

OTL547: Evaluation and Assessment

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information



Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes



Course Description:

Examination of methods and techniques for evaluation and assessment of learning in Pre-K-12 settings with a focus on instructional improvement and student achievement. Students who take OTL547 will not be able to apply this credit towards any program requiring OTL541. Recommended Prior Course: None

Course Overview:

This course will examine methods and techniques you can immediately implement to evaluate and assess your students' learning. It will also focus on how to gather and report data and then how to use that data to focus on instructional improvement and student achievement. Throughout the course, you may recognize some repetition of the material from other OTL courses. The idea is that you will delve deeper into the topics presented in your subsequent classes as you progress in your program. The content that is repeated is important enough to merit the repetition because of its relevance to effective educational practices.

Course Learning Outcomes:

1. Justify assessment approaches, models, and designs.
2. Consider methods, strategies, tools, and issues involved in designing and managing assessments.
3. Design effective assessments.
4. Combine the most appropriate types of assessment feedback to achieve targeted instructional outcomes.
5. Create an effective way to display assessment data in order to use it to guide instructional decisions.

Teacher Quality Standards Addressed in this Course:

| SB 191 Teacher Quality Standards (1 CCR 301-87 Section 3.02) | Observable Practices and Evidence, While Demonstrating the Knowledge and Skills aligned with the 8.0 Standards |
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| Standard III: Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students. | |
| Element b: Teachers plan and consistently deliver instruction that draws on results of student assessments, is aligned to academic standards, and advances students' level of content knowledge and skills. | <ul style="list-style-type: none"> • List the standard and the identification of the concept(s), idea(s), and skill(s) for something that students must learn in order to master the standard. • Create an analytic rubric that identifies the levels of performance for each criterion needed to meet proficiency on the target standard and which clearly articulates the expectations of learning for each criterion. • Creating a way for students to use the feedback that they will be provided to set learning goals for themselves. • Designing an error analysis worksheet for students to use where an explanation can be provided for a skill(s) they are struggling with in becoming proficient on the standard. • Develop a way for students to track progress on their learning goals. • Provide students with actionable feedback this week on their learning by using the analytic performance rubric developed • Have students self-assess their learning • Have students complete an error worksheet • Provide time in class for students to analyze the feedback and develop learning goals for themselves. These learning goals should support their advancement to the next level of performance. Have students begin to track their progress on the learning goals. • Have students track their progress on their learning goals • Analyze the error worksheets and/or progress of students on their learning goals and identify content areas and skills that need to be reinforced and factors that may interest or motivate students. • Use the learning data to decide on steps for continual improvement – small group, more practice, reteach, move to next concept, etc. |
| Element c: Teachers demonstrate a rich knowledge of current research on effective instructional practices to meet the developmental and academic needs of their students. | <ul style="list-style-type: none"> • Incorporates evidence-based strategies into lessons. • Individualizes instructional approach to meet unique needs of each student. |
| Element h: Teachers use appropriate methods to assess what each student has learned, including formal and informal assessments, and use results to plan further instruction. | <ul style="list-style-type: none"> • Involves students in monitoring their learning. • Assesses learning outcomes appropriately. • Provides actionable, timely, specific and individualized feedback about the quality of student work to: Students. • Teaches students to use feedback to improve their learning. |

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| Standard IV: Teachers reflect on their practice. | |
| Element a: Teachers demonstrate that they analyze student learning, development, and growth and apply what they learn to improve their practice. | <ul style="list-style-type: none"> • Identify the classroom/school/district/state data that is available and related to your content area and grade level. • Identify the data targets • Identify the location of the data • Identify possible time efficiency ideas for data analysis and use • Identify where there is a "data gap" or, in other words, missing data that is needed to improve performance • Create "possible collection methods" to collect the needed data • Analyze at least one type of data and provide a visual representation of the data results • Integrate the data findings into instruction to improve student learning |
| | <ul style="list-style-type: none"> • Use the district identified system to document and report ongoing student achievement • Communicate with students, parents, and professionals about the learning needs of the students based on an analysis of achievement data. |
| Standard V: Teachers demonstrate leadership | |
| Element c: Teachers advocate for schools and students, partnering with students, families and communities as appropriate. | <ul style="list-style-type: none"> • Communicates with families frequently and in an inclusive manner. |
| Quality Standard VI: Teachers take responsibility for Student Academic Growth. | |
| Element a: Teachers demonstrate high levels of student learning, growth and academic achievement. | <ul style="list-style-type: none"> • List the standard and the identification of the concept(s), idea(s), and skill(s) for something that students must learn in order to master the standard. • Create an analytic rubric that identifies the levels of performance for each criterion needed to meet proficiency on the target standard and which clearly articulates the expectations of learning for each criterion. • Creating a way for students to use the feedback that they will be provided to set learning goals for themselves. • Designing an error analysis worksheet for students to use where an explanation can be provided for a skill(s) they are struggling with in becoming proficient on the standard. • Develop a way for students to track progress on their learning goals. • Provide students with actionable feedback this week on their learning by using the analytic performance rubric developed • Have students self-assess their learning • Have students complete an error worksheet • Provide time in class for students to analyze the feedback and develop learning goals for themselves. These learning goals should support their advancement to the next level of performance. Have students begin to track their progress on the learning goals. • Have students track their progress on their learning goals |

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| | <ul style="list-style-type: none"> Analyze the error worksheets and/or progress of students on their learning goals and identify content areas and skills that need to be reinforced and factors that may interest or motivate students. Use the learning data to decide on steps for continual improvement – small group, more practice, reteach, move to next concept, etc. |
| <p>Element c: Teachers demonstrate their ability to utilize multiple data sources and evidence to evaluate their practice, and make adjustments where needed to continually improve attainment of Student Academic Growth.</p> | <ul style="list-style-type: none"> Group available assessments from multiple data sources according to teacher type Determine how the results from the selected student learning measures will be scaled for expected growth. Use the Colorado Microsoft Excel: Measures of Student Learning Tool to analyze the desired learning targets that are expected as a result of instruction |

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Required:

This course does not require a textbook. However, you are expected to review the readings and resource materials that will be provided to you throughout the modules.

NOTE: All required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises will be provided within the course itself. Please read through each course module carefully.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking Activities: Assignments are due Sunday at 11:59 p.m. MT.

| Week # | Readings | Assignments |
|--------|--|--|
| 1 | <ul style="list-style-type: none"> McMillan, J. H. (2015). Classroom assessment. <i>International Encyclopedia of the Social & Behavioral Sciences</i>, 3, 819-824. | <ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (60 points) |
| 2 | <ul style="list-style-type: none"> Brookhart, S. M. (2013). Chapter 1: What are rubrics and why are they important? In <i>How to create and use rubrics for formative assessment and grading</i>. Alexandria, VA: ASCD. Retrieved from http://www.ascd.org/publications/books/112001/chapters/What-Are-Rubrics-and-Why-Are-They-Important%2%A2.aspx Marzano, R. J. (2006). Chapter 1: The case for classroom assessment. In <i>Classroom assessment & grading that work</i>. Alexandria, VA: ASCD, 2006. Retrieved from http://www.ascd.org/publications/books/106006/chapters/The-Case-for-Classroom-Assessment.aspx | <ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (70 points) |
| 3 | <ul style="list-style-type: none"> Student Learning Objectives: SLO Framework. (2013). Retrieved from http://www.ctacusa.com/wp-content/uploads/2013/11/SLOFramework.pdf Reform Support Network (RSN). (2014). <i>A toolkit for implementing high-quality student learning objectives 2.0</i>. Retrieved from https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/toolkit-implementing-learning-objectives-2-0.pdf | <ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (50 points) |
| 4 | <ul style="list-style-type: none"> Connell, G. (2016). <i>Setting (almost) SMART goals with my students</i>. Scholastic. Retrieved from https://www.scholastic.com/teachers/blog-posts/genia-connell/setting-almost-smart-goals-my-students/ Education Services Australia. (2007). <i>Assessment for learning: Peer feedback and student self-assessment</i> [Video file]. Retrieved from https://csuglobal.kanopystreaming.com/video/assessment-learning-peer-feedback-and-student-self-assessment Romano, L., Papa, L., & Saulle, E. (n.d.). <i>How to help students set and reach their goals</i>. Retrieved from http://www.teachhub.com/how-help-students-set-and-reach-their-goals | <ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (85 points) |
| 5 | <ul style="list-style-type: none"> Brown, G. T., Harris, L. R., & Harnett, J. (2012). Teacher beliefs about feedback within an assessment for learning environment: Endorsement of improved learning over student well-being. <i>Teaching and Teacher Education</i>, 28(7). Orsmond, P., Maw, J. P., Gomez, S., & Crook, A. C. (2011). Moving feedback forward: Theory to practice. <i>Assessment & Evaluation in Higher Education</i>, 38(2), 24. Price, M., Handley, K., Millar, J., & O'Donovan, B. (2010). Feedback: All that effort, but what is the effect? <i>Assessment & Evaluation in Higher Education</i>, 35(3), 277-289. Retrieved from http://www.library.uwa.edu.au/__data/assets/pdf_file/0006/1888530/Price.pdf | <ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (85 points) |
| 6 | <ul style="list-style-type: none"> Fisher, D., & Frey, N. (2014). Ch. 1: Why check for understanding? In <i>Checking for understanding: Formative assessment techniques for your classroom</i> (2nd ed.). ASCD. Retrieved from http://www.ascd.org/publications/books/115011/chapters/Why-Check-for-Understanding%2%A2.aspx | <ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (100 points) |

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| | <ul style="list-style-type: none"> Nicol, D. J., & Mcfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. <i>Studies in Higher Education, 31</i>(2), 199-218. Regier, N. (2012). <i>Book two: 60 formative assessment strategies</i>. Regier Educational Resources. Retrieved from http://www.stma.k12.mn.us/documents/DW/Q_Comp/FormativeAssessStrategies.pdf | |
| 7 | <ul style="list-style-type: none"> Dohery, K. M., & Jacobs, S. (2015). Executive summary in <i>States of the states 2015: Evaluating teaching, leading and learning</i>. National Council on Teacher Quality, pp. i-vi. Retrieved from http://www.nctq.org/dmsView/StateofStates2015 Hull, J. (2013). <i>Trends in teacher evaluation: How states are measuring teacher performance</i>. Center for Public Education. Retrieved from http://www.centerforpubliceducation.org/Main-Menu/Evaluating-performance/Trends-in-Teacher-Evaluation-At-A-Glance/Trends-in-Teacher-Evaluation-Full-Report-PDF.pdf | <ul style="list-style-type: none"> Discussion (25 points) |
| 8 | <ul style="list-style-type: none"> Better Evaluation. (n.d.). Sustained and emerging impacts evaluation. Retrieved from https://www.betterevaluation.org/en/themes/SEIE Taranto, G. A., Schrag, K. W., & Abbondanza, M. A. (2015). <i>Looking behind the value-added measures curtain</i>. Retrieved from https://www.papincipals.org/resource/images/stories/documents/administrator/value_added_curtain_feb2015.pdf | <ul style="list-style-type: none"> Discussion (25 points) Portfolio (350 points) |

Assignment Details



This course includes the following assignments/projects:

Module 1

CRITICAL THINKING: State Assessment & Evaluation Project (60 points)

In this assignment, research the state assessment and evaluation methods in the state in which you teach (or live, if not currently teaching).

Identify the assessment method that your state uses to evaluate school districts and then report how your district (or local district, if not currently teaching) has performed over the most recent three years for which data is available. You will then write a 1-2 page summary of your findings.

In your summary, be sure to include the following:

- Describe the testing instrument that your state uses to evaluate school districts.
- Identify the time(s) of the year in which the assessment is administered, at what grade levels, and in what subject areas.
- Include a graph or table that describes the three years of testing data.

Submit the document for feedback.

Ensure your assignment is well written, organized and adheres to the standards outlined in the *CSU-Global Guide to Writing & APA*, including a title and reference page (if sources are cited) for all Critical Thinking Assignments.

PORTFOLIO PROJECT REMINDER:

You have a Portfolio Project due in Week 8. It would be wise to go to the Module 8 folder during Week 1 to read the full project description and to review the associated grading rubric. You will not have an assignment in Module 7, so you can devote the final two weeks to Portfolio Project completion. However, it will be beneficial for you to get an idea for the scope of the work and for your area of study *now*.

Module 2

CRITICAL THINKING: Performance Rubric (70 points)

In this assignment you will choose one state, district, or Common Core standard to unpack in order to identify the concept(s), idea(s), and skill(s) for something that students must learn in order to master the standard. Then, create a rubric that clearly articulates and measures those expectations. It needs to be a standard that will be taught to students during Weeks 4-7 in the class you are teaching (or in a class that you could observe and collect data from) as you will use the rubric to evaluate student work.

To complete this assignment you need to:

1. Review the curriculum that you will be teaching or observing during the Weeks 4-7. Choose a standard that you will be teaching or that will be taught/observed. (If you are not currently teaching or are a principal candidate, see the differentiation ideas suggested below.)
2. List the standard and identify the concept(s), idea(s), and skill(s) that students must learn in order to master the standard.
3. Create a performance rubric that identifies the levels of performance for each criterion needed to meet proficiency on the target standard, and which clearly articulates the expectations of learning for each criterion.
4. Complete a 1-2 page reflection of your actions including challenges and successes around your learnings from this week. Support your actions with 2-3 research-based practices or scholarly articles.

Combine the four requirements above into one document to submit for feedback and grading.

Ensure your assignment is well written, organized and adheres to the standards outlined in the *CSU-Global Guide to Writing & APA*, including title and reference pages.

Differentiation Ideas:

- ***Pre-service Teacher:*** If you are not currently teaching, here are some alternatives to pursue in order to complete the assignment: Volunteer in a local school and collaborate with a partner teacher on a lesson that either you or your partner teacher could deliver in Week 5; implement this lesson during instruction in an alternative settings (e.g., internship, tutoring, Sunday school class, own children, neighbors, after-school programs, etc.). Try to make this a *networking* opportunity for future employment possibilities!
- ***Principal:*** Coach a teacher or a group of teachers on the principles of unpacking a standard and designing a performance rubric around the skills necessary to meet the standard. Then, collaborate with one teacher for submission of this assignment, as documentation of your professional coaching. Complete all assignments and your final Portfolio Project based on this collaboration.

Module 3

CRITICAL THINKING: Writing a Student Learning Objective (50 points)

In this week's Critical Thinking Assignment, you will write a Student Learning Objective (SLO) that will be used to measure student learning during Weeks 4-7 in the class you teach or will observe. This SLO should be tied to the standard you unpacked in Module 2. Follow these steps to complete this week's assignment (note the differentiated assignment if you are a student in the principal track):

- Review this week's required readings on writing SLOs.
- Write an SLO that aligns with the standard you unpacked in Module 2 and for which you designed a performance rubric. Adhere to the standards when writing SLOs. You may use one of the templates provided at:
http://www.gtlcenter.org/sites/default/files/IntroSLOs_Handouts.pdf
create your own, or use a template that your school district or state provides.
- Submit the SLO for feedback and grading.

Principal Candidates:

Coach a teacher or a group of teachers on creating an SLO, with special attention paid to determining how to assess and evaluate the extent of learning that takes place, and then reflect on the process. Submit the teacher's SLO as evidence of your professional coaching and submit a 1-2 page reflection on coaching SLO development.

PORTFOLIO PROJECT REMINDER

You will be implementing your own learning in each module of this course to impact student achievement, as it relates to this SLO. You will collect and analyze student learning each week. In the Portfolio Project, you will present the data that you have collected and analyze the impact of your instruction over these five weeks, as it relates to the SLO. You will use that information to plan future instruction.

Because of this requirement, it is crucial to make sure that you are collecting written work each week that serves as evidence of student learning.

Module 4

CRITICAL THINKING: Feedback Worksheet and Student Goal Setting (85 points)

This assignment is based on the analytic performance rubric developed in Module 2. This assignment has four parts:

1. Create a way for students to use the feedback that they will be provided to set learning goals for themselves (i.e., add a column to the rubric for student self-assessment). These learning goals should be directly aligned to the standard and support students' learning advancement to the next level on the performance criteria.
2. Design an error analysis worksheet for students to use where they explain a skill or skills they are struggling with and strategize how to become more proficient on the skill and overall standard.
3. Develop a way for students to track progress on their learning goals.
4. Complete a 1-2 page reflection of your actions, including challenges and successes around your learnings from this week. Support your actions with 2-3 research-based practices.

Combine all four requirements into one document to submit for feedback.

In Week 5 you will implement with students what you developed in items 1-3 above.

Differentiation Ideas:

- *Pre-service Teacher:* If you are not currently teaching, here are some alternatives to pursue in order to complete Module 3, 4, and 5's Critical Thinking Assignments: Volunteer in a local school and collaborate with a partner teacher on a lesson that either you or your partner teacher could deliver in Week 5; implement this lesson during instruction in an alternative settings (e.g., internship, tutoring, Sunday school class, own children, neighbors, after-school programs, etc.). Try to make this a *networking* opportunity for future employment possibilities!
- *Principal:* Coach a teacher or a group of teachers on implementing the assessment and feedback in Weeks 3, 4, and 5. Then, collaborate with one teacher for submission of the specific assignments as documentation of your professional coaching. Complete all assignments and your final Portfolio Project based on this collaboration.

Ensure your assignment is well written, organized and adheres to the standards outlined in the *CSU-Global Guide to Writing & APA*, including title and reference pages.

Module 5

CRITICAL THINKING: Using Feedback to Encourage Effort (85 points)

For this assignment you are going to implement the requirements of the Critical Thinking Assignments from Modules 3 and 4.

Implementation requirements for this assignment include:

1. Provide students with actionable feedback this week on their learning by using the analytic performance rubric developed in Module 3.
2. Have students self-assess their learning using the method developed in Module 4. Your coaching of how students can effectively self-assess their work should be evident.
3. Have students complete an error worksheet developed in Module 4.
4. Provide time in class for students to analyze the feedback and develop learning goals for themselves. These learning goals should support their advancement to the next level of performance. Have students begin to track their progress on the learning goals.
5. Have students track their progress on their learning goals over the next week.
6. Complete a 1-2 page reflection of your actions, including challenges and successes around your learnings from this week. Support your actions with 2-3 research-based practices.

Combine a scanned example for one student of requirements 1-3 into one document and the reflection to submit for feedback.

In Module 6 you will analyze the students' progress and determine next steps, so make sure you have them track their progress on their learning goals over the next week.

Differentiation Ideas:

- *Pre-service Teacher:* If you are not currently teaching, here are some alternatives to pursue in order to complete Module 3, 4, and 5's Critical Thinking Assignments: Volunteer in a local school and collaborate with a partner teacher on a lesson that either you or your partner teacher could deliver in Week 5; implement this lesson during instruction in an alternative settings (e.g., internship, tutoring, Sunday school class, own children, neighbors, after-school programs, etc.). Try to make this a *networking* opportunity for future employment possibilities!
- *Principal:* Coach a teacher or a group of teachers on implementing the assessment and feedback in Weeks 3, 4, and 5. Then, collaborate with one teacher for submission of the specific assignments as documentation of your professional coaching. Complete all assignments and your final Portfolio Project based on this collaboration.

Ensure your assignment is well written, organized and adheres to the standards outlined in the *CSU-Global Guide to Writing & APA*, including title and reference pages.

Module 6

CRITICAL THINKING: Coach Students to Mastery (100 points)

For this assignment you will:

1. Analyze the error worksheets and/or progress of students on their learning goals and identify content areas and skills that need to be reinforced and factors that may interest or motivate students.
2. Use the learning data to decide on steps for continual improvement – small group, more practice, reteach, move to next concept, etc.

Assignment submission requirements include:

1. 1-page professional summary of the analysis of the student performance data, including a graph or table to view data patterns graphically and next steps for continual improvement.
2. 1-page plan of professional action that includes grouping, materials, and instructional strategy ideas. Support the ideas on this 2nd page with research.
3. Complete a 1-2 page reflection of your actions including challenges and successes around your learnings from this week. Support your actions with 2-3 research-based practices.

Combine all 3 requirements into one document to submit for feedback.

Differentiation Ideas:

- *Pre-service Teacher*: If you are not currently teaching, here are some alternatives to pursue in order to complete Module 3, 4, and 5's Critical Thinking Assignments: Volunteer in a local school and collaborate with a partner teacher on a lesson that either you or your partner teacher could deliver in Week 5; implement this lesson during instruction in an alternative settings (e.g., internship, tutoring, Sunday school class, own children, neighbors, after school programs, etc.). Try to make this a *networking* opportunity for future employment possibilities!
- *Principal*: Coach a teacher or a group of teachers on implementing the assessment and feedback in Weeks 3, 4, and 5. Then, collaborate with one teacher for submission of the specific assignments as documentation of your professional coaching. Complete all assignments and your final Portfolio Project based on this collaboration.

Ensure your assignment is well written, organized and adheres to the standards outlined in the *CSU-Global Guide to Writing & APA*, including title and reference pages.

Module 7

CRITICAL THINKING:

No Critical Thinking Assignment in Module 7.

PORTFOLIO PROJECT REMINDER:

Your Portfolio Project requires the following:

Student Learning Objective (SLO) Evaluation

- a. Analyze the student achievement data collected during Weeks 4-7 as described in your SLO.
- b. Create a visual display of the student achievement data collected from Weeks 4-7 (tables, graphs, and/or charts, for example).
- c. Describe what you will teach next based on the student achievement data and/or evidence.

You may wish to analyze your SLO data during Week 7 in preparation for your final project. There is nothing to submit during Week 7, however.

Module 8

PORTFOLIO PROJECT: Growth-Oriented and Actionable Assessment Feedback (350)

The use of templates can save educators time by being able to add/delete information to the template, as needed, versus having to start from scratch in creating one. Compile or design templates that can be used for the elements listed below. Make sure to use the feedback and ideas you received from your instructor and fellow students throughout this course in your design. You may use the templates that you created or used during the course, updating them so that they are general and easily customizable for your professional practice.

Growth Oriented Feedback and Student Goal Setting Templates

Include templates for the following – some you have already created throughout your work in the Critical Thinking Assignments (you are welcome to use these already-created materials so long as they now reflect improvements based on instructor feedback):

- Rubric template – performance, including student self-assessment
- Rubric template –procedural, including student self-assessment
- Student Worksheet Template for Reflecting Strengths and Weaknesses template
- Error Analysis Worksheet Template
- Student Goal Setting Template

In addition to the templates, the Portfolio Project also includes:

- Eight (8) formative assessment ideas and implementation process summary appropriate for grade level and content area (e.g., “Ticket Out-The-Door Process”: Have students write question they still have on a sticky note and have them stick it to door on their way out of room.)
- Student Learning Objective (SLO) Evaluation
 - Analyze the student achievement data collected during Weeks 4-7 as described in your SLO.
 - Create a visual display of the student achievement data collected from Weeks 4-7 (tables, graphs, and/or charts, for example).
 - Describe what you will teach next based on the student achievement data and/or evidence.
- Complete a 2-3 page reflection of your planned professional actions in assessing and supporting achievement growth for ALL students (which may include strategies around cultural responsiveness). All of your planned actions must be supported with research. Support your actions with 3-4 research-based practices.

Ensure your assignment is well written, organized and adheres to the standards outlined in the *CSU-Global Guide to Writing & APA*, including title and reference pages.

Differentiation Ideas:

- Pre-service Teacher: If you are not currently teaching, here are some alternatives to pursue in order to complete Module 3, 4, and 5's Critical Thinking Assignments: Volunteer in a local school and collaborate with a partner teacher on a lesson that either you or your partner teacher could deliver in Week 5; implement this lesson during instruction in an alternative settings (e.g., internship, tutoring, Sunday school class, own children, neighbors, after-school programs, etc.). Try to make this a *networking* opportunity for future employment possibilities!
- Principal: Coach a teacher or a group of teachers on template development, formative assessment ideas, and planned professional actions in assessing and supporting achievement growth for all students. Then, collaborate with one teacher for submission of this assignment, as documentation of your professional coaching. Complete all assignments and your final Portfolio Project based on this collaboration.

Course Policies



Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Paper

Grading Scale and Policies

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| A | 95.0 – 100 |
| A- | 90.0 – 94.9 |
| B+ | 86.7 – 89.9 |

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|----|---------------|
| B | 83.3 – 86.6 |
| B- | 80.0 – 83.2 |
| C+ | 75.0 – 79.9 |
| C | 70.0 – 74.9 |
| D | 60.0 – 69.9 |
| F | 59.9 or below |

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.