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Office Hours:

ECED 4345 uses Blackboard as a partial teaching and learning environment. All students enrolled in this course must have access to Bb9 in order to be successful. Bb9 is available through the TAMU-CC homepage (tamucc.edu) and requires students to have their NET ID to log into the course on Blackboard.

You must check your Blackboard account for announcements, assignment due dates, and/or assignment directions!

It is imperative that you carefully & thoroughly read the course syllabus. You can access the schedule, assignments by name and the discussions by using the tabs on the left-hand side of the course homepage in Blackboard.

If you have any difficulty accessing any of the course content, please let me know as soon as possible. The best and easiest way to contact me is through the TAMU-CC Islander email in Blackboard. If you choose to contact me via the telephone, please slowly & distinctly leave your name & this course number.

Email:
Please use this email to contact me: jana.sanders@tamucc.edu and follow the directions below.

It is important that you provide me with your first and last name as well as ECED 4345.001 in the email. If I cannot identify you, I won’t respond. Further, I won’t respond to emails sent through any system other than the Islander email account. This ensures an electronic ‘paper trail’ exists in case there are any misunderstandings.

Devices:
It is strongly recommended that students NOT use tablets or iPads or forward their email to their phones as those devices can be unreliable and content is often lost.

Technical Difficulties:
Students who have technical difficulties of any type should contact TAMU-CC Information Technology (IT) or Distance Education for assistance. Links to IT can be found on the course homepage by using the “Start Here”.
I. Course Description:
A study of assessment for children EC-6 utilizing both formal and informal instruments will be addressed. A knowledge of choosing, administering, and reporting developmental assessment will be explored with an emphasis on assessment tools that can be used by teachers of EC-6 children. The principles of designing and using assessment and evaluation techniques that are culturally fair, intellectually sound, reliable, dependable, and content-valid for EC-6 children will be investigated. Differentiation among criterion-referenced, norm-referenced, individual, informal, authentic, and group assessments will be emphasized and identified by the University students. Students will review strategies for using assessment data to design instruction, and match assessment techniques to individual children and learning situations.

II. Course Rationale
Teacher knowledge of recommended assessment, interpretation and evaluation practices with EC-6 children is a key determinant in developing and providing effective instructional practices. Thorough knowledge of child development, formal and informal assessment measures, characteristics of standardized assessment measures, portfolios, performance assessments, rubrics, and family considerations in the assessment process are vital for the effective educator.

A. Course Prerequisites
ECED 3324, ECED 3380 (if on degree plan)

IV. State Adopted Proficiencies for Teachers
1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.
2. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.
3. Equity in Excellence for All Learners: The teacher respects, addresses, and validates the needs of diverse learners.
4. Learner-Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.
5. Learner-Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.

V. TExES PPR Competencies
COMPEGENCY 10 The teacher monitors student performance and achievement; provides students with timely, high quality feedback; and responds flexibly to promote learning for all students.

VI. TExES EC-6 Generalist Competencies
COMPEGENCY 012 Teachers understand the basic principles of literacy assessment and use a variety of assessments to guide literacy instruction. STANDARD VIII The mathematics teacher
understands assessment and uses a variety of formal and informal assessment techniques appropriate to the learner of an ongoing basis to monitor and guide instruction and to evaluate and report student progress.

VII. Student Learning Outcomes
A. Student will identify and interpret the assessment/evaluation of and compare and contrast authentic, alternative, and performance-based assessments. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences/Communication; Proficiencies: 1, 2, 3, 4, 5.
B. Student will understand how family members and educators can be involved in the screening and assessment/evaluation process. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences/Communication; Proficiencies: 1, 2, 3, 4, 5.
C. Student will compare and contrast norm-referenced, criterion-referenced, and naturalistic assessments appropriate for EC-6 students. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences/Communication; Proficiencies: 1, 2, 3, 4, 5.
D. Student will explain testing in public schools and the impact of the testing. TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences/Communication; Proficiencies: 1, 2, 3, 4, 5.
E. Student will understand and investigate RTI strategies. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences/Communication; Proficiencies: 1, 2, 3, 4, 5.
F. Student will interpret screening and assessment/evaluation results of exams. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences/Communication; Proficiencies: 1, 2, 3, 4, 5.
G. Student will provide and explain evaluation results. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences/Communication; Proficiencies: 1, 2, 3, 4, 5.
H. Student will interpret and use assessment results. (TExES COMPETENCIES: 10, 11, 12; Curricular topic: Code of Ethics & Standard Practices, State Assessment of Students, Curriculum Development & Lesson Planning, Classroom Assessment, Parent Conferences/Communication; Proficiencies: 1, 2, 3, 4, 5.

VIII. Course Topics
A. Formal and informal assessment of EC-6 students
B. Interpretation of assessments of EC-6 students
C. Evaluation of assessment instruments for reliability, validity, and appropriateness
D. Classroom strategies and assessment
E. Informing families of impact and results of EC-6 assessments

IX. Instructional Methods
ECED 4345 utilizes a variety of traditional instructional methods and activities. Methods and activities for instruction include:
A. Traditional Experiences (lecture; online deliveries; video, etc.)

X. Evaluation and Grade Assignments
A. Syllabus quiz = 10 points
B. Standardized Assessment Case Study = 100 points
C. Formal Assessment Family Letter = 50 points
D. Designing Rubrics Assignment = 100 points
E. Family Letter for Rubric = 50 points
F. Standardized Assessment Reflection Paper = 100 points
G. Responses to articles and videos = 10 points each
H. Countdown Paper = 24 points each
I. RTI Module = 20 points
J. Final exam = 30 points
L. Late assignments will not be accepted unless deemed an emergency by the professor.
K. Grading Scale: 100%-92% = A; 91%-82% = B; 81%-72% = C; 71%-62% = D; 61%-0% = F

XI. Course Schedule and Policies
A. Course Calendar (See Blackboard)
B. Class Policies:
   1. Be respectful of all students and the professor;
   2. Demonstrate knowledge of the topic assigned;
   3. Check Islander email account frequently;
   4. Check Blackboard account for assignments and messages frequently;
   5. Satisfactorily complete exam;
   6. Review assigned readings and articles; and
   7. Successfully complete all assignments.

XII. Course Textbooks
No textbooks will be used in this course. However, students must read the assigned the readings and watch assigned videos.

XIII. Tentative Course Schedule
See Blackboard.

XIV. University Policies and Procedure

Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or
examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in you being dropped from the class. The last date to drop a class is (November 8, 2019).

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the method to be used for citations within papers and PowerPoint presentations.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**SACS Statement**

***Also See the Guidelines and Policies area for University policies on grading, academic honesty, and accessibility. Also, see the Guidelines and Policies area for more detailed information about faculty and student guidelines for online courses, including student participation, faculty accessibility, faculty feedback, late assignments, and grades of Incomplete.

**Classroom Participation**

In accordance with US Department of Education guidance regarding class participation, The Texas A&M System requires that all students submit their required Week 1 assignments within each course(s) during the first 7 calendar days of class. The first calendar day of class is the official start date of the course as posted on your academic page.

Assignments submitted prior to the official start date will not count toward your participation.

Financial aid may be negatively affected if class participation as defined above is not met.

**Nonacademic misconduct**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either

(1) The instructor’s ability to conduct the class,

(2) The inability of other students to profit from the instructional program, or
(3) Campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual misconduct**

Sexual harassment of students and employers at Texas A&M University-Corpus Christi is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

XVI. Bibliography of Resources


While technology and assessment can help complement the important work of our teachers, I worry that we are spending too much of our time testing.

-Gary Herbert