1. General Information

1a. Submitted by the College of: EDUCATION

   Date Submitted: 2/5/2013

1b. Department/Division: Education Curriculum &Instr

1c. Contact Person

   Name: Margaret Rintamaa

   Email: margaret.rintamaa@uky.edu

   Phone: 859-257-9324

   Responsible Faculty ID (if different from Contact)

   Name:

   Email:

   Phone:

1d. Requested Effective Date: Specific Term/Year [1]   Fall 2012

1e. Should this course be a UK Core Course?   No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes [4]

2b. Prefix and Number: EDC 520

2c. Full Title: Assessment and Accountability in Middle Level Education

 2d. Transcript Title: Assess &Accountability in ML Ed

2e. Cross-listing:

2f. Meeting Patterns

   LECTURE: 6

   CLINICAL: 18-20

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit?   No

   If Yes: Maximum number of credit hours:

   If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: This capstone course is taken during the student teaching experience and is taught via an online modality. The purpose of the course is to investigate and document teaching effectiveness. Candidates design an integrated unit of study, pre and post test student learning, analyze learning gains drawing on formative and summative measures, and make modifications and accommodations based on the results. Prerequisite: Admission to Teacher Education.

2k. Prerequisites, if any: Admission to Teacher Education

2l. Supplementary Teaching Component: Service Learning

3. Will this course taught off campus? Yes

   If YES, enter the off campus address: Various Fayette County Middle Schools, Lexington, KY

4. Frequency of Course Offering: Summer,

   Will the course be offered every year?: Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

    Will this course serve students primarily within the degree program?: Yes

   Will it be of interest to a significant number of students outside the degree pgm?: No

   If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Not Yet Found in Many (or Any) Other Universities ,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?: No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?: Yes

   If YES, list affected programs: Middle School Teacher Education

10. Information to be Placed on Syllabus.

    a. Is the course 400G or 500?: Yes

   b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

Distance Learning Form

Instructor Name: Susan Wood

Instructor Email: susan.wood@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?   This clinically-based course is situated in middle school classrooms and involves university supervisors, cooperating classroom teachers, as well as the instructor of record. Through school observations, one-on-one mentoring, and online delivery via Blackboard, students will be well supported. The course syllabus conforms to all guidelines.

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.   Methods and materials used in this course are appropriate for student teaching.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.   Student work will be submitted via Blackboard, and OTIS, both are password-protected portals. Written work will be read closely for evidence of plagiarism and appropriate tools (i.e. SafeAssign) will be used to check for academic integrity.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?   No

If yes, which percentage, and which program(s)?   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?   The syllabus meets the DL and University Senate requirements for student help, online technical information, library services and access to the instructor for any needed support services.

6.How do course requirements ensure that students make appropriate use of learning resources?   When appropriate to course content and objectives, students can and will be apprised of writing support services, technical support and/or accomodations needed. They will be responsible for following up on these referrals.

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.   Students will not need special access.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?   Yes, the syllabus gives students information on help services.

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components?   YES

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

    Instructor Name: Susan Wood

        SIGNATURE|PFA223|Parker Fawson|Dept approval for ZCOURSE_NEW EDC 520|20121030

        SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE_NEW EDC 520|20121107

        SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_NEW EDC 520|20121107

        SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_NEW EDC 520|20121221

UNIVERSITY OF KENTUCKY COLLEGE OF EDUCATION

EDC 520: Assessment and Accountability in Middle Level Education

SYLLABUS

"Research and Reflection for Learning and Leading"

Course Description:

This capstone course is designed to be taken during the student teaching experience and is taught via an online modality. The purpose of the course is to investigate and document teaching effectiveness. Candidates design an integrated unit of study, pre and post test student learning, analyze learning gains drawing on formative and summative measures, and make modifications and accommodations based on the results.

Prerequisite:

Admission to Teacher Education.

Course Delivery:

This clinically-based course is situated in middle school classrooms and involves university supervisors, cooperating classroom teachers, as well as the instructor of record. Through school observations, one-on-one mentoring, and online delivery via Blackboard (or other Learning Management System), candidates investigate their own teaching effectiveness using formative and summative assessment measures.

Instructor:	Dr. Margaret Rintamaa
Email	margaret.rintamaa@uky.edu
Website	http://education.uky.edu/EDC/content/undergraduate-middle-school-education-overview
Blackboard	http://elearning.uky.edu
Office Location	309 Dickey Hall College of Education University of Kentucky

	Lexington, KY 40506-0017
Phone	(859) 257-2394
Physical Office Hours	Thursdays, 10:00-12:00
Virtual Office Hours	By appointment
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance Technical Complaints	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300 Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	Email
Anticipated Response Time	2 days
Information on Distance Learning Library Service	http://www.uky.edu/Libraries/DLLS
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 dllservice@email.uky.edu
DL Interlibrary Loan Service	http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&llib_id16
Face-to-Face Librarian	Brad Carrington, Education Librarian brad.carrington@uky.edu 859.257.7977
Face-to-Face Interlibrary Loan Service	http://libguides.uky.edu/educ

UK College of Education Professional Themes:

This course will address the four themes of the conceptual framework for the UK professional education unit: *research, reflection, learning,* and *leading*. Candidates will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they work in a middle school classroom. *Reflection* will also be integrated into candidates' learning opportunities through the teaching experiences and formal observations designed to help candidates utilize analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments:

This course has been designed to provide candidates with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned the standards that guide the Middle Level Education Program, especially the Kentucky Teacher Standards and the Association for Middle Level Education Standards, but also with Unbridled Learning expectations including: Kentucky Academic Core Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning (CHEMT).

Student Learning Outcomes:

After completing this course, the student will be able to:

1. Develop formal and informal assessment strategies for use in a middle school classroom;

2. Use pre-assessment data to develop learning outcomes and activities;

3. Use formative data to make adjustments during a unit of instruction;

4. Use summative data to analyze student learning for individuals and groups;

5. Use cluster and quartile analysis to differentiate instruction.

Required Materials:

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). *Classroom assessment for student learning: Doing it right-- Using it well*. Portland, OR: Educational Testing Service.

Girod, G. R. (2002). *Connecting teaching and learning: A handbook on teacher work sample methodology*. Washington, DC: AACTE.

Kentucky Teacher Standards:

Standard I: The teacher demonstrates applied content knowledge
Standard 2: The teacher designs and plans instructions
Standard 3: The teacher creates and maintains learning climate
Standard 4: Implements and manages instruction
Standard 5: Assesses and communicates learning results
Standard 6: Demonstrates implementation of technology
Standard 7: Reflects and evaluates teaching and learning
Standard 8: Collaborates with parents, colleagues, and others
Standard 9: Evaluates teaching and implements professional development
Standard 10: Provides leadership within school/community/profession

Description of Course Activities and Assignments

This clinically-based course serves as a capstone experience in the Middle School Teacher Education Program (MSTEP). It provides support during the student teaching experience for the collection and analysis of data used to document teaching effectiveness. The Teacher Work Sample will be used as final documentation of attention of all ten Kentucky's Teacher Standards. During the semester, candidates are placed full-time in a middle school setting. The critical task for the internship is the compiled worksample.

Course Assignments

1. Participation in online discussion prompts
2. Teacher Worksample

3. Exhibition of Worksample via ePortfolio platform

Summary Description of Course Assignments

1. **Course readings and responses to Online Discussion prompts (60 points) –** see course schedule for assigned readings and due dates for discussion prompts. You are required to participate online in six discussion prompts during the semester. These discussion prompts will focus on the assigned readings and the progress and reflection of the development of your Worksample.

2. **Worksample (100 points)-** The work sample, a major source of evidence, is an integrated unit demonstrating planning, instruction, assessment, and reflection. You will design the unit and have the opportunity to implement your work sample during your field placement. Your work sample must include the following components: a site description, rationale, goals and objectives, five consecutive lesson plans, pre/post assessment, bibliography and appendices. Additional sections on analysis and interpretation of student learning gains and a final reflective essay will also be included. The scoring rubric for the work sample will be co-constructed with students. The work sample will be compiled and uploaded to an e-Portfolio.

Information on specific sections of the worksample:
a. **Organization and Presentation**
The work sample should be well organized, and easy to navigate. Worksamples should have a minimum of grammatical errors, and should be written in a clear narrative with complete sentences.

b. **Setting**
The setting should include a description of the school and the classroom of students. The setting should also include a description of accommodations that will be needed for lesson planning.

c. **Rationale**
Students will discuss why the unit is significant generally, and then specifically for these students. Discuss how the overall goals for the unit are aligned with the Standards. Describe how you will teach the unit, and justify the strategies you chose to use.

d. **Goals and Objectives**
The Goals should be taken from the Standards, particularly the KCAS. Use as many as apply. Each lesson plan should have 2-4 objectives. The objectives should align with the Goals for the Unit. The objectives should be clearly written, and can be either "Students will be able to…" or "I can….." statements. Remember that an objective tells us what a student will be able to do by the end of the lesson.

e. Lesson Plans

Students are required to create five consecutive lessons. The lesson plans need to follow the KTIP lesson plan format. This can be found at:
http://www.kyepsb.net/internships/ktiptpatemplates.asp

Be sure that procedures are detailed. Also, assessment and lesson activities need to align with objectives. Include any materials immediately after the lesson (i.e. a worksheet used, etc.

f. Assessment - Pre and Post Test Assessment

The work sample needs to include pre and post assessment items that align to the goals and objectives. Students should also have formative assessments with each lesson to assess student's learning for the objectives for the day.

g. Data Interpretation

Students will be expected to conduct at least two types of data analysis: one looking specifically at student learning gains, and one analyzing test items. Students will include tables or charts showing student learning gains. Students will also write an interpretative essay describing student learning gains and patterns in the assessment data.

Generally you want to answer the question "what does my assessment data show about the student learning that occurred?" Write a description of how you designed the assessments, how administering them went, and what you would change if you did it again.

h. Reflective Piece

Students will write a reflective essay focusing on the larger aspects of the teaching experience: What went well? What did you learn? What would you do differently?

3. **Exhibition (40 points)-** Final Worksamples will be disseminated and presented publically and then archived for the MSTE Program's electronic database.

Graduate Credit (100 points): If this course is taken for graduate credit, in addition to all other assignments, graduate candidates must include a thorough review of the literature on assessment, both in literacy and their content area disciplines. Additionally, students must submit a comprehensive bibliography as part of the final work sample. The scoring rubric for the review of literature and bibliography will be co-constructed with students.

Course Grading

Grading scale and point distribution for undergraduates:
180-200 points: 90 – 100% = A
160-179 points: 80-89% = B

140-159 points: 70-79% = C
120-139 points: 60-69% = D
0-119 points: 59-below = E

Grading scale and point distribution for graduates:

276-300 points: 92 – 100% = A
246-275 points: 82-91% = B
210-245 points: 70-81% = C

Mid-term Grade
Mid-term grades will be posted in myUK by the deadline established in the Academic
Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)

Course Policies:

Submission of Assignments:
Assignments will be submitted electronically via Blackboard, email, or other Learning
Management System and will be placed in the student's ePortfolio.

Attendance Policy for Clinical Hours

Excused Absences:
Students need to notify the university supervisor and cooperating teacher of absences
prior to being absent when possible. S.R. 5.2.4.2 defines the following as acceptable
reasons for excused absences: (a) serious illness, (b) illness or death of family
member, (c) University-related trips, (d) major religious holidays, and (e) other
circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for
notifying the instructor in writing of anticipated absences due to their observance of
such holidays no later than the last day in the semester to add a class. Information
regarding dates of major religious holidays may be obtained through the religious
liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes
scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences:
Students may be asked to verify their absences in order for them to be considered
excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate
verification" when students claim an excused absence because of illness or death in
the family. Appropriate notification of absences due to university-related trips is
required prior to the absence.

Academic Integrity:
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be.

 Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database

(e.g. Turnitin.com) to check for plagiarism.

Accommodations due to disability:
If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address: jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Distance Learning Policies
It is expected that most students have access to personal computers in order to access course materials. In the event that an enrolled student has technical problems with access or does not have access, we will provide support through the resources of the College of Education.

Help with Delivery and/or Receipt of the Course

The following UK resources are available for any questions or technical problems that may arise.

Teaching and Academic Support Center: http://www.uky.edu/TASC/index.php

859.257.8272

Information Technology Customer Service Center: http://www.uky.edu/UKIT

859.257.1300

Policies Regarding Distance Learning

We all appreciate the flexibility afforded via distance classes and at the same time acknowledge that technology can sometimes fail or be frustrating to work with. Should you encounter difficulties relating to any aspect of the technological delivery of this contact, simply email or phone the instructor and he/she will work with you and UKIT to resolve problems.

Your instructor will respond to all communications regarding your course within 24 hours

Monday through Friday and no later than 5PM on Monday for weekend communications.

Information on Distance Learning Library Services
Information on library services for distance learning can be found at
http://www.uky.edu/Libraries/DLLS
The Distance Librarian is Carla Cantagallo and she can be reached at 859.257.0500 ext.
2171 or long distance 1.800.828.0439 (option 6). Emil her at : dllservice@uky.edu

The URL for Distance Learning Interlibrary Loan services is:
http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

Tentative Course Schedule

Week	Topic	Readings/Assignments Due
Week #1	Course introduction: Effectiveness and Accountability	
Week #2	Site Description and Diagnostic Assessment	Stiggins, chapter 1, and Girod, chapters 1 and 2 **Discussion prompt #1 due**
Week #3	Demographic Variables and Disaggregation of Data	Girod, ch. 5 **Draft of site description**
Week #4	Determining a Topic and Aligning Assessment Modes	Stiggins, ch. 2 and 3 **Dicussion prompt #2 due**
Week #5	Learning Targets and Other Standards: Formative Assessment Methods	Stiggins, ch. 4, and Girod, ch. 6 **Draft of topic, rationale, goals and learning targets**
Week #6	Rationale for Three Domains: Affective Measures	Girod, ch. 7 **Discussion prompt #3 due**
Week #7	Think Piece and Preassessment	Stiggins, ch. 5, 6, 7 and 8 **Draft of pre and post assessment**
Week #8	Informed Planning	Girod, ch 8 **Discussion prompt #4 due**
Week #9	Differentiating Instruction Monitoring individuals	**Draft of five lesson plans**
Week #10	Scoring Summative	Stiggins, ch. 9, and Girod,

	Measures	ch. 9 **Discussion prompt #5 due**
Week #11	Cluster Analysis	**Pre and post assessments scored**
Week #12	Analyzing Student Learning	Girod, ch. 16 – Middle School case sample **Discussion prompt #6 due**
Week #13	Interpretation	Stiggins, ch. 10 Girod, chapter 10 **Draft of data analyses**
Week #14	Reflection	Stiggins ch. 11
Week #15	Exhibition and Publication	**Final Work Sample uploaded to e-Portfolio**
Week #16	UK exam week	No class meeting