Code # ED44 (2014) REV2

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

|  |
| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

MLED 3043

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Effective Assessment of Middle School Students

Assess of MS Students

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard Letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Design of varied and effective formative and summative assessments; analysis of assessment systems and formative and summative evidence in classroom practice to inform instruction in the middle grades.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

Admission to Teacher Ed program

b. Why?

This course is specifically developed for an audience of middle level teacher candidates

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Spring, Summer

10. Contact Person (Name, Email Address, Phone Number)

Dr. Ron Towery, Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. [Rtowery@astate.edu](mailto:Rtowery@astate.edu) . 870-972-3059

11. Proposed Starting Term/Year

Fall 2016

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? Yes

If yes, what course?

MLED 3004

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

As a specialty course for teacher candidates who are preparing to teach middle grade students, they will be expected to: 1. Recognize and create effective formative and summative assessment tools; 2. Analyze state, district, and school assessment systems and practices; 3. Respond to formative and summative evidence as they plan lessons and provide feedback to students; 4. Collect and disaggregate relevant data to make informed decisions about students through the RTI process.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the Department of Teacher Education encompasses three areas: teaching, service, and research. This course contributes significantly toward the accomplishment of the department’s goal of preparing Professionally Emerging Teachers and Emerging Professionals in the fields of middle level education.

**This course supports the Arkansas Department of Education’s competencies for middle level education.**

**Specifically, the course will address the following Learning to Teach, Teaching to Learn Conceptual Framework Standards**

Professionalism

Diversity

Communication Skills

Curriculum

Teaching Models

Assessment

Reflective Teaching

**Specifically, the course will address the following Association of Middle Level Education Standards**

Standard 1: Young Adolescent Development

Element c: Implications of Young Adolescent Development for Middle Level Curriculum and Instruction

Element d: Implications of Young Adolescent Development for Middle Level Programs and Practices

Standard 2: Middle Level Curriculum

Element b: Middle Level Student Standards

Element c: Interdisciplinary Nature of Knowledge

Standard 4: Middle Level Instruction and Assessment

Element b: Middle Level Instructional Strategies

Element c: Middle Level Assessment and Data-informed Instruction

Element d: Young Adolescent Motivation

Standard 5: Middle Level Professional Roles

Element a: Professional Roles of Middle Level Teachers

Element c: Working with Family Members and Community Involvement

**Specifically, the course will address the following InTASC Standards**

The Learner and Learning

Standard 1: Learner Development

Standard 2: Learning Differences

Standard 3: Learning Environments

Instructional Practice

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

Professional Responsibilities

Standard 9: Professional Learning and Ethical Practice

c. Student population served.

Middle level education candidates

d. Rationale for the level of the course (lower, upper, or graduate).

This course is an upper level course because it builds on prerequisite coursework..

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: Introduce assessment (assessing for learning & assessing of learning); discuss varying forms and kinds of assessments (high-stakes; standards-based; formative; summative; tests; norm & criterion-referenced; portfolio; alternative)

Week 2: Considering standards-based assessments found in lesson planning; creating both formative and summative standards-based assessments; routine informal assessments for effective development of learning concepts

Week 3: Examining Universal Design

Week 4: Informal (formative) assessments; reviewing effective models; creating our own connected to a Common Core lesson plan

Week 5: Formal (summative) assessments; reviewing effective models; creating a unit test and a project rubric; designing effective test questions; validity of test questions

Week 6: Collecting student classroom data to form small groups for differentiated instruction

Week 7: Midterm Exam

Week 8: Practicing teachers and how they experience assessments of all kinds

Week 9: How the state of Arkansas evaluates teacher use and application of student assessments.

Week 10: Professional readings about classroom assessment

Week 11: Digital and online resources for assessment development and tools

Week 12: Response to Intervention protocols and related assessment systems for struggling or special needs students; collecting data and reporting progress

Week 13: From assessment to grading; grading practices and criteria for assigning grades

Week 14: Parental roles and responses; communicating with parents about assessment and grading practices; formulate effective ways to involve parental understanding on these topics

Week 15: Final Exam

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Midterm and Final Exams; Teacher Study Groups that will create varying kinds of formative assessment during a unit of study, creation of a valid and effective unit test, analysis of practicing teacher assessment practices, written Plan for Parents to explain grading and assessment procedures.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

No

20. What is the primary intended learning goal for students enrolled in this course?

Students will be able to create effective formative and summative assessments that are appropriate for early adolescents..

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Schurr, S. (2012). *Authentic assessment. Active, engaging product and performance measures*. Association of Middle Level Education

Guskey, T. & Jung, L. (2014). *Answers to essential questions about standards*, *assessments, grading and reporting, 2nd ed*. Corwin Press..

b. Number of pages of reading required per week: 20 pages

c. Number of pages of writing required over the course of the semester: 30-40 pages

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain:

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will be able to create effective formative and summative assessments..

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Students will examine and evaluate model summative and formative assessments.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Students will develop summative and formative assessments, which will be evaluated by the instructor using ASU Conceptual Framework aligned rubrics.

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

Minimally  
Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

**~~MLED 3004. Instructional Models, Strategies and Assessment~~** ~~Develops pedagogical knowl­edge, lesson planning skills, and rehearsal of effective assessment and evaluation practices. Con­tent centers on research in teaching and curriculum. Must be admitted to the Teacher Education Program. Cross-listed with ECH 3004. Prerequisites, MLED 3083. Spring, Summer.~~

MLED 3043 Effective Assessment of Middle School Students

Design of and effective formative and summative assessments; Analysis of assessment systems and formative and summative evidence in classroom practice to inform instruction in the middle grades. Prerequisite: Admission to the Teacher Education Program. Spring, Summer.

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