



C & I 680 Assessment of Curriculum and Instruction (Key Assessment Course)

Term: Fall 2019

Time: 8 am - Noon

Dates: 8/24, 9/7, 10/19, 11/2 (We will have an online meeting for 9/21 & 10/5)

Location: Kennedy Center

Professor Contact Information

Dr. Jacob H. Bryant Ed.D.

School of Education – Graduate Studies

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Preferred Method of Contact: E-mail/Cell Phone

Course Description

Students will focus on the assessment of Curriculum and Instruction. Students will gain an understanding of hands-on models which can create progressive lesson plans that keep standards, instruction, and assessment tightly connected. Current policy issues associated with education reform will also be explored. (Key Assessment Course)

Prerequisite Studies

none.

Diversity in the Oakland City School of Education

The School of Education (SoE) is committed to a core set of values that are reflected in a culture that promotes development of personal and professional integrity and engagement for the benefit of our society. As an academic community, the faculty and staff of the School of Education values:

- Diversity in all of its manifestations;
- Respect for the individual and deviating perspectives that challenge us;
- Collaboration; and
- Creativity in thought and action.

To further the mission of diversity in the School of Education, SOE has a primary goal that:

Encourages and supports an environment which presents and values diversity defined in accordance with CAEP Professional Standards as differences among groups of people and individuals based on ethnicity,

race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographic area.

The SoE is dedicated to preparing educators who value diversity in all its forms, differentiate instruction to accommodate diverse student populations, and interact with others in a professional and ethical manner. The SoE utilizes multiple indicators on clinical evaluations, dispositions assessments, and alumni and employer surveys to evaluate performance related to diversity.

Course Objectives

The candidate will develop and/or demonstrate a knowledge and understanding of the skills involved in the objectives and outcomes as presented and develop a positive attitude and values regarding the following as they apply to educational leaders.

1. Evaluate assessment models against best practice and design high-quality assessments that lead to evidence of student learning (CAEP Standard 5).

Instructional Design

Students will explore instructional leadership through course readings, lectures and presentations, group discussions, independent research, and small group projects.

Online Learning Center

The Online Learning Center (OLC) at <https://elearning.oak.edu/> provides students with access to online classrooms (for fully online courses) and web assist resource rooms (for campus and hybrid courses). In addition to providing learning resources through the OLC the instructor may also post current News and Announcements about the course in the appropriate online classroom or resource room.

Barger-Richardson Learning Resource Center

The Barger-Richardson Learning Resource Center is the student gateway to library resources at Oakland City University through www.oak.edu/library/Discover.html or coming to campus (605 W. Columbia Street, Oakland City, IN 47660). To ask questions or make comments about library services please call (812) 749-1269 or visit www.oak.edu/library/Ask.html. If you do not yet have OCU library access please complete the Library Registration form at <https://myocu.wufoo.com/forms/library-registration/> (also found under Library at www.oak.edu).

Required Course Materials

The following resources are required in the completion of course learning activities.

Textbooks

- Guskey, T. R., & Jung, L. A. (2013). *Answers to essential questions about standards, assessments, grading, & reporting*. Thousand Oaks, CA: Corwin.

AND

Select whichever book addresses the grade level of your students:

- Stobaugh, R. (2013). *Assessing critical thinking in middle and high schools: Meeting the Common Core*. Eye on Education: Larchmont, NY.

----OR----

- Stobaugh, R. (2013). *Assessing critical thinking in elementary schools: Meeting the Common Core*. Eye on Education: Larchmont, NY.

AND

Select whichever book addresses the content area of your students:

Science and Social Studies (yes, I know it says science, but it will work for both):

- Keeley, P. (2015). *50 more strategies for linking assessment, instruction, and learning*. Thousand Oaks, CA: Corwin.

Math:

- Keeley, P., & Tobey, C. R. (2017). *Mathematics formative assessment*. Thousand Oaks, CA: Corwin Mathematics.

Language Arts and all other areas:

- Ritchhart, R., Morrison, K., & Church, M. (2009). *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*.

Suggested Reading

In addition to the required text, the student is encouraged to explore other scholarly works in the course subject area (e.g., monographs, journals, theses, dissertations, etc.). Many of these types of works can be found online and provide the most current snapshot of the state of the art in the course subject matter.

Tentative Course Outline

The topics in this course will be explored according to the following learning schedule.

Unit	Lesson Title and Topics	Learning Activities Schedule
1	Standards	<i>Read Stobaugh Part 1</i> <i>Read Content Strategy Book</i>
2	Assessment	<i>Read Guskey Part 2</i> <i>Read Content Strategy Book</i>
3	Grading and Reporting ***We will have a virtual class during this unit rather than an on-campus class***	<i>Read Guskey Part 3-4</i> <i>Read Content Strategy Book</i>

4	Higher Thinking Assessment ***We will have a virtual class during this unit rather than an on-campus class***	<i>Read Stobaugh 1-2</i> <i>Read Content Strategy Book</i>
5	Building HOT Assessment	<i>Read Stobaugh 3-4</i> <i>Read Content Strategy Book</i>
6	Final Projects	<i>Read Stobaugh 5-8</i> <i>Read Content Strategy Book</i>

Course Assignments and Assessments

The following assignments and assessments must be completed to pass the course.

Assignments and Assessments	Grade Value
Participation and Engagement (10 points per class)	60 points
Short Assignments	100 points
Final Project	200 points
Total	360 points

Participation and Attendance (10 points per online class x 6 for 60 points)

Regular class attendance is expected. Because of the nature of class sessions and required interactions, there are no excused absences. In case of an emergency, make-up work will be required and a penalty will be deducted from the final grade for absence. (100 points)

Learning Outcome: Upon successful completion of this learning activity students should be able to evaluate assessment models against best practice and design high-quality assessments that lead to evidence of student learning (CAEP Standard 5).

Assignments

All assignments are tiered in such a way that one builds upon the next as they work their way up to the final course project.

Learning Outcome: Upon successful completion of this learning activity students should be able to evaluate assessment models against best practice and design high-quality assessments that lead to evidence of student learning (CAEP Standard 5).

Course Project

Students will select an assessment from their curriculum to analyze for alignment to standards, learning objectives, and higher order thinking. Then, the student will design a protocol for analyzing future assessments. This assignment will take the form of a word document.

Learning Outcome: Upon successful completion of this learning activity students should be able to evaluate assessment models against best practice and design high-quality assessments that lead to evidence of student learning (CAEP Standard 5).

Grading Scale

The University grading system consists of letter grades and grade points. The grading system for undergraduate and graduate programs is as follows:

Graduate Grading System			
Points	Grade	Value	Definition
349+	A	4.0	Superior
335-348	A-	3.7	Excellent
320-334	B+	3.3	High Average
306-319	B	3.0	Average
292-305	B-	2.7	Low Average
277-292	C+	2.3	Below Average, Counting as Graduate Credit
263-276	C	2.0	Below Average, Counting as Graduate Credit
00-262	F	0.0	Failure
	I		Incomplete
	WE		Instructor Withdrawal Excessive Absences
	AU		Audit
	EC		Education Continuing, Ed. D
	WP		Graduate in Progress 3-years limit
	W		Withdrawal Official Approval

Bibliography

Students wishing to explore the course content further may wish to consider the following sources. Several of these readings are historic standards in understanding key principles and best practices in the course subject matter.

City, E., Elmore, R., Fierman, S., & Teitel, L. (2009). *Instructional rounds in education*. Cambridge, MA: Harvard Education Press.

Committee on the Study of Teacher Preparation Programs in the United States (2010). *Preparing teachers: Building evidence for sound policy*. Washington, DC: Center for Education, National Research Council, National Academy Press.

Copland, M. & Knapp, M. (2006). *Connecting leadership with learning: A framework for reflection, planning, and action*. Alexandria, VA: Association for Supervision and Curriculum Development.

Gress, J. (2002). *Curriculum: Frameworks, criticism, and theory*. Richmond, CA: McCutchan Publishing Company.

Lindsey, R.B., Roberts, L.M., & Campbell-Jones, F. (2005). *The culturally proficient school: An implementation guide for school leaders*. Thousand Oaks, CA: Corwin Press.

Neufeld, S.B. & Roper, D. (2003). *Coaching: A strategy for developing instructional capacity: Promises & practicalities*. Boston: Education Matters.

Resnick, L. & Glennan, T. (2002). *Leadership for learning: A theory of action for urban school districts* from School Districts & Instructional Renewal, New York: Teachers College Press.

Rothstein, R. (2004). *Class and schools*. New York: Teachers College Press.

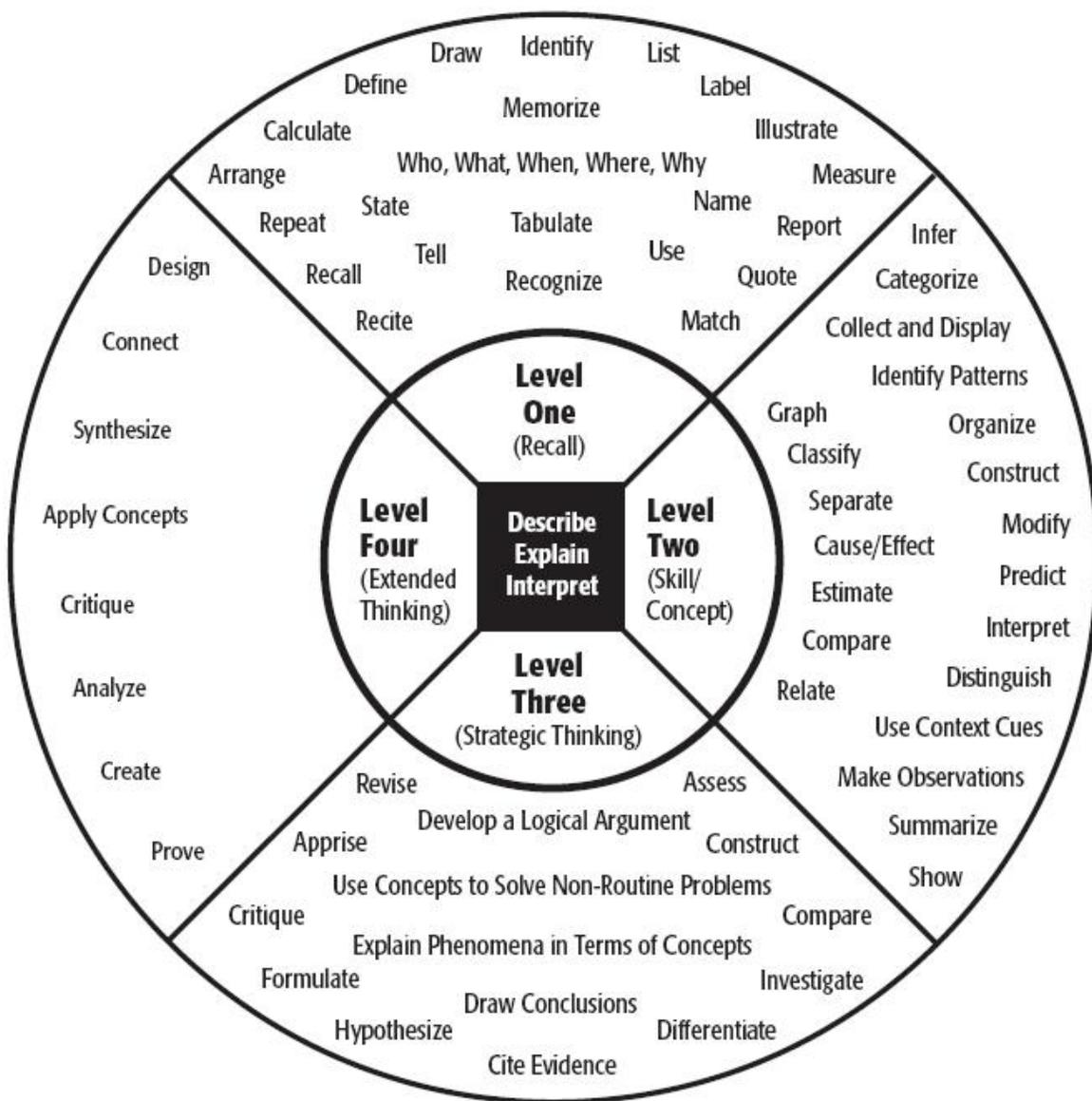
Stronge, J. (2002). *Qualities of effective teachers*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wahlstrom, K., Seashore, L. K., Leithwood, K. & Anderson, S. (2010). *Learning from leadership: Investigating the links to improved student learning*. Final Report of Research to the Wallace Foundation. Minneapolis: University of Minnesota.

Depth of Knowledge

Depth of Knowledge

Depth of Knowledge (DOK) defines the complexity or depth of understanding what is required to answer an assessment question. Each level of complexity measures a student's depth of knowledge. Here are a few keywords as well as descriptors for each depth of knowledge level.



Depth of Knowledge (DOK) Overview Chart			
Level of Complexity (measures a student's Depth of Knowledge)	Key Verbs That May Clue Level		Evidence of Depth of Knowledge
Level 1 Recall/Reproduction Recall a fact, information or procedure. Process information on a low level. <u>Bloom</u>	Arrange Calculate Cite Define Describe Draw Explain Give Examples Identify	Measure Name Perform Quote Recall Recite Record Repeat Report	<ul style="list-style-type: none"> • Explain simple concepts or routine procedures • Recall elements and details • Recall a fact, term, or property • Conduct basic calculations • Order rational numbers • Identify a standard scientific representation for simple phenomenon

<p>Know/Remember "The recall of specifics and universals, involving little more than bringing to mind the appropriate material."</p> <p>Comprehend/Understand "Ability to process knowledge on a low level such that the knowledge can be reproduced or communicated without a verbatim repetition."</p>	<p>Illustrate Label Locate List March</p>	<p>Select State Summarize Tabulate</p>	<ul style="list-style-type: none"> • Label locations • Describe the features of a place or people • Identify figurative language in a reading passage
<p>Level 2 Skill/Concept Use information or conceptual knowledge, two or more steps</p> <p><u>Bloom</u> Apply "Uses information in another familiar situation" (Executes - Carries out a procedure in a familiar task) (Implements - Uses a procedure in an unfamiliar task)</p>	<p>Apply Calculate Categorize Classify Compare Compute Construct Convert Describe Determine Distinguish Estimate Explain Extend Extrapolate Find Formulate</p>	<p>Generalize Graph Identify patterns Infer Interpolate Interpret Modify Observe Organize Predict Relate Represent Show Simplify Solve Sort Use</p>	<ul style="list-style-type: none"> • Solve routine multiple – step problems • Describe non – trivial patterns • Interpret information from a simple graph • Formulate a routine problem, given data and condition • Sort objects • Show relationships • Apply a concept • Organize, represent and interpret data • Use context clues/effect of a particular event. • Predict a logical outcome • Identify patterns in events or behavior
<p>Level of Complexity (measures a student's Depth of Knowledge)</p>	<p>Key Verbs That May Clue Level</p>		<p>Evidence of Depth of Knowledge</p>
<p>Level 3 Strategic Thinking</p>	<p>Appraise Assess Cite Evidence</p>	<p>Examine Explain How</p>	<ul style="list-style-type: none"> • Solve non – routine problems • Interpret information from a complex graph

<p>Requires reasoning, developing a plan or a sequence of steps, some complexity</p> <p><u>Bloom</u> Analyze "Breaking information into parts to explore understanding and relationship."</p> <p>Evaluate "Checks/Critiques - makes judgements based on criteria and standards."</p>	<p>Check Compare Compile Conclude Contrast Critique Decide Defend Describe Develop Differentiate Distinguish</p>	<p>Formulate Hypothesize Identify Infer Interpret Investigate Judge Justify Reorganize Solve Support</p>	<ul style="list-style-type: none"> • Explain phenomena in terms of concepts • Support ideas with details and examples • Develop a scientific model for a complex situation • Formulate conclusions from experimental data • Compile information from multiple sources to address a specific topic • Develop a logical argument • Identify and then justify a solution • Identify the author's purpose and explain how it affects the interpretation of a reading selection.
<p>Level 4 Extended Thinking Requires an investigation, time to think and process multiple conditions of the problem. Most on - demand assessments will not include Level 4 activities.</p> <p><u>Bloom</u> Synthesize "Putting together elements and parts to form a whole."</p> <p>Evaluate "Making value judgements about the method."</p>	<p>Appraise Connect Create Critique Design Judge Justify Prove Report Synthesize</p>		<ul style="list-style-type: none"> • Design and conduct an experiment that requires specifying a problem; report results/solutions. • Synthesize ideas into new concepts • Critique experimental designs • Design a mathematical model to inform and solve a practical or abstract situation. • Connect common themes across texts from different cultures • Synthesize information from multiple sources

Course Policies

The following policies apply to anyone participating in this course.

- **Academic Honesty** – Students are expected to respect and uphold accepted standards of honesty in writing examinations or submitting written work to instructors. Plagiarism, though occurring in many forms, in essence involves the presentation of another person's work as if it were the work of the presenter. The results of research must be properly documented, and quoted material must be so designated. Students guilty of plagiarism or cheating may be suspended from the course and receive a failing grade.
- **Accommodations for Students with Special Needs** – Oakland City University actively supports the Americans with Disabilities Act which protects qualified individuals with disabilities from discrimination. Oakland City University will work with students and other associates to provide reasonable accommodations as provided in the Act. If a student or another associate believes he/she needs accommodations for **class**, he/she should contact Karen Nasserri, the 504 coordinator at 812-749-1483 or by email: knasserri@oak.edu. Her office is located in the Kennedy Center, room 203. If unavailable, Academic Affairs can be reached at (812) 749-1238. All **other** accommodations, please contact Student Life at (812) 749-1421.
- **Bad Weather Policy** – Oakland City University uses the Nixle Emergency Notification System to contact staff, students, and members of the community about upcoming events, class cancellations due to severe weather, and on-campus emergencies. Students are encouraged to register for Nixle (www.nixle.com) to receive e-mail notifications about campus emergencies. The latest alerts also can be followed on Twitter at [@OaklandCityU](https://twitter.com/OaklandCityU).
- **Document Formatting** – APA Style: Completed assignments must conform with the current edition of the Publication Manual of the American Psychological Association (APA). Be sure to check for correct grammatical usage, i.e. subject and verb agreement, citation format, and page setup. All assignments must be written in third person, past tense. Basic formatting protocols that should be followed include:
 - * Use correct spelling and grammar.
 - * Some assignments require a specific form or format—use as directed.
 - * Font size should be 12 point utilizing one of the following fonts: Arial, Calibri (body text), Georgia, or Times New Roman or equivalent.
 - * Do not use report covers or notebooks unless directed to do so—staple or binder clip assignment pages together as necessary or as required when submitted hardcopy.

- * Use your name, course number, and assignment name as the file name of a document when submitted electronically.
- * Be sure to include your name, course number, and contact information in your document as required by formatting guidelines (e.g., on the title page or at the end of the document) or as directed by the instructor.
- **Respect for Divergent Viewpoints and Diversity** – Students and faculty are to show appropriate respect for each other, and for divergent viewpoints expressed in the classroom. Such respect does not require agreement with or acceptance of divergent viewpoints.
- **Use of Inclusive Language** – Students are expected to use non-sexist inclusive language as appropriate in the completion of course assignments and participation in classroom discussions. The use of male gender terms to describe individuals, groups, titles, or roles that can include the female gender should be rewritten to more accurately reflect that both genders are being addressed. In cases where only one gender is clearly intended, language should be used that reflects that gender.

Targeted Standards of Course Learning

The following mission statements and attached document, Standards for Reference, are to be applied in the teaching of the course as appropriate to the school and degree program enrolled in taking the course.

OCU Mission Statement

Oakland City University is a Christian faith-based learning community dedicated to the enhancement of intellectual, spiritual, physical and social development for positive leadership.

OCU School of Education Mission Statement

The School of Education at OCU is a collaborative learning community dedicated to:

- Academic knowledge, technological skills, pedagogical proficiency, and lifelong learning
- The preparation for gainful employment through academic excellence
- The promotion of Christian ethical and moral values
- The enhancement of each student practitioner's intellectual, physical, spiritual, and social development
- Community service through positive leadership

School of Education – Graduate Programs Conceptual Framework and Objectives

The purpose of the Conceptual Framework (CF) as it relates to graduate studies in the School of Education (SOE) is to provide a foundation and organizational system through which candidates accomplish the primary objective of the program.

This objective is to advance the knowledge, skills, and disposition of those serving in leadership positions in the educational and business communities.

The OCU School of Education promotes development of effective educators who master knowledge, skills, and dispositions which enable servant leaders to positively impact the next generation of learners. The learning outcomes that flow out of the primary objective are to develop a student that:

- has advanced skills in one's specialized content area(s) and has the knowledge of and uses the tools of inquiry as part of the on-going educational process while demonstrating ethical leadership in creating positive working or learning environments for employers and students;
- has advanced knowledge of human development and uses the information to support the advancement of humankind's intellectual, social, and personal development within a business or educational community environment;
- has an in-depth understanding of diversity issues in life and their inherent value;
- models a variety of current leadership skills that assist employees/students to become critical thinkers and analytical problem solvers;
- guides, facilitates, and supports the success of all learners by providing leadership in curriculum development learning assessment, instructional supervision, and program evaluation conducive to student learning, personnel professional growth, and district and organizational accountability;
- uses collaboration within a positive organizational or learning environment with his or her employees, students, and work community;
- effectively uses a variety of communication techniques that foster inquiry and collaboration within the work environment;
- develops a leadership style that incorporates technological delivery systems with colleagues that enhance business and educational communication and community support;
- reflects on his or her leadership techniques and styles and experiences and adapts them to meet business, education, or community needs as he or she flourishes professionally through active participation in professional organizations, community organizations, and community service activities; and
- serves the community and assists as a community resource person in the community in which he or she is employed.

The School of Education for Advanced Programs has woven the following six (6) critical strands to formulate the Conceptual Framework: Indiana Department of Education (IDOE) Educator Content and Developmental Standards, Standards Interstate New Teacher Assessment and Support Consortium (InTASC), The Educational Leadership Constituent Council (ELCC) standards, Council for the Accreditation of Educator Preparation (CAEP); and Oakland City

University's mission statement, from which the School of Education mission statement was derived.

The School of Education for Advanced Programs Conceptual Framework was reviewed in 2000, 2007, 2011, 2014 and 2019 is reflected in the expectations of our graduates.

This Conceptual Framework has a strong focus and clarification of purpose and expectations for our graduates. Intentionally, it is aligned with the mission of the university and its foundational learning outcomes. The central concept in the Conceptual Framework's main statement embodies the development of servant leadership. The SOE Conceptual Framework Components: Skills, Disposition, and Knowledge are in keeping with three (3) Program Outcomes to: (1) embody professional competency in leadership and service for local and global communities (Skills) (Hands); and (2) embrace moral integrity and spiritual development from a Christian perspective (Dispositions) (Heart); and (3) exhibit intellectual excellence that sustains lifelong learning (Knowledge) (Head).

Conceptual Framework Components

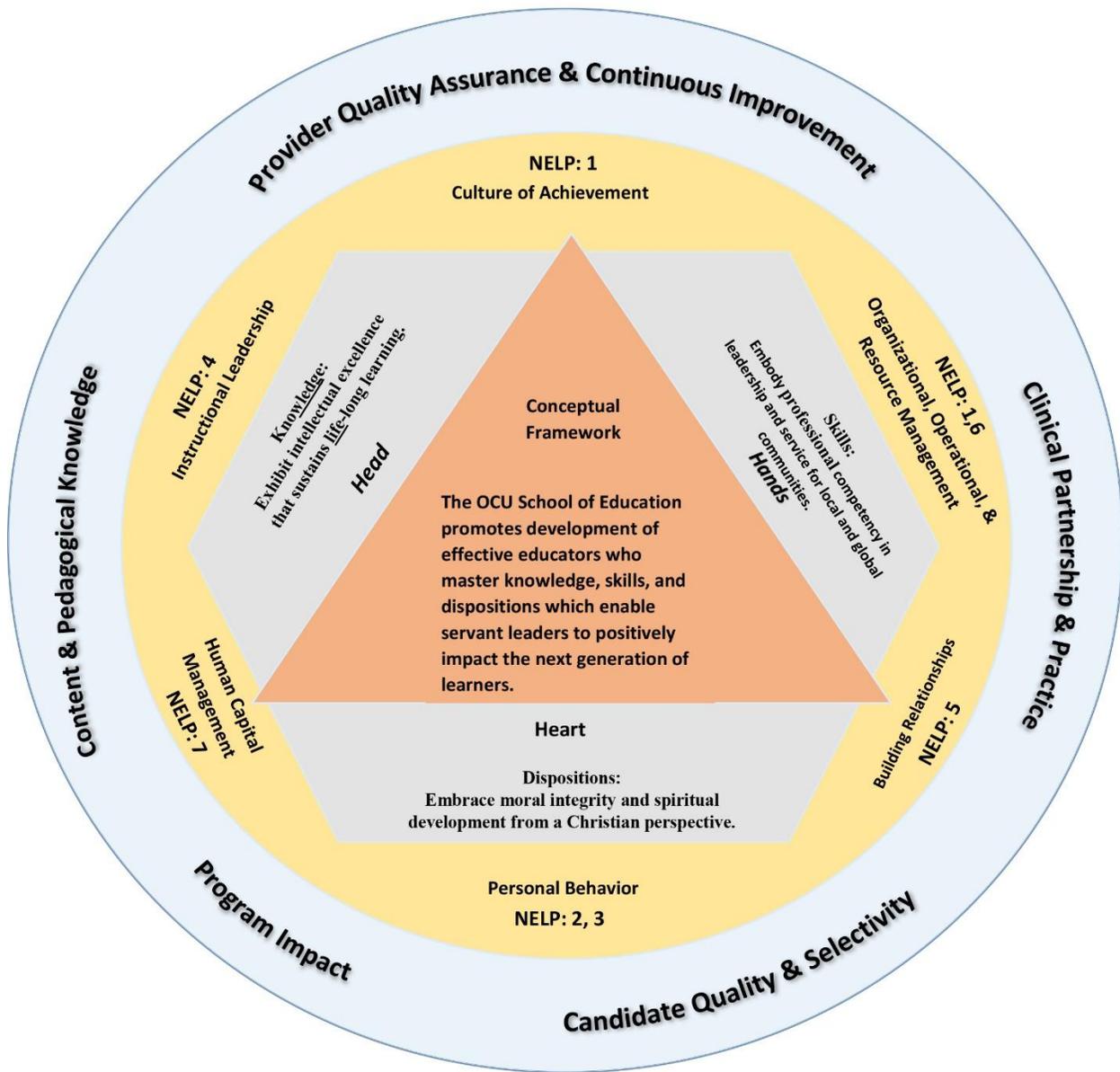
- 1. Skills (Hands)**
 - 1.1 Technological skills
 - 1.2 Pedagogical proficiency
- 2. Disposition (Heart)**
 - 2.1 Promotion of ethical and moral values
 - 2.2 Community service through positive leadership
 - 2.3 Lifelong learning and collaboration
- 3. Knowledge (Head)**
 - 3.1 Knowledge of student
 - 3.2 Knowledge of content

These outcomes are aligned by the graduate programs through the professional standards which are embraced by SOE and are represented by the five (5) standards in educational leadership espoused by the National Educational Leadership Preparation (NELP):

- Culture of Achievement
- Organizational, Operational, and Resource Management
- Personal Behavior
- Human Capital Management
- Instructional Leadership

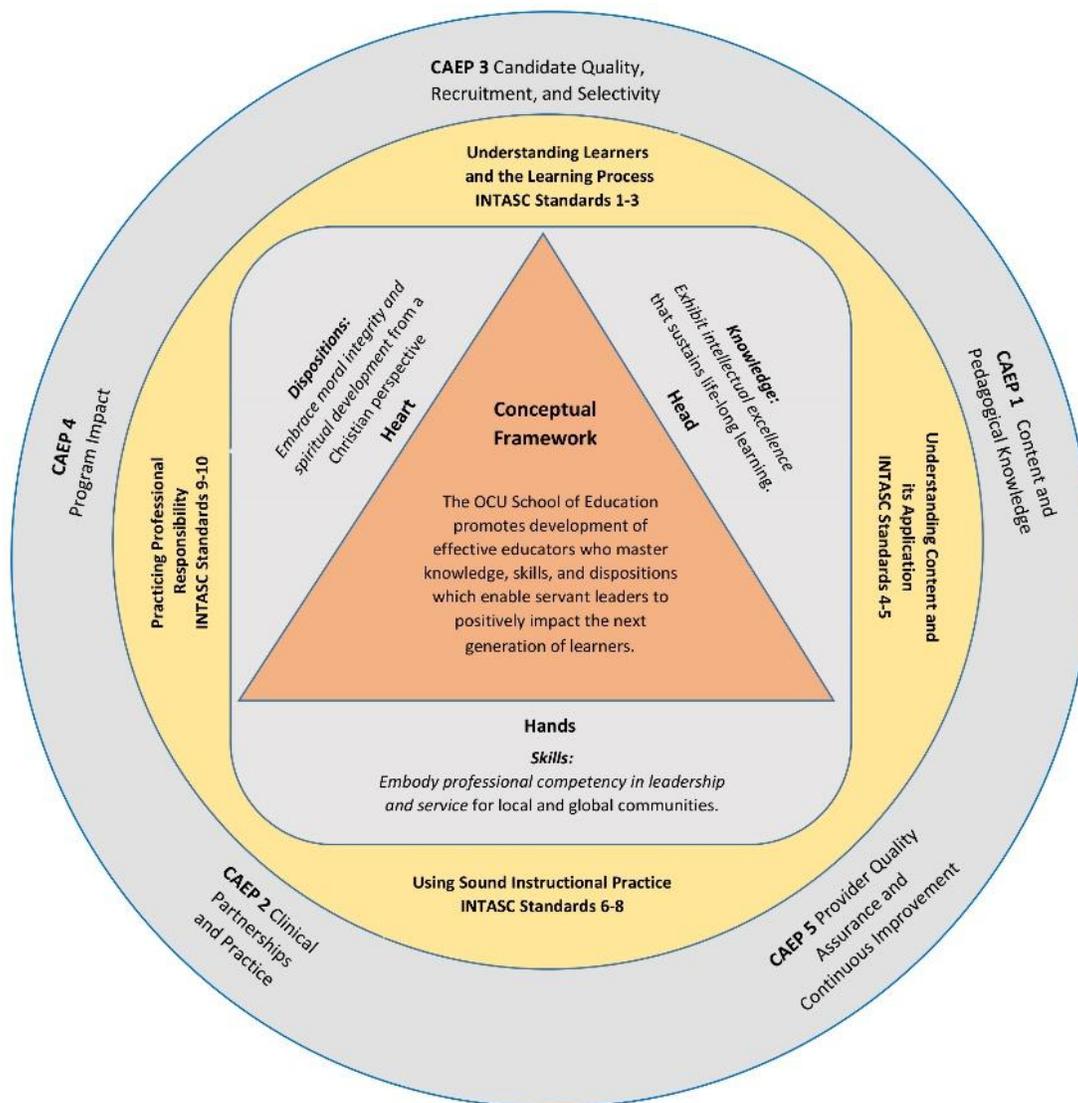
Next, the Conceptual Framework embraces the ten (10) standards of InTASC and five (5) CAEP standards. The visual representation of the SOE conceptual framework for advanced programs is as follows:

Advanced Conceptual Framework



Orange	School of Education Mission Statement
Gray	School of Education Mission and Oakland City University Mission
Yellow	National Educational Leadership Preparation (NELP)
Light Blue	CAEP

Initial Conceptual Framework



Courseware Usage

This syllabus is intended to reflect accurately all aspects of the course learning experience. However, Oakland City University or the professor reserves the right to modify any portion of this syllabus as necessary because of events and circumstances that occur during the course.

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