**SUU** BEVERLEY TAYLOR SORENSON COLLEGE OF
**Education & Human Development**

# EDPD 5603: Assessment and Evaluation

K-12 Literacy Specialist Endorsement Class

Course Instructor:
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| **Office Hours:** By appointment as needed |
| **Class Hours:** TBD |
| **Dates:** TBD |
| **Classroom:** TBD |

## Course Description and Outcomes

This course is designed for the educator who desires a K-12 Literacy Specialist Endorsement. It is meant for certified teachers who are currently working as or are interested in becoming a literacy specialist, coordinator, or director at a school or district level. The endorsement can be attached to a current Utah Professional Educator License with an Elementary, Secondary, or Special Education area of concentration. This endorsement was drafted using the ILA Standards for a Literacy Specialist, Coordinator, or Supervisor (2018). All documentation for this endorsement must be kept for 2 years from the date of the application. The course will meet requirement #3 of the K-12 Literacy Specialist Endorsement Competencies: Assessment and Evaluation. Participants in the course will provide leadership for developing and evaluating a LEA/School-wide comprehensive assessment system to inform and evaluate LEA/school-wide instruction, including interventions; facilitate discussions to interpret and analyze data patterns; design and facilitate improvement initiatives with appropriate professional learning experiences; communicate LEA/school-wide assessment results and advocate for appropriate literacy practices.

**Course Objectives:**

- Objective #1: Provide leadership for developing and evaluating a school-wide comprehensive assessment system to inform and evaluate LEA/school-wide instruction, including interventions; facilitate discussions to interpret and analyze data patterns; design and facilitate improvement initiatives with appropriate professional learning experiences; communicate LEA/school-wide assessment results and advocate for appropriate literacy practices.

- Objective #2: In collaboration with colleagues, develop, monitor, and evaluate a LEA/school-wide comprehensive language and literacy assessment system to improve curriculum, instruction, and student learning; monitor gaps and/or redundancy across assessments and adjust the assessment system accordingly.

- Objective #3:Collaborate, lead, and facilitate discussions with administrators, teachers, and other stakeholders to interpret, analyze, and use data for decision making about student assessment, instruction, intervention, extension, and evaluation to develop recommendations for improving student learning LEA/school wide.

- Objective #4: Participate in and lead professional learning experiences and initiatives to assist teachers in selecting, administrating, analyzing, interpreting assessments, goal setting, and using results for instructional decision making in classrooms and schools.

- Objective #5 Communicate with, seek input from, and explain LEA/school-wide assessment results to stakeholders such as teachers, administrators, families, community leaders, and policymakers and advocate for effective literacy practices and programs.

## Required Text and Course Material

Text: *Data Wise; A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning* by Kathryn Parker Boudett, Elizabeth A. City and Richard J. Murnane (Available on Amazon)

Text: *10 Success Factors for Literacy Intervention: Getting Results with MTSS in Elementary Schools* by Susan L. Hall

Text: *Make it Stick: The Science of Successful Learning* by Peter C. Brown

Canvas will be used to post additional suggested and required reading materials.

## Assignments

Evaluation of school wide comprehensive language and literacy assessment system*   25% of grade
Over the semester, you will be working with colleagues to develop, monitor, and evaluate your current school's comprehensive language and literacy assessment system. With this information, you will work to find next steps for improving curriculum, instruction, and student learning.

Lead & Facilitate Discussion with Teachers*                                    15% of grade
You will be leading and facilitating discussions with administrators & teachers to interpret, analyze and use data for decision making about student assessment, instruction, intervention, extension, and evaluation to develop recommendations for improving student learning. You will write a reflection of this experience.

Professional Learning Experience *                                             15% of grade
During the semester, you will be leading a professional learning experience for the teachers at your school with the goal of helping them do one or more of the following: 1. administer assessments 2. set goals based on assessment results 3. use results for instructional decision making in their classrooms.

Assessment Results Communication*                                              10% of grade
You will communicate assessment results to stakeholders and write a reflection paper.

Effective Literacy Practices Paper*                                            10% of grade
You will take the knowledge gained from all previous assignments to evaluate your school's current literacy practices, curriculum and programs and write a 2-3 page paper to show your understanding, learning and recommendations going forward.

Participation*                                                                 25% of grade
Collaboration with peers to deepen and extend learning is a focus of this course, and the competency-based endorsement program.  Participation in class and on the Canvas discussion page will allow for meaningful collaboration.  You will be graded on your contributions to the overall learning environment based on the insights you offer during in-class and the thoughtful contributions in your weekly exit tickets.

* A detailed description and rubric for these assignments can be found on Canvas.

## Tentative Schedule (Check Canvas for updates)

| Date | Topic | Assignments and Reading |
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| Module 1<br>Dates: | • Understand how to move from intuition to deliberation when it comes to making decisions about data and kids.<br>• Begin to evaluate your school-wide assessments and determine if there are redundancies across assessments.<br>• Provide a written review of your Assessment Audit to your principal/school leadership team.<br>• Understand the importance of using collaborative teams in decision making.<br>• Begin to create a plan for your school/LEA to help train and support teachers on: `1. Why we use data and decision rules, 2. How we collect data and conduct efficient meetings, 3. What universal screening, diagnostic, and progress monitoring means. | • **Read *Data Wise* Introduction, Chapter 1 & 2**<br>• **Assessment Audit Assignment**<br>• **Assessment Audit Reflection Paper**<br>• **Read Chapter 1 of *Make It Stick***<br>• **Watch the Video: Collaborative Data-Based Decision Making**<br>• **Module 1 Discussion Board**<br>• **Assessment Audit** |
| Module 2<br>Dates: | • Understand the importance of collaboration in making data decisions.<br>• Understand the principle of "Effortful Retrieval" and practice using it in your setting.<br>• Create a data overview to present to your principal, | • Read Chapter 2 of *Make it Stick*<br>• MTSS Podcast-Leveraging MTSS for Innovation that Enhances Learning for All Students<br>• MTSS Video-MTSS Video-Dawn Miller-MTSS: Making Sure All Really Means All<br>• Read Chapter 3 of *Data Wise* |

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| | faculty, or a grade-level team. | - [Discussion Board](#) |
| **Module 3 Dates:** | - Analyze Acadience data to inform instruction. (For secondary settings, analyze RISE data or other state-wide assessment data).<br>- Express to teachers the "why" behind progress monitoring.<br>- Understand how to group students by skill deficit and how to use diagnostic assessments to achieve student growth. | 1. Read: *Data Wise* Chapter 4 & 5<br>2. Read*: 10 Success Factors For Literacy Intervention: Getting Results with MTSS in Elementary Schools,* Chapter 1 & 2<br>3. Read*: Make it Stick* Chapter 3<br>4. In preparation for your Data Analysis Assignment, visit the Website: [Amplify.com/Utah](#)<br>5. In preparation for your Data Analysis Assignment, download and read [Acadience Reading Roadmap](#)<br>6. [Utah MTSS 3-Tier Definitions](#)<br>7. [Data Analysis Assignment](#): Facilitate discussion w/Admin/teachers to interpret, analyze and use date for decision making.<br>8. Share your insight and thoughts on the importance of using data to impact tier 1 instruction on the [Discussion Board](#). |
| **Module 4 Dates:** | - Assess your school's current intervention plan.<br>- Plan for progress monitoring assessment to take place.<br>- Develop recommendations for | - *Read Data Wise Chapters 6 and 7*<br>- *Read 10 Success Factors Chapter 3 and 4*<br>- *Read Make it Stick Chapter 4*<br>- *[Assignment 1](#)* |

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| | improving student learning. | ● *Discussion Board* |
| **Module 5** **Dates:** | ● Evaluate your school's current intervention block.<br>● Continue work on Intervention Improvement Plan (started in Module 4).<br>● Lead a professional learning experience that assists teachers in evaluating current intervention, and how to improve the intervention being given to students. | ● **Read *Data Wise* Chapter 8**<br>● **Read*10 Success Factors* Chapters 5 & 6**<br>● **Complete the Nearpod Learning Workbook**<br>● **Read *Making It Stick* Chapter 5 and complete the quiz.**<br>● **Participate in a discussion board by sharing ideas/plans for a Professional Learning experience for your school**<br>● **Intervention Improvement Plan (Part 2)** |
| **Week 6** **Dates:** | ● Plan and implement a professional learning experience for administrators, teachers, or support staff in your school.<br>● Complete part 7 and 8 of your Intervention Improvement Plan. | ● **Read *10 Success Factors for Literacy Intervention,* Chapters 7 and 8**<br>● **Read *Make it Stick,* Chapter 6**<br>● **Read Evidence Based Tiered Programs**<br>● **Assignment: Intervention Improvement Plan**<br>● **Professional Learning Experience**<br>● **Nearpod for Make it Stick, Chapter 6**<br>● **Discussion** |
| **Week 7** **Dates:** | ● Understand basic principles of adult learning theory.<br>● Set goals for | ● Read: *10 Success...*Chapters 9 & 10 |

| | implementation of your Intervention Improvement Plan. | <ul><li>Read: *Make it Stick* Chapters 7 & 8</li><li>Read: Don't Just Gather Data, Use It, Fisher & Fry</li><li>Read: Learning to Love Assessment, Tomlinson</li><li>Complete and turn in your Intervention Improvement Plan</li><li>Complete and turn in your Effective Literacy Practices Project</li></ul> |
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## Late assignments

Assignments will not be accepted after <mark>Add Date</mark>. . Late assignments will be deducted 15% if a week or more late, without prior authorization from the course instructor.

## Other Grading Policies

**Cheating**: Please refer to the Academic Catalog or the Student Handbook for the University's statement on academic honesty. It is your job to know whether you are breaking the rules. If you have questions or concerns about the Policies and Procedures in the Student Handbook please ask! I will not tolerate plagiarism and cheating. Dishonest assignments will receive a zero on the first offense and repeat offenders will receive an F for their grade in the class. In addition, all cheaters and plagiarizers will be reported to the office of the dean of students regardless of whether it is your first offense.

## Grading Scale

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| **A** 94-100% | **A-** 90-93.9% |
| **B+** 87-89.9% | **B** 84-86.9% |
| **B-** 80-83.9% | **C+** 77-79.9% |
| **C** 74-76.9% | **C-** 70-73.9% |
| **D+** 67-69.9% | **D** 64-66.9% |

This grading scale will be used to determine letter grades at the end of the semester. For major assignments, the percentage of the final grade designated for each assignment has been determined based upon the expected amount of effort and care required to complete the assignment.

It is your responsibility to regulate your learning.  If something is unclear, it is up to you to take steps necessary to correct the situation.  You must attend to the purposes of the assignments and activities.  You must self-monitor your comprehension.  You must identify and access resources that will clarify and strengthen your knowledge.  Don't expect to simply absorb knowledge, you must take the initiative and make the effort to incorporate new understandings into what you already know.

Class sessions are predominantly interactive with a heavy emphasis upon collaboration.  It is imperative for you to attend all class sessions.  It is your responsibility to communicate to the instructor when class attendance is not possible.  You will be allowed to miss one class sessions before your absences begin to affect your course grade.

## Attendance Policy

Classes will be conducted weekly during the semester. Class attendance is mandatory. Except in the case of an emergency, absences must be cleared ahead of time through an instructor. Please note that more than one class absence may negatively impact the student's final letter grade, regardless of whether or not the student has cleared the absence(s). Additionally, all course assignments must be completed to an acceptable standard as determined by the course instructors. Failure to meet these requirements may result in a reduction in letter grade or removal from the course.

**Course Policies**

# Statements Required in Course Syllabi

Per SUU Policy 6.36

**COVID Website:** https://www.suu.edu/coronavirus/

**Thriving Thunderbirds:** If you find yourself struggling with mental health issues, please visit **https://www.suu.edu/mentalhealth** for resources.

**Important syllabus statements related to ATTENDANCE and current COVID-19 conditions**

*What should I expect in the classroom this semester?*

*The following are general guidelines for the classroom environment.*

- **Class Attendance is Required:** If you are registered for a Face-to-Face, Synchronous Remote, or Hybrid course, attendance is required. If you are ill, you may request a faculty member record the class and share it with you, or you may request other reasonable accommodations. Your instructor will work with you to develop a plan for completing coursework. *In order for you to receive academic accommodations and ensure that your request is communicated to faculty, you **must** submit this self report form.*
- **Course delivery modalities are posted online for each course, but may be modified in response to emerging COVID conditions**: SUU is employing every effort to maintain a learning environment that is engaging and safe. The course modality listed when you registered for courses should remain for the semester; however, due to COVID conditions, the delivery of modality for a specific course may change during the semester. Normally, these changes will be short term or in some cases longer. When such a modification is needed, faculty members will work with their department chair and/or dean and the students to maintain an effective learning environment.

(optional) **ZOOM ETIQUETTE:** If your instructor utilizes the Zoom online conference system, you will need to have a way to communicate (a webcam, a microphone, a smartphone/landline, or using chat within the Zoom app). We will adopt the same rules and norms as in a physical classroom (take notes; participate by asking and answering questions; wear classroom-ready clothing). For everyone's benefit, please:
- Join the course in a quiet, distraction free location;
- Be aware of your background if you have video enabled;
- Mute your microphone or phone unless you are speaking;
- Close browser tabs and software not required for participating in class; and
- Remember that SUU classes are in the Mountain Time zone.

The success of this class will depend on the same commitment to learning we all typically bring to the physical classroom.

**ACADEMIC INTEGRITY:** Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent (see SUU Policy 6.33). You are expected to have read and understood the current SUU student conduct code (SUU Policy 11.2) regarding student responsibilities and rights, the intellectual property policy (SUU Policy 5.52), information about procedures, and what constitutes acceptable behavior.

Please Note: The use of websites or services that sell or generate essays is a violation of these policies; likewise, the use of websites or services that provide answers to assignments, quizzes, or tests is also a violation of these policies.

**ADA STATEMENT:** Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the Disability Resource Center, located in Room 206F of the Sharwan Smith Center or by phone at (435) 865-8042. The Disability Resource Center determines eligibility for and authorizes the provision of services.

If your instructor requires attendance, you may need to seek an ADA accommodation to request an exception to this attendance policy. Please contact the Disability Resource Center to determine what, if any, ADA accommodations are reasonable and appropriate.

**EMERGENCY MANAGEMENT STATEMENT:** In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at http://www.suu.edu/emergency.

**HEOA COMPLIANCE STATEMENT:** For a full set of Higher Education Opportunity Act (HEOA) compliance statements, please visit https://www.suu.edu/heoa. The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law; additional information can be found at https://my.suu.edu/help/article/1096/heoa-compliance-plan. You are also expected to comply with policies regarding intellectual property (SUU Policy 5.52) and copyright (SUU Policy 5.54).

**DISCLAIMER STATEMENT:** Information contained in this syllabus, other than the grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

(optional) **SUUSA STATEMENT:** As a student at SUU, you have representation from the SUU Student Association (SUUSA) which advocates for student interests and helps work as a liaison between the students and the university administration. You can submit T-Bird Squawks feedback by going to https://www.suu.edu/suusa/voice. Likewise, you can learn more about SUUSA's Executive Council at https://www.suu.edu/suusa/executive-council and about all of SUUSA's Student Senators at https://www.suu.edu/suusa/senate. If you have any specific concerns regarding any of your courses, please contact the SUUSA *VP of Academics* at: suusa_academicsvp@suu.edu.

(optional) **Thriving Thunderbirds:** If you find yourself struggling with mental health issues, please visit https://www.suu.edu/mentalhealth for access to valuable resources.

Mental health is essential for your academic success. SUU provides resources, support, and services to address mental health issues at every level of concern. We are committed to helping all Thunderbirds Thrive.

If you need assistance navigating any of the resources, please contact [Counseling and Psychological Services](), the [Dean of Students' Office](), or the [Health and Wellness Center]().

*Note: This syllabus is meant to serve as an outline and guide for the course. Please note that the instructor(s) may modify it at any time with reasonable notice to students. The instructor(s) may also modify the schedule at any time to accommodate the needs of the class. Should you have any questions or concerns about the syllabus, it is your responsibility to contact the instructor(s) for clarification.*