I. COURSE NAME AND NUMBER: EDUC 4313 Practicum in Assessment and Instruction

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Classroom: As Assigned  
Office Hours: Posted at my office

II. COURSE DESCRIPTION:
A pre-service teaching experience in the public school, taught in conjunction with a lecture class on campus. Observation and participation under public school teacher guidance. A 60 hour field component is included in this course. Your field component must be completed in the school assigned by the Coordinator of Field Experiences. Any changes in your field placement must be approved by the Coordinator of Field Experiences. Sixty clock hours of observation and teaching must be completed even if assignments related to the observations are not submitted.

III. CONCEPTUAL FRAMEWORK
The Department of Education at Cameron University is dedicated to producing COMPETENT, CARING, and COMMITTED educators, who can successfully work with diverse students.

An educator who is COMPETENT displays the following dispositions:
- Values the subject matter (s)he teaches
- Appreciates multiple teaching strategies
- Uses fair and consistent practices

An educator who is CARING displays the following dispositions:
- Exhibits a belief that all students can learn
- Demonstrates strong interpersonal skills
- Is sensitive to student needs
An educator who is COMMITTED displays the following dispositions:

- Demonstrates professionalism
- Is a reflective decision-maker
- Is dedicated to the profession

IV. SPECIFIC LEARNING OBJECTIVES AND RELATED STANDARDS:
A. The student will be able to evaluate the degree of impact he or she has on student learning by delivering an effective instructional unit which includes meaningful classroom assessments.
1. The student will be able to align the unit and lesson goals, outcomes, and/or objectives with instruction and assessment. (Competencies 1, 8, 14) (ACEI 1, 3.1, 3.4, 4)
2. The student will be able to design instruction and assessments around important outcomes using contextual data. (Competency 7) (ACEI 1, 3.1, 3.4, 4)
3. The student will be able to integrate technology in the design for instruction where appropriate. (Competency 4) (ACEI 1, 3.1, 3.4, 3.5)
4. The student will be able to provide accommodations to promote success of all students. (Competencies 2, 3, 7, 9) (ACEI 1, 3.1, 3.2, 3.4)
5. The student will be able to use authentic assessment to measure achievement. (Competency 8) (ACEI 1, 3.1, 3.4, 4)
6. The student will be able to use formative feedback that is aligned with instruction and the standards. (Competencies 6, 10) (ACEI 1, 3.1, 3.4)
7. The student will be able to analyze data and determine learning gains by individuals, whole group, and subgroups. (Competencies 8, 9, 12) (ACEI 1, 3.1, 3.4, 4)
8. The student will be able to reflect on pupil learning/achievement gains and how they influenced his or her decisions or environmental parameters and impacted his or her future teaching. (Competencies 9, 12) (ACEI 1, 3.1, 3.4, 5.1)

V. TEACHING STRATEGIES
The teaching strategies used in this course are lecture, class discussion, group work, and student presentations. Students are also given the opportunity to learn to create tables, charts, and graphs using the program, Microsoft Office.
VI. REQUIREMENTS AND ASSIGNMENTS:
1. A 60-hour field component in an assigned elementary school is included in this course. Because of the nature of the teacher work sample assignment, you will be applying the information learned in class to the field placement for the duration of the semester. It is required that you complete the sixty hours in one of two formats: Four (4) hours per week for fifteen weeks or five (5) hours per week for 12 weeks. Permission to complete the 60 hours in any other format must be obtained from the Coordinator of Field Experiences and the instructor of the course. Sixty clock hours of field experience must be completed even if assignments related to the class are submitted. Anyone, failing to complete 60 clock hours for the field placement in the assigned school has not completed course requirements and will receive an “F” in the course. The student must retake the course and will be required to complete all assignments, exams, and the full 60 hours of field experience that are part of the course.

200 points (ACEI 1.3.1, 3.2, 3.4.4, 5.1)
2. Within the 60 clock hours of field experience, you will be required to teach a multiple-week instructional unit. You will describe the learning context and any specific instructional adaptations you made to meet the learning needs of individual students. Your instructional goals should be based on the PASS document. Your learning objectives must include outcomes in subject matter knowledge, skills, and reasoning abilities. You will also create an assessment plan designed to measure student performance before (pre-assessment), during your instructional sequence (formative assessments), and after (post-assessment). Finally, you will analyze and reflect on your instructional design, educational context and degree of learning gains demonstrated by the students.

The following are format requirements for your work. (Do not delete or add to this format):
Your completed work must not exceed 25 pages (12 point font, one-inch margins). Include a cover page with the title “Teacher Work Sample Assignment,” your name, date completed, class in which the assignment was completed, and instructor’s name. Do not include any student names anywhere in your completed assignment. Refer to students by number or pseudonym.

This assignment must be submitted in narrative format with the following section headings indicated in bold print (suggested page length in parentheses):
1. **Contextual Information and Learning Environment Adaptations** (2 pages) This includes but is not limited to: a description of the community, school, and classroom environments, number of students in the school and classroom, the ethnic and gender make-up of the school and classroom, the SES of the school and classroom, the number of special needs in the classroom with specific adaptations to the learning environment, and a description of the developmental characteristics of the students in the classroom.
2. **Unit Learning Goals and Objectives** (2 pages)
3. **Assessment Plan** (2 pages)
4. **Instructional Design** (5 pages)
   A. **Pre-Assessment Analysis** (1 page)
5. **Analysis of Learning Results** (3 pages)
6. Reflection on Teaching and Learning (4 pages)

Attachments:
1. Assessments: A copy of your assessments and scoring criteria (e.g., answer key, scoring rubric, etc.). This is submitted with Factor 3.
2. Disaggregation of Data Worksheet This is submitted with Factor 4
3. Learning Gain Scores: Completed calculations of pre-post score gains (instructions on page 20 of the Teacher Work Sample Prompt). This is submitted with Factor 5.
4. Learning Gain Scores by Subject Area This is submitted with Factor 5.

You will address several questions in your narrative when constructing a response for each section. Each section is further described in your Oklahoma Teacher Work Sample Prompt. Each factor will be submitted on the due date on the tentative schedule. When submitting each factor, you will put it in a folder. You will be given the opportunity to revise each factor, and you will include old and new copies of each factor at every due date.

***Be sure that you thoroughly proofread each narrative before submitting it for grading. One point per every three errors will be deducted from your total grade for each factor. ****Your final TWS will be submitted to the course instructor on a disk or CD and in Chalk and Wire. The disk or CD will not be returned.

About 100 points The remaining points will be from the evaluations returned by the field-based teachers. The Dispositional Assessment form will be completed by your mentor teacher at the completion of 20 hours and 40 hours in the field. The Final Practicum Evaluation form will be completed by your mentor teacher at the completion of 60 hours in the field. Details will be given in class.

VII. TEXTBOOKS/MATERIALS

Required:
1. “Oklahoma Teacher Work Sample Assignment Prompt” by The Oklahoma State Regents for Higher Education. This is available for purchase at the bookstore.
2. Copy of Priority Assessment of Student Skills (PASS). They can be accessed through the State Department of Education’s website at http://www.sde.state.ok.us/publ/pass.html
4. You will also need a three pronged, two pocket folder, a CD or disk, and a highlighter.

VIII. EVALUATION/GRADING:

A. The Teacher Work Sample assignment will be scored using the rubric in your packet. Each factor will be scored twice for the total possible points. The first total of points will be earned through the submission of the hardcopy to the course instructor for grading. The second total of points will be earned through the submission of each factor to Chalk and Wire. This procedure will be explained in more detail in class.

B. The evaluations from your field placement will be scored using the exact score on the
rubric. A “not observed” will not be scored.

C. Grade Assignment Scale

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Possible Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-93%</td>
<td>of possible points</td>
<td>A</td>
</tr>
<tr>
<td>92-85%</td>
<td>of possible points</td>
<td>B</td>
</tr>
<tr>
<td>84-75%</td>
<td>of possible points</td>
<td>C</td>
</tr>
<tr>
<td>74-65%</td>
<td>of possible points</td>
<td>D</td>
</tr>
<tr>
<td>Below 65%</td>
<td>of possible points</td>
<td>F</td>
</tr>
</tbody>
</table>

(I do not anticipate using either of the following grades in this course)

B. Make-up Work

You must be present to turn in assignments or arrange to have someone turn them in for you. Assignments will be accepted until 5:00 p.m. on the due date (See class schedule for due dates), IF YOU HAVE ATTENDED CLASS ON THE DUE DATE. Your assignment will be considered late if you are not there to submit it on the due date. LATE ASSIGNMENTS WILL BE ELIGIBLE FOR ONLY 80% OF TOTAL POINTS. ASSIGNMENTS TURNED IN A WEEK LATE CAN ONLY RECEIVE 50% OF THE TOTAL POINTS. ASSIGNMENTS MORE THAN A WEEK LATE WILL NOT BE ACCEPTED. If you anticipate being absent when an assignment is due; you may turn it in early.

C. Cheating:

Any student found cheating, or observed copying from another student's work, or found to have plagiarized from other material will receive a grade of "0" for the assignment in question.

D. Blackboard:

Within the first week of class, I will enroll you in Blackboard. Your grades and any information and documents for the class will be posted on there. Please see me if you do not know how to access Blackboard.

IX. ATTENDANCE/WITHDRAW POLICY:

This is a course designed to help you learn your craft as a teacher. It is unprofessional and unethical not to do the best you can when teaching children. Poor attendance is taken as a sign that you are not doing your best. If for any reason you should not be able to attend class, it is common courtesy to notify your instructor by phone or email. If you do not have enough time to attend and prepare for class because of an extra heavy class load or other responsibilities, think seriously about taking the course some semester when you can attend and prepare. To withdraw from this class, you must complete the official withdrawal process as outlined in the university catalog.

Students who cease to attend class and who do not bring an official Cameron drop form for the instructor’s signature will receive an “F” in the course regardless of their grade at the time they cease to attend class. Current Cameron policy prohibits the instructor from
giving students a grade of “W” in such a circumstance.

*Note* Here are some dates to remember:

- Last date to enroll or add a class
- Last date to drop without entry on transcript
- Last date to drop with a full refund
- Last date to withdraw with an automatic ‘W’
- Last date to withdraw from a class

**X. COURSE OUTLINE AND SCHEDULE:**

See unattached class schedule.

**NOTE:** It is the policy of Cameron University to accommodate students with disabilities, pursuant to federal and state law. Students with disabilities who need classroom accommodations must make their requests by contacting the Office of Student Development at (580) 581-2209, North Shepler Room 314.

**XI. BIBLIOGRAPHY:**


**XII. RELATED INFORMATION**

A. Because there is limited class time, the class should be free of interruptions. Therefore, you should silence or turn off all cell phones during class time. If you have an emergency and need to be reached during class time, please inform the instructor prior to class.