unpaid</b> hours of student teaching for <i>each</i> course. Clinical Practice may take place through online learning instruction, remote instruction, virtual reality or simulation teaching, in person or face-to-face classroom instruction, or hybrid instruction settings. Video or other examples of effective teaching can be viewed, in addition to planning instruction, reflecting on instruction, or analyzing student work with the advice and guidance of an experienced educator.</p> <p><b>Complete</b> your hours and track them on the VERIFICATION OF HOURS LOG – Student Teaching – CP III &amp; CP IV form. Completion instructions</p>	

are included on the form.

**Obtain** a wet signature or a verified e-signature from the District Support Provider. Failure to do so will result in a grade of zero.

**Submit** your Log by Sunday.

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**Rubrics**

Updated Discussion Rubric: 25pts

Criteria	Exceeds Requirements 100%	Meets Requirements	Approaches Requirements	Below Requirements
<b>Initial Response to the Forum Topic</b>  15pts	All aspects of the prompt are addressed thoughtfully. Discussion post is <b>supported by a variety of citations and references in APA format, reflects author’s ability to connect theory to practice.</b>	All aspects of the prompt are addressed but <b>lack one or more of the following: supported by a variety of citations and references in APA format, reflects the author’s ability to connect theory to practice.</b>	Some aspects of the prompt are addressed thoughtfully but <b>one or more component of the prompt is not addressed.</b>	The topic is addressed superficially and <b>without supporting citations and without connecting theory to practice.</b>
<b>Feedback to Peer’s Response to the Forum Topic</b>  10pt	2 responses reflect higher order thinking skills in the delivery of constructive feedback to their peers through the RISE Model.  <u>Reflect-</u> recall, ponder, articulate.  <u>Inquire-</u> seek information and provide ideas through questioning.  <u>Suggest-</u> introduce ideas for improvement of current iteration.  <u>Elevate-</u> raise to a higher degree or purpose in future iterations	2 responses reflect <b>incomplete delivery</b> of constructive feedback based on a <b>lack of one or two levels</b> of the RISE Model.	2 responses reflect <b>incomplete delivery</b> of constructive feedback based on a <b>lack of three levels</b> of the RISE Model.	2 responses reflect incomplete delivery of constructive feedback based on a <b>lack of all levels</b> of the RISE Model.  OR  Candidate only provided <b>1 peer response.</b>

**Assignment Rubric–50 Point Generic**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 88%</b>	<b>Approaches Requirements 75%</b>	<b>Below Requirements 68%</b>
<b>Elements</b> 10 points	Demonstrates an above average level of knowledge of the required elements.	Knowledge of the required elements is proficient.	Knowledge of the required elements is not yet proficient.	Knowledge of the required elements is introductory.
<b>Application</b> 35 points	Demonstrates an above average level of knowledge of the connection between research and practice.	Knowledge of the connection between research and practice is proficient.	Knowledge of the connection between research and practice is not yet proficient.	Knowledge of the connection between research and practice is introductory.
<b>Format</b> 5 points	Format, citations, and references are consistent with APA style guidelines. There are no errors made.	Format, citations, and references are consistent with APA style guidelines. There are little, to no errors made.	Format, citations, and references are consistent with APA style guidelines; however, there are a few errors.	Minimal sources used and inconsistently follows APA style guidelines required by the college.

**Assurance From and Student Teaching Tracking Form Rubric 50pts**

	<b>Meets Requirements 5 Points</b>	<b>Below Requirements 0 Points</b>
<b>Form Completion</b>	The Assurance Form and Tracking form have been completed in their entirety and the saved PDF of submission (as indicated in the form directions) is submitted the assignment prior to or by the assigned due date.	The Assurance form and/or the Tracking Form was not completed in their entirety, or the saved PDF of submission was not submitted correctly or on time

**Lesson Plan Rubrics (Weeks 2, 4, & 6)**

	<b>Exceeds Requirements 100%</b>	<b>Meets Requirements 75%</b>	<b>Approaches Requirements 68%</b>	<b>Below Requirements 35%</b>
<b>Opening</b> 2 point	Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.	Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.	More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.

<p><b>Intro to New Material</b> 4 points</p>	<p>Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.</p>	<p>Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.</p>	<p>Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.</p>	<p>More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.</p>
<p><b>Guided Practice</b> 4 points</p>	<p>Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.</p>	<p>Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.</p>	<p>Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.</p>	<p>More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.</p>
<p><b>Independent Practice</b> 4 points</p>	<p>Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.</p>	<p>Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students.</p>	<p>Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students.</p>	<p>More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation.</p>
<p><b>Closing &amp; Homework</b> 4 points</p>	<p>Timing is realistic; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for Diverse students; Clearly states whether homework will be assigned or not; Clear progression from lesson</p>	<p>Timing needs to be broken down into smaller time chunks; Clearly describes action of teacher and student; Appropriate strategies are cited; Responds to question prompts, as appropriate; Specific, appropriate examples of how to differentiate instruction for diverse students; Clearly states whether homework will be assigned or not; Clear progression from lesson described.</p>	<p>Clearly describes action of teacher and student; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; Specific, appropriate examples of how to differentiate instruction for diverse students; Clearly states whether homework will be assigned or not; Unclear of the connection between lesson and homework.</p>	<p>More details needed to understand what is happening at each step in the lesson; Strategies are not clearly indicated or are not a good fit for class setting; More details needed to address questions related to prompt; diverse strategies are not adequate or need more explanation; Does not explain whether or not homework will be assigned.</p>

	described; Realistic and age appropriate.			
<b>Lesson Reflections</b> 4 points	<p>Lesson reflections are appropriate and relevant to the reflection topic for the week:</p> <p>Week 2: How were the UbD Design Standards beneficial to planning your lesson?</p> <p>Week 4: Did you apply the UbD Design Standards to planning this lesson? Why or why not?</p> <p>Week 6: Did you apply the UbD Design Standards to planning this lesson? Why or why not?</p>	<p>Lesson reflections are appropriate to the reflection topic for the week:</p> <p>Week 2: How were the UbD Design Standards beneficial to planning your lesson?</p> <p>Week 4: Did you apply the UbD Design Standards to planning this lesson? Why or why not?</p> <p>Week 6: Did you apply the UbD Design Standards to planning this lesson? Why or why not?</p>	<p>Lesson reflections are limited or cursory to the reflection topic for the week:</p> <p>Week 2: How were the UbD Design Standards beneficial to planning your lesson?</p> <p>Week 4: Did you apply the UbD Design Standards to planning this lesson? Why or why not?</p> <p>Week 6: Did you apply the UbD Design Standards to planning this lesson? Why or why not?</p>	<p>Lesson reflections are inappropriate or inaccurate to the reflection topic for the week:</p> <p>Week 2: How were the UbD Design Standards beneficial to planning your lesson?</p> <p>Week 4: Did you apply the UbD Design Standards to planning this lesson? Why or why not?</p> <p>Week 6: Did you apply the UbD Design Standards to planning this lesson? Why or why not?</p>
		<b>Meets Requirements</b> <b>100%</b>	<b>Approaches Requirements</b> <b>68%</b>	<b>Below Requirements</b> <b>35%</b>
<b>Context</b> 2 point		Provides context to the lesson plan describing the grade, content and class setting.	More details needed to understand the class setting.	Does not provide a context to lesson plan.
<b>Objective</b> 4 points		Objectives fully support the 'KUD' approach to creating instructional objectives and are clear, specific, measurable and achievable; Written in student friendly language; Aligned to ISTE, State or common core standards; Related to lesson.	Objectives partially support the 'KUD' approach to creating instructional objectives, more specificity needed; Loosely aligned to ISTE, State or common core standards Seems unachievable in one lesson; Wordy or vague.	Objectives do not support the 'KUD' approach to creating instructional objectives, objectives are not aligned to ISTE, State or common core standards; Objective is not related to lesson described.
<b>Assessment</b> 4 points		Clearly indicates the way(s) student progress will be monitored during and after lesson.	More specific details needed to understand how student progress will be monitored.	Does not describe a method of how students will be monitored.
<b>ISTE, State or Common Core, &amp; TPE Standards</b>		Identified standards for the correct grade and content area; Standards related to lesson described.	Connection between standards and lesson is unclear.	Does not provide the correct standards for the grade and content area.

2 point				
<b>Differentiation</b> 4 points		Teaching mode is varied: verbal, visual, and practical. Tasks are designed to support varied intelligence preferences. Allows students to show what they know in different ways.	Teaching mode contains two of the following: verbal, visual, and practical. Tasks are designed to support two or less intelligence preferences. Allows students to show what they know in different ways.	Teaching mode is not varied. Tasks are designed for one type of learner. Does not allow students to show what they know in different ways.
<b>Diverse Learners (Mixed Abilities)</b> 4 points		Instruction supports a diversity of learners including students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are specific for each type of learner.	Instruction supports only three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are appropriate for that type of learner.	Instruction supports less than three of the following learners: students with disabilities, English learners, advanced learners, and at-risk students. Strategies identified are not specific for each type of learner.
<b>Social and Emotional Skills</b> 4 points		Clearly indicates the way(s) social and emotional competencies and character skills are supported by the lesson.	More specific details needed to understand how social and emotional competencies and character skills are supported by the lesson.	Does not describe how social and emotional competencies and character skills are supported by the lesson.
<b>Materials</b> 2 point		Thorough list of materials required for the lesson described; Includes quantities and any prep required.	Some keys items described in lesson are listed.	Does not provide a list of materials for lesson.
<b>References</b> 2 point		The student has thoroughly researched the strategies used and provides a comprehensive reference section with minimal to no errors.	The student has researched the strategies, may cite sources in the lesson plan, provides a general reference section.	Limited evidence that the student has researched beyond the textbook, few or no sources are cited in the lesson plan.

**Quarterly Summative Assessment Rubric**

	<b>Meets Requirements</b> <b>100 Points</b> (100-70 Points from Form)	<b>Below Requirements</b> <b>0 Points</b> (69-0 Points from Form)
<b>Teacher Candidate Performance</b>	Teacher Candidate demonstrates the ability to design and implement standards-based and developmentally appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery,	Teacher Candidate provides evidence that does little or nothing to demonstrate their ability to design standards-based and developmentally-appropriate activities; to understand and use a variety of assessments to determine students' progress and to plan instruction; and to adapt lessons for students with different instructional needs. Teacher Candidate's lesson delivery, behavior management strategies,

	behavior management strategies, and checking for understanding, are appropriate and relevant.	and checking for understanding, may be inappropriate, irrelevant, inaccurate, or missing.
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DRAFT

EDU 62380: Clinical Practice III: Assessment

PROGRESS ASSESSMENT RUBRICS (Universal TPEs, Mild Moderate TEPs, InTASC Standards, & CEC)

**Progress Assessments 1 100pts**

**California Candidates: Universal TPE1&2**

**Progress Assessment 1 100pts**

**California Ed. Specialist Candidates: Special Education MM TPEs**

**Progress Assessment 1 100pts**

**Arizona Candidates: InTASC 1-3**

**Progress Assessment 1 1000pts**

**Arizona Special Education Candidates: CEC Standard 2, 6 & 7,**

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**Progress Assessments 2 100pts**

**California Candidates: Universal TPE 3&4**

**Progress Assessment 2 100pts**

**California Ed. Specialist Candidates MM 3&4**

**Progress Assessments 2 100pts**

**Arizona Candidates: InTASC 4&5, 7&8**

**Progress Assessment 2 100pts**

**Arizona Special Education Candidates: CEC 3&5**

**Progress Assessments 3 100pts**

**California Candidates: Universal TPE 5&6**

**Progress Assessment 3 100pts**

**California Ed. Specialist Candidates MM 5&6**

**Progress Assessments 3 100pts**

**Arizona Candidates: InTASC 6, 9&10**

**Progress Assessments 3 100pts**

**Arizona Special Education Candidates: CEC 1. 4&7**

PROGRESS ASSESSMENT VIDEO SUBMISSION CRITERIA: Weeks: 3,5 & 7				
	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING EXPECTATIONS	DOES NOT MEET EXPECTATIONS
<p><b>PROFESSIONAL TEACHING STANDARDS</b> (60 of 100 points avail) Description: Candidate's submitted Progress Assessment demonstrates a comprehensive knowledge of the required standards</p>	<p>Candidate exceeds expectations in <b>90% or more</b> of the required TPEs/InTASC Standards as evidenced by the annotations and scores in Teaching Channel. 60 points (100%)</p>	<p>Candidate meets or exceeds expectations in <b>80% -89%</b> of the required TPEs/InTASC Standards as evidenced by the annotations and scores in Teaching Channel. 48 points (80%)</p>	<p>Candidate meets or exceeds expectations in <b>70% -79%</b> of the required TPEs/InTASC Standards as evidenced by the annotations and scores in Teaching Channel. 42 points (70%)</p>	<p>Candidate meets or exceeds expectations in <b>69%</b> or lower of the required TPEs/InTASC Standards as evidenced by the annotations and scores in Teaching Channel. 36 points (60%)</p>
<p><b>TIME-STAMPED COMMENTARY</b> (20 of 100 points avail) Description: These are the annotations provided from both candidate and faculty in Teaching Channel</p>	<p>Candidate provided meaningful, accurate, time-stamped commentary throughout the entire video. Comments were readily observable and accurately reflected in candidate's actions. Candidate accurately documented their actions according to appropriate criterion for assignment. 20 points (100%)</p>	<p>Candidate provided some meaningful, accurate, time-stamped commentary, but only throughout most of the video. Some comments were not readily observable or accurately reflected in candidate's actions. 16 points (80%)</p>	<p>Candidate provided very little meaningful, accurate, time-stamped commentary, or only provided comments in a portion of the video. Many comments were not readily observable or accurately reflected in candidate's actions. 14 points (70%)</p>	<p>Candidate's commentary was inaccurate and unaligned with the Professional Teaching Standard requirements. No commentary describing specific actions that related to the TPEs/InTASC Standards were provided. 12 points (60%)</p>
<p><b>CORRESPONDING LESSON PLAN</b> (10 of 100 points avail) Description: Candidate's submitted Lesson Plan clearly describes required standards, actions, and supporting materials of the recorded Progress Assessment</p>	<p>Candidate submitted completed lesson plan using Alliant CSOE/SOE Template. Lesson plan included <b>ALL</b> necessary components as identified on the template. Candidate effectively described class context within the lesson plan description. Submitted Lesson Plan (in Teaching Channel) incorporates in-depth reflections pertaining to the implemented lesson. 10 points (100%)</p>	<p>Candidate submitted completed lesson plan using Alliant CSOE/SOE Template. Lesson plan included most components as identified on the template, but no more than two components are missing. 8 points (80%)</p>	<p>Candidate submitted completed lesson plan using Alliant CSOE/SOE Template. Lesson plan included most components as identified on the template, but lesson plan is missing three components. 7 points (70%)</p>	<p>Candidate submitted completed lesson plan using Alliant CSOE/SOE Template. Lesson plan included most components as identified on the template, but lesson plan is missing more than three components. 6 points (60%)</p>

<p><b>REFLECTIVE PROCESS</b> (10 of 100 points avail) Description: includes quality responses on the RSVP &amp; Exit Ticket</p>	<p>Candidate’s reflection describes in detail areas of success and areas of needed improvement within their lesson and progress assessment. Reflection is accurate, honest, and focuses on improving their practice for the benefit of their students. Candidate identifies at least three areas of improvement 10 points (100%)</p>	<p>Candidate’s reflection describes with some detail areas of success and of improvements within their lesson and progress assessment. Reflection may be accurate yet lacks connection on how to improve their practice for the benefit of their students. Candidate identifies at least two areas of improvement. 8 points (80%)</p>	<p>Candidate’s reflection is lacking detail or connection to improving practices for the benefits of the students. Candidate identifies only one area of improvement. 7 points (70%)</p>	<p>Candidate’s reflection lacks detail and is superficial. No areas of success or improvement were identified. 6 points (60%)</p>	
<p><b>TOTAL PERFORMANCE SCORE FOR PROGRESS ASSESSMENT VIDEO REQUIREMENTS:</b></p>					<p>_____ / 100</p>

