

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs
Norda Program
Spring 2012

Assessment and Modifications of Instruction
EDWN 601
3 credits
Blended Course

Course Meetings: Course meets twice during semester. Each meeting is Friday 6-9; Saturday 9-4

Prerequisite: Admission to Norda Alternative Licensure Program

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Course Description

This is one of two courses in the teacher certification process for participants in Project Teaching, an alternative certification program approved by the Wisconsin Department of Public Instruction. Participants learn about the conceptual framework for teacher licensure in Wisconsin and are guided in their development toward "proficient performance in the knowledge, skills, and dispositions in each of the 10 Wisconsin Teacher Standards" required for licensure. This course emphasizes assessment and modification of instruction.

Student Learning Objectives

On completion of the course students are expected to be able to do the following.

- understand how children with broad ranges of ability learn and provide 20 hours of pre-practicum instruction that demonstrates their ability to support the intellectual, social, and personal development of pupils (Standard 2);
- understand how pupils differ in their approaches to learning and the barriers that impede learning and adapt lesson plans to that it meets the diverse needs of pupils, including those with disabilities and exceptionalities (Standard 3);
- understand and demonstrate in their curriculum units the use of a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, forecasting and performance skills (Standard 4);
- organize and plan a curriculum unit that demonstrates systematic instruction based upon knowledge of subject matter, pupils, the community, and stated curriculum goals (Standard 7);
- understand and demonstrate through the development of a curriculum unit the use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil (Standard 8);
- reflect on practice and demonstrate in a pre-practicum journal the ability to continually evaluate the effect of their choices and actions on pupils, parents, professional in the learning community and others and to actively seek out opportunities to grow professionally (Standard 9);
- foster relationships and demonstrate in a pre-practicum journal the ability to connect with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and to act with integrity, fairness and in an ethical manner (Standard 10).

These course objectives are aligned with the Wisconsin Teacher Standards and are numbered accordingly.

Textbooks

Texts are handed out during the first class meeting.

Texts also include websites listed on the Project Teaching home page

Various supplemental material will be handed out.

Curtin, E.M. (2009). *Pathways to Teaching Series: Practical Strategies for Teaching English Language Learners*. Upper Saddle River, New Jersey: Merrill.

Lemov, D. (2010). *Teach Like a Champion*. San Francisco, CA: Jossey-Bass.

Online resources are listed with reading assignments.

Topical Course Outline

Session	Class meeting	Topics	Reading Assignments	Written Assignments
Prior to Session 1		Assessment Minority Relations	<p>http://www.s-tests.com/glossary/ http://kidsource.com/kidsource/content2/stand.testing.html http://school.familyeducation.com/educational-testing/study-skills/34555.html Several links of interest here in plain language. http://www.ed.gov/pubs/SER/ASP/stude.html http://www.projectappleseed.org/standardtest.html http://my.execpc.com/~presswis/assdbt.html http://www.mcsdk12.org/curr/standardized_test_preparation.htm</p> <p>Minority Relations: history, culture, and tribal sovereignty of American Indian tribes and bands located in Wisconsin, http://www.kstrom.net/isk/maps/wi/wisconsin.html http://www.mpm.edu/wirp/ICW-162.html (click on tribes on map, too) http://treaty.indigenousnative.org/ http://www.native-languages.org/wisconsin.htm http://www.accessgenealogy.com/native/wisconsin/index.htm</p> <p>history, culture and contributions of women and various racial, cultural, language and economic groups in the United States; philosophical and psychological bases of attitude development and change; the psychological and social implications of discrimination, especially racism and sexism in the American society; evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program http://books.google.com/books?id=1VOGlufZHIMC&pg=PA11&source=gbs_toc_r&cad=0_0 http://www.tolerance.org/teach/ http://www.edchange.org/multicultural/ http://nameorg.org/resources/articles-interviews/ http://www.rethinkingschools.org/ (search "multicultural" pick an article or two) http://ericir.syr.edu/cgi-bin/print.cgi/Resources/Subjects/Social_Studies/Multicultural_Education.html http://riponimmigration.blogspot.com/ A participant wrote these articles about immigration in Wisconsin Wisconsin DPI Resources for Culturally Responsive Instruction and Pedagogy http://dpi.wi.gov/sped/doc/disp-res-cultural.doc</p>	Minority Relations Papers

Session	Class meeting	Topics	Reading Assignments	Written Assignments
Session 1	Friday evening, Saturday	Program Orientation & Logistics Assessment General background on assessment and evaluation Standardized testing Teacher created tests & Performance assessment Grading and other student evaluation Reflective Practice Issues in Education	[following session 1, review materials in Curtin chapter 8]	Assessment Paper
Prior to Session 2			Curtin chapters 1-3 Lemov chapters 6, 7, 8, 9, 10, 11, 12 and view video examples	Semester plan Sample assessment
Session 2	Friday evening, Saturday	*Modifications used in Education *Multicultural experiences/opportunities *Working with Special Education students, IEP process *English Language Learners (ELL) and English as a Second Language (ESL)	The following will be helpful: Response to Intervention http://dpi.wi.gov/rti/index.html http://www.learningpt.org/greatlakeswest/rti/rtiresourceguide.pdf http://www.jimwrightonline.com/php/rti/rti_wire.php Special Educational Needs http://curry.edschool.virginia.edu/go/cise/ose/categories/ld.html http://www.nclld.org/ http://www.slc.sevier.org/inclbhav.htm English Language Learners http://www.teach-nology.com/tutorials/teaching/esl/ http://www.everythingsl.net/inservices/ http://www.wested.org/policy/pubs/fostering/ Links Related to Co-Teaching	
After Session 2				Special Education Teacher Interview. General modifications for Special Education

Written work details:

[Assignments will be received and responded to primarily by email. If for some reason that doesn't work, the U.S. mail service will be used. All written work should be submitted in APA style and should include supporting citations whenever appropriate. Feedback will be provided on all work. When work is completed and final edits made, all papers should be inserted into the Portfolio 1 in Efolio.com, using the "basic" template in order to cut and paste the papers directly into the online portfolio. Attach transcripts and test scores as artifacts.

1. Minority Relations Background

Write a 3-5 page descriptive paper on your understanding of (standard 2) minority group relations including Native American history and one or two of the remaining general topics:

- History, culture, and tribal sovereignty of Native American tribes and bands located in Wisconsin
- History, culture, and contributions of women and various racial, cultural, language, and economic groups in the United States
- Philosophical and psychological basis of attitude development and change
- The psychological and social implications of discrimination, especially racism and sexism in American society

Characteristic	Wow 5	OK – 4	Oops - 3
Native American historical information	An clear effort is made to describe the historical plight of at least one WI Tribe	Brief mention of the history of several tribes occurs in the paper	Native American history is discussed, but is quite general, not WI focused
Prejudice and its implications	These are discussed thoroughly as they affect Native Americans or other minorities in WI	Prejudice is discussed in broad terms that do not relate to WI groups	A brief statement about prejudice is made, but is not expanded in a meaningful way
Writing quality	The writing is clear and concise, using proper APA style for citations and references	Writing is clear and concise, with some minor APA errors	No effort is made to properly cite works in the paper.

Minority Relations Experiences

Write a 2-3 page reflection on your personal *experiences* with minority group relations (standard 10), addressing both of these topics and using personal anecdotes where possible.

- Evaluating and assessing the forces of discrimination, especially racism and sexism on faculty, students, curriculum, instruction, and assessment in the school program
- Direct involvement with racial, cultural, language, and economic groups in the United States

Characteristic	Wow 5	OK – 4	Oops - 3
Discuss how discrimination affects schools	Clearly discusses prejudice and its effect on students, faculty, instruction and assessment	Discussion overemphasizes one or two of the 4 areas stated in 'Wow'	Discrimination and prejudice are discussed in very general terms,
Personal experience	Thorough description of personal experience with a minority group or as a minority and lessons learned through the experience	Personal experience is described, but lessons learned are not explicitly stated	General experience of minority relations discussed, no personal example.
Writing mechanics	Few, minor errors	Some errors	Many errors

2. Assessment Paper

Write a 3- to 5-page discussing ways to incorporate standardized assessment in planning instructional approach. Include the following in your discussion:

- Describe your impressions (positive and negative) about standardized testing. (no more than 1 pg)
- Select a school or school district of interest to you and obtain a copy of the school's WKCE data <http://www.dpi.state.wi.us./sig/index.html>. Prepare an analysis of the WKCE data from either the 8th or 10th grade reports.
- Discuss the significance of the demographic data reported on the bottom of the WKCE report.

Characteristic	Wow 5	OK – 4	Oops – 3
Your impressions on Standardized assessment	Discussion shows a clear understanding of standardized assessment and its use in education	Comments indicate an unclear understanding of standardized assessment.	Standardized assessment is used in ways that are inconsistent with its common definition
WKCE interpretation	A school's WKCE scores are discussed thoroughly for all subjects in one year and some comparisons are drawn to at least one other year	WKCE scores are discussed for only a few of the provided subjects or only for one year	WKCE scores are discussed in ways that are inconsistent with the terms used for reporting
Demographic data	Demographics are thoroughly discussed for the reported school's data, especially paying attention to how student performance varies in the subgroups for that school	One particular demographic category is discussed in detail, the others are only mentioned briefly	Demographic data is glossed over in generalities
Writing mechanics	Few, minor errors	Some errors	Many errors

3. Curriculum unit components

Standard 7: Outline a **semester plan** for one class and indicate where this curriculum unit fits into the semester plan. Connect topics to the Wisconsin Model Academic Standards

(www.dpi.state.wi.us/standards/)

Characteristic	Wow 5	OK – 4	Oops – 3
Long range plan fits student needs	Plan is clearly written and logical in its progression	Plan has some detail and logic, but is unclear in some minor way	Plan is too general for actual use
Plan supports WI standards	Plan shows links to WI state standards, with standards numbers listed by topics	Only most general topics have standards listed	Plan is not linked to the WMAS in a consistent way.
Writing mechanics	Few, minor errors	Some errors	Many errors

Standard 8: Sample **assessments** including at least one performance assessment. Write a quiz or test that could be used with your unit.

Characteristic	Wow 5	OK – 4	Oops – 3
Rubric	Rubric is well written, with clear differences between levels of performance	Rubric is too general to be a learning tool for students	Rubric does not assess primary components of the task
Other assessment	Directions and information is clear and focused on meaningful learning goals	Some of the assessment is focused on trivial ideas, not important learning goals	A significant portion of the assessment is focused on surface level learning like definitions
Writing mechanics	Few, minor errors	Some errors	Many errors

Standard 3: Describe **modifications** you would make to daily lesson plans for students with special needs and English language learners.

- Describe how the Rtl (Response to Intervention) model of instruction & intervention could be used.
- Describe how would you modify your daily lesson plans to incorporate co-teaching strategies?
- Choose a category or two from Special Education and describe several general ways to modify for persons with these needs. Describe general modifications for English Language Learners

Characteristic	Wow 5	OK – 4	Oops – 3
Modifications for special needs including explicitly planned Rtl and/or co-teaching.	Good general descriptions of several modifications that could be made for struggling learners in activities and assessments. Rtl and co-teaching strategies are included	General descriptions of modifications that could be made for struggling learners in activities and assessments.	only one type of modification is described, little flexibility of strategy use
Modifications for English language learners for all learning activities	Several modifications appropriate for ELL's are included specifically	Modifications for ELL's seems to be the same thing over and over	Nothing really provided to help ELL students achieve
Writing mechanics	Few, minor errors	Some errors	Many errors

4. Special Education Teacher Interview (Standard 9)

Interview a special education teacher and write a description of the interview and your response to the ideas, which should include the following.

- How can Rtl be used to augment Special Educational services?
- Inquire about the IEP process and the regular education teachers' responsibilities,
- Inquire about the roles and responsibilities of the special education teacher and regular education teacher,
- What are the best ways to foster the relationship between the special education teacher and the regular education teacher?
- How do co-teachers collaboratively modify instruction, assessment and standards so that all students can be successful?
- Describe how co-teaching relates to Rtl (Response to Intervention).

Characteristic	Wow 5	OK – 4	Oops – 3
Rtl	The role of Rtl is described, along with additional steps in referring a student for SpEd	Either Rtl or referral explanation is not fully described	Rtl steps are mentioned, but not explained enough to be usable
Roles of Reg Ed and Sp Ed teachers	The roles of both Reg and SpEd teachers are described, especially in terms of what each does to aid student learning	Teachers' roles in student learning are not fully elaborated	Teacher roles are highly stereotypical or poorly described
IEP	Description of the IEP process is clear and detailed	IEP process is a little confusing or unclear	IEP is only briefly mentioned
Co-teaching	Detailed description of actual co-teaching or an idealized view of what co-teaching would look like, if the teacher hasn't done this	Co-teaching description is incomplete or unclear	Idealized view is completely unrealistic and no actual co-teaching was discussed
Writing mechanics	Few, minor errors	Some errors	Many errors

Grading Criteria

- Minority Relations Background 15 points
- Minority Relations Experiences 15 points
- Assessment Paper 20 points
- Curriculum Unit
 - Semester Plan 15 points
 - Assessment 15 points
 - Special Education modifications 15 point
- Special Education Teacher Interview 25 points

Grade will be based on overall percent of points earned.

Grading Scale

A	90-100%
B	80-89%
C	70-79%
NC	below 70%

Writing Center & Library Services

Saint Mary's University's Twin Cities Campus Library is available to help students access online and print resources, develop search strategies, find scholarly sources, evaluate information, and more. Please see the Library Web page at www.smumn.edu/tclibrary. For further assistance, contact a librarian at the Twin Cities Campus Library at 612-728-5108 or toll-free at 866-437-2788, ext. 108.

Norda Policies for Successful Completion

PORTFOLIO

Progress in our certification program is based on two portfolios:

- Portfolio 1 is comprised of class work (EDWN 600 & EDWN 601) and other experiences you have had. Portfolio 1 must be completed before student teaching.
- Portfolio 2 is based on student teaching experiences. Artifacts for Portfolio 2 come from the student teaching experience. Portfolio 2 must be completed before licensure is recommended.
- Additional work in Environmental Education is required of teachers seeking certification in agriculture, science and social studies.
- Additional work on Cooperatives is required of teachers for economics, social studies or agriculture certification.

Twenty (20) Hours Pre-Practicum Experience Requirement (Standard 9)

Complete a practicum with the minimum of twenty (20) hours in a school of your choice. This can be accomplished in the following ways: by substitute teaching, “permit” teaching with a placement minimum of twenty (20) hours, or through classroom observation. This practicum must be monitored by an experienced teacher or a school administrator. Include observations/experience with the special needs student population in an inclusive classroom. (Practicum can be completed when enrolled in either EDWN 601 or EDWN 600. **It must be completed prior to the student teaching placement.**)

Write a daily or weekly reflective journal detailing your practicum experiences. Include descriptions of classroom/inclusion instructional activities, modifications/adaptations for exceptional students, events, student behavior management that you observe or participate in. Finally reflect on your experiences, by describing ways in which they have helped you understand and participate in teaching experiences.

To validate your practicum experiences, the mentor teacher or administrator must sign off on your experiences on the [20-Hours Documentation form](#).

ADDITIONAL ASSIGNMENTS FOR SPECIFIC CERTIFICATIONS

Early Childhood

Early/middle childhood practicum experience (Standard 3) This applies only to teachers to be licensed in birth to age 21 (agriculture, art, business, English as a second language, family & consumer education, music, health, physical education, technology, theatre, and world languages).

Write a 2- to 4-page paper describing your experiences in an early/middle childhood practicum.

Cooperatives

PI 34.15(4)(a) Cooperative marketing and consumer cooperatives. (Standard 4) This applies only to teachers to be licensed in agriculture, economics, or social studies.

Read these web sites and write a two-week instructional unit using age-appropriate concepts about cooperative marketing and consumer cooperatives.

Unit should include: objectives, target age/grade level, 10 days of activities including an assessment.

<http://www.cooperatives.ucdavis.edu/> (see materials on the left side). <http://abob.libs.uga.edu/bobk/coopp.html>

http://nasco.coop/main_coop.html

http://www.uwcc.wisc.edu/info/i_pages/topic.html

Environmental Education

PI 34.15(4)(b) Environmental education including the conservation of natural resources. (Standard 4) This applies only to teachers to be licensed in agriculture, science, or social studies.

You must attend a Project Wild, WET or PLT workshop. We offer two, face-to-face [workshops](#) each year or you can attend one offered by [other facilitators](#). Use the curriculum materials you receive at the work shop to design a two-week instructional unit to help students learn some of the major concepts of environmental education. Unit should include: objectives, target age/grade level, 10 days of activities including an assessment.