

UNIVERSITY OF ARIZONA
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
EDP 358- 001, 002: Psychological Measurement in Education
Spring 2019, 3 credits
Wednesday 8:15-10:45am Tolson Elementary School
12-2:30pm Davis Elementary School

INSTRUCTOR: Elizabeth Pope, Ph.D.
EMAIL: ejpope@email.arizona.edu
OFFICE HOURS: Tuesday 12-2pm & by appointment
OFFICE: UA Education building, room 617

TEACHING ASSISTANT: Lauren Pierce, MA
EMAIL: pierce97@email.arizona.edu
OFFICE HOURS: Mondays 10-11am, 12-1pm
OFFICE: UA Education building, room 635c

TEACHING ASSISTANT: Maggie Medina, MA
EMAIL: margaretamedina@email.arizona.edu
OFFICE HOURS: Mondays 2-4pm
OFFICE: UA Education building, room 635c

Instructor Availability/Contact: Email is the preferred method of contact for your instructor. When contacting the instructor, please include your full name. Due to privacy concerns, your instructor will not answer questions by email or phone that require revealing individually-identifying grade information, *such as grades earned on assignments or exams*.

Course Description: Psychological Measurement in Education. Psychometric methods as applied to assessment including the ethical implications of testing, test design, traditional and performance-based tests, diagnostics, automation in testing, standardized testing, and grading processes.

Course Format and Teaching Methods: This course will be flipped meaning much of the content will be web-delivered and class time will be spent engaging in group discussions, practical application activities, small group activities, etc. Lectures are designed to introduce important topics and issues in your professional field which will then be discussed further in class. Depending upon the topic, the lectures may or may not cover the same material presented in the text. You may be asked to bring specific materials in order to facilitate group activities and group discussion. Materials needed can be found in the Tentative Schedule below. It is your responsibility to bring the necessary materials each day. Please see the instructor early in the course if you are having trouble keeping up with the readings, discussions, or activities.

Course Objectives: In this course we will cover:

- Discuss ethical implications of testing (standardized and non standardized)
- Introduce design skills of both performance and traditional tests
- Learn to collect and interpret assessment data (formative and summative)

Expected Outcomes: The purpose of this course is to introduce you to general concepts of testing and measurement and prepare you to:

- align assessments with instructional objectives
- develop and evaluate tests
- develop and implement performance assessments
- utilize grading and weight strategies
- interpret standardized tests
- use assessment data to drive instructional decisions in the classroom
- understand basic statistical properties of tests and measurements, such as reliability and validity
- apply your own understanding of course content to your profession as teachers

UA Inclusive Excellence: UA Inclusive Excellence is a fundamental part of the University of Arizona's strategic plan and culture. As part of this initiative, the institution embraces and practices diversity and inclusiveness. These values are expected, respected and welcomed in this course."

Department of Teaching, Learning and Sociocultural Studies Position Statement on Social Justice (Adopted March 25, 2014):

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice.

Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as micro aggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all people as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

- We value and honor human diversity.
- We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
- We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
- We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
- We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
- Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions.

We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to INETS-Tn to our colleagues, students, staff, and community members when any of us or others make efforts to remain diligent in maintaining awareness of micro, macroaggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege.

We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one another and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

Department of Educational Psychology Diversity Statement:

The Department of Educational Psychology supports and values the variety of social, ethnic, religious, cultural, global, intellectual, and experiential backgrounds and identities individuals bring to our community, curriculum, pedagogy, and scholarship. We encourage individuals to share their unique knowledge of the world throughout coursework and research. It is the shared view of EDP that when taken collectively, each individual's perspective enriches our understanding of current issues in Educational Psychology. We work to provide opportunities for collaboration among all students, faculty, and staff as a means to expand our knowledge and understanding as well as further inform research. The diverse makeup of our department allows for meaningful, impactful advances in education that can be applied across many settings and contexts.

Standards Addressed: Students in the Elementary and Early Childhood Education Programs are assessed on Arizona Department of Education Professional Teaching Standards which are based on the Interstate Teacher Assessment and Support Consortium (InTASC) Standards; the International Society for Technology in Education National Educational Technology Standards for Teachers (NETS-T NETS-Teacher); and the University of Arizona Teacher Preparation Programs Professional Standards as well as other national standards. The Standards work in concert. By addressing them, graduates demonstrate that they are professionals and are prepared to participate in the very important process of educating young children.

Alignment to InTASC Standards:

The Learner and Learning

InTASC Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Content

InTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Instructional Practice

InTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

InTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

InTASC Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Professional Responsibility

InTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

InTASC Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Alignment to NETS-T Standards:

NETS-T Standard #1: Facilitate and Inspire Student Learning. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

NETS-T Standard #2: Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the NETS*S.

NETS-T Standard #3: Model Digital Age Work and Learning. Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.

NETS-T Standard #4: Promote and Model Digital Citizenship and Responsibility. Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

NETS-T Standard #5: Engage in Professional Growth and Leadership. Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Alignment to University of Arizona Professional Standards:

Teacher candidates at the University of Arizona demonstrate a commitment to their academic program and to education by:

- attending, being on time, and being prepared for scheduled classes and field experiences;
- having a professional appearance;
- communicating professionally and respectfully orally and in writing with peers, colleagues, instructors, K-12 students, teachers, administrators, families, and community members;
- looking beyond self and respecting differences of race, ethnicity, language, social class, national allegiance, cultural heritage, disability or perceived disability, gender, and sexual orientation;
- accepting and acting upon reasonable criticism;
- understanding and respecting others' perspectives;
- questioning and testing their assumptions about teaching and learning;
- separating personal and professional issues;

- exhibiting their knowledge through inquiry, critical analysis, and synthesis of the subject;
- maintaining or exceeding the minimum grade point average of 3.0 G.P.A.

Attendance Policy

In teacher preparation courses at the College of Education, we focus on your learning. To lay a strong foundation for your development as a professional in four semesters is a challenge. Time in academic courses and time in classrooms is at a premium, and we strive to engage you fully in both. Our courses integrate knowledge and practice and are performance-based. We model practices for you to learn and ask you to demonstrate your understanding of the content.

Because courses are preparation for your career as teachers, being dependable, responsible, and punctual are behaviors that you must exhibit. The children whom we teach as well as their families and the community expect this of us when we are in schools, and so the faculty in the College of Education expect this of you during the semesters you are in the program. Being dependable, responsible and punctual are signs of the professional behavior we expect you to demonstrate while at the College of Education and throughout your professional career. We have high expectations of you, possibly higher than you have experienced before the program.

In accordance with the University of Arizona Academic Policy for class attendance, the following guidelines are in place:

- Plan to be in class and in your classroom every day scheduled at your site.
 - Any personal events you have, such as doctor's appointments, vacations, family events, or hours at work, should be planned to for Fridays or after your course and classroom times have ended. Personal events should not conflict with coursework and classroom hours.
 - All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.
 - These absences, as well as other excused absences, require the completion of the Exception to Attendance form, with proper explanation of why the absence merits exception.
 - Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored (for example, absences required of athletes).
- Arriving to class on time and being prepared are professional behaviors. We will start class promptly each day. If you arrive more than 5 minutes late, or leave more than 5 minutes early, this will be noted.
 - Three or more late arrivals or early departures may constitute an unexcused absence.
- We know that unexpected events occur. You are allowed **one** excused absence from class for illness or personal emergency. The reason for the excused absence must be justifiable and for the most part unplanned and unavoidable, for example a car accident or an unexpected illness that results in an emergency room visit.
 - In order for the one absence to be excused, you must:
 - notify your instructor or mentor teacher and site coordinator **within 24 hours**.
 - complete and provide the site coordinator with the Exception to Attendance form.
 - make arrangements for another student to gather handouts and take notes for you if you are missing coursework. You are responsible for catching up on any missed material.
 - Make arrangements to make up the hours of fieldwork if you are missing being with your mentor teacher.
- Multiple absences may indicate issues that need to be addressed because they may reflect a lack of professionalism. More than one excused or any unexcused absences will result in a conference with the instructor(s).
 - In addition, prior to or after the conference, a "Referral for Performance Concerns" may be completed and a meeting with the instructor(s) and the Program Director will be scheduled. The referral and subsequent meeting are to address and find a possible resolution to the

- absences.
- Multiple excused or unexcused absences may result in lowering your grade by one full letter. For example, if you were receiving an A in the course, the highest grade you could receive is a B.
 - Multiple excused or unexcused absences may result in a failing grade for the course, unless a valid and justifiable reason has been provided, or as per University policy, “excessive or extended absences from class is sufficient reason for the instructor to recommend that the student be administratively dropped from the course.”
 - Attendance during your fieldwork is critical. Your mentor teacher and students depend on you.
 - Your arrivals and departures along with attendance will be noted on a time sheet in the classroom.
 - If your tardies, early departures and absences in applications exceed the attendance policy described above, your grade may be lowered to a full grade in EACH of your courses. For example, if you were receiving a B in each of your courses, you would receive a C in EACH of your courses.
 - All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.
 - Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

If you are sick or have an emergency that requires you to miss or be late for class, you should notify me as soon as possible. The instructor reserves the right to default to the Educational Psychology departmental attendance policy in extenuating circumstances. Any time you are absent you should make arrangements for another student to gather handouts and take notes for you. You are responsible for catching up on any missed material. In the event of an absence, it is your responsibility to gather any notes, handouts, assignments, etc. that you may have missed. I will not provide any additional materials or information beyond what is posted on D2L.

Required Text:

Waugh, C.K. & Gronlund, N.E. (2013). *Assessment of Student Achievement (10th ed.)*. Upper Saddle River, NJ: Pearson.- EARLIER EDITIONS ARE ACCEPTABLE AND ENCOURAGED

Course Web Site: d2l.arizona.edu

Lecture notes, assignments, course-related information, and changes in the schedule will be posted to the course D2L web site as soon as the instructor can get to it. It is advised that you check the web site at least weekly and within a few days of missed classes. Every effort to keep the web site updated will be made.

Required Examinations and Papers: Throughout the semester students will be responsible for completing

- 1 Benchmark Assignment
- 3 Homework Assignments
- 2 Exams (midterm and final exam)
- 6 Participation Assignments (completed in class at various points throughout the semester)
- 6 D2L Quizzes

Benchmark Assignment: The semester-long course project will consist of 3 homework assignments completed throughout the semester and a reflection on course material and personal growth and progress within the course content. You will have receive formative feedback on your homework assignments and then have to opportunity to revise them before including them as part of your Benchmark Portfolio. The course project consists of:

- Content Outline and Instructional Objectives (Assignment 1)
- Assessment Items (Assignment 2)
- Performance Assessment and Scoring Rubric (Assignment 3)

- Reflection

Homework assignments (assignments 1, 2, & 3) are designed to allow you to apply concepts learned in lecture and from the readings. Guidelines for three assignments will be discussed in class and made available to students throughout the term. These graded assignments along with a final reflection paper will be compiled in a portfolio at the end of the term.

The instructor does not “preview” assignments prior to submission. Students may ask specific questions about wording, format, or placement of assignment content under construction, but may not ask the instructor to generally “look it over” before grading.

Homework assignments are due to the d2L dropbox by 10pm on the designated Friday due dates. Assignments late *for any reason* will receive half of earned credit for up to one week past their due dates. No credit will be given to assignments after one week.

Please understand that electronic issues (printer failure etc.) are not excuses for delay or failure to submit any or all parts of any assignment. Do NOT wait until the last minute! **Early submission of the assignments is encouraged.**

The Course Project is worth 120 points. Students will be asked to revise and resubmit each of the three course assignments, along with the originals and write a reflection. The reflection paper will be assessed using a rubric and must contain:

- a discussion of learning for each of the 3 assignments and include specific examples
- an evaluation of at least 2 personal strengths and weaknesses related to course content and assignments
- an explanation of the specific learning related to the assignments and how it will be used in the future
- an explanation for any information/content that they will not use in the classrooms
- a written statement of classroom assessment philosophy

Spelling, grammar, and clarity of writing in the reflection will also be taken into account.

The Benchmark Assignment is a performance based assessment that evaluates your progress toward meeting the ADE Professional Teaching Standards (InTASC), NET*S, and UA Standards. In order to pass this course, you must pass the Benchmark Assignment. Even if you receive passing grades on all other assignments, if you fail the Benchmark Assignment, you will fail the class. Passing the Benchmark Assignment means you have met the objectives of the course, which are tied to the ADE Professional Teaching Standards (InTASC), NET*S, and UA Standards. Failing the Benchmark Assignment means that you have failed to demonstrate mastery of objectives of the course, which are tied to the ADE Professional Teaching Standards (InTASC), NET*S, and UA Standards.

Exams: The two exams given during the semester may include multiple choice, matching, true/false, short answer, and/or essay item formats. Material on the exams will come from lectures, the text, and supplemental readings -- information from one may not be covered in the others. The final exam is cumulative.

Make up exams will **only** be given in cases of documented illness or emergency. Contact the instructor immediately if a make-up exam is needed. Make-up exams *must* be taken prior to the review of the exam in class (usually the next class period).

Participation Assignments: Participation assignments are small assignments that will be completed in class, activities that you will be asked to complete on your own time so they can be discussed in class, or an activity that you do in your cooperating classroom that you then bring to class. Each participation assignment will be worth 10 points. As these assignments make up a relatively large portion of your final grade, it is imperative that you complete any work or required reading before class so that you can attend and actively participate during class and with group members to complete these assignments. There will be 6 participation assignments throughout the

semester. If you have an excused absence on the day of a participation assignment, you may turn the assignment in the following week for full credit, **late participation assignments will not be accepted. It is your responsibility to gather, complete, and submit a participation assignment if you are absent. If you have an unexcused absence you may *not* make up the participation assignment.**

D2L Quizzes: Throughout the semester there will be 6 quizzes on D2L that correspond with either reading or lecture material that students are to have read/watched before class on the dates indicated on the course schedule below. Quizzes will close at 8am on the corresponding due dates. Each quiz is worth 5 points.

Extra Credit/Bonus Points: Any opportunities for extra credit are at the discretion of the instructors. Students will not be allowed to make up extra credit assignments. Individual opportunities for extra credit will not be allowed. The performance of the class as a whole will determine the need for extra credit. Please do not contact your instructor to request extra credit

Tentative Schedule

While every effort will be made to adhere to the daily schedule and syllabus, changes may occur. You are responsible for keeping up with any changes. Additional readings may be assigned or changed throughout the semester. Check the course d2l website often for announcements.

Date	Topic	Before Class	In Class	Assignments/Exams	Standards
Week 1 1/9	Introductions, class policies	N/A	•		
Week 2 1/16	Achievement Assessment & Instruction (<i>G&W ch 2 & 4</i>)	<ul style="list-style-type: none"> • Course syllabus • EDP Plagiarism Policy • Read “Are Exams Bad for Children?” 	<ul style="list-style-type: none"> • Intro to Assessment Terms • Types & Purposes of Assessment • Reading Discussion 	Participation Assn. 1 Syllabus and Plagiarism Policy quiz on d2L Due before 1/18 (10pm 1/18) Participation Assn. 2a – in class (pretest)	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 3 1/23	Planning for Assessment – Writing Instructional Objectives (<i>G&W ch3 Bloom’s Handout Objectives Handout</i>)	<ul style="list-style-type: none"> • Instructional Objectives & Bloom’s Taxonomy slides • Quiz 	<ul style="list-style-type: none"> • Abbreviating & Identifying Standards • Group Activity- Writing Objectives • Begin HW 1 	Participation Assn. 3 – in class (writing objectives)	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 4 1/30	Writing Instructional Objectives (continued)	<ul style="list-style-type: none"> • Draft of HW1 	<ul style="list-style-type: none"> • Bloom’s Taxonomy Practice • Peer feedback HW1 • Ion1 check ins 	HW Assignment 1 Due 2/1- 10pm	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 5 2/6	Using Formative Assessment and Feedback to Guide Instructional Decisions (<i>G&W ch5 (p.70-84)</i>)	<ul style="list-style-type: none"> • Read Feedback Handout 	<ul style="list-style-type: none"> • Feedback Activity • How to Assess: Tests vs. Performance Assessments 		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week	Writing & Improving	<ul style="list-style-type: none"> • Creating Tests & 	<ul style="list-style-type: none"> • Francophonics 		

6 2/13	Test Items (<i>G&W ch6-8</i>)	Interpretive Exercises lecture <ul style="list-style-type: none"> • Quiz 	<ul style="list-style-type: none"> • Assign PA4 groups • Start HW2 		
Week 7 2/20	Writing and Improving Test Items (<i>G&W ch6-8</i>)	<ul style="list-style-type: none"> • Read G&W ch. 6-8 	<ul style="list-style-type: none"> • PA4 Create Midterm Review Test Items 		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 8 2/27	Summative Assessment – Performance Assessments/ Rubrics & Checklists (<i>G&W ch9, 11, handouts</i>)	<ul style="list-style-type: none"> • Performance Assessment slides • Quiz 	<ul style="list-style-type: none"> • Group activity- designing Performance assessment & scoring tool • Start HW3 	Participation Assn. 5 – in class (grading reliability) HW Assignment 2 Due 3/1- 10pm	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
3/6	Spring Break				INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 9 3/13	Midterm Review	<ul style="list-style-type: none"> • Midterm review slides • Answer classmate review questions (quiz grade) 	<ul style="list-style-type: none"> • HW2 help 	Answer classmate review questions (quiz grade) Midterm Exam Opens 2pm Wednesday 3/13	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 10 3/20	Midterm on d2L			Midterm Exam Closes 10pm Friday 3/22	
Week 11 3/27	Grading & Weighting, Reliability & Validity (<i>G&W ch9</i>)	<ul style="list-style-type: none"> • Grading/Weighting slides • Quiz • Read and score student writing sample 	<ul style="list-style-type: none"> • Student writing sample activity • Practice weighting grades • HW 3 check-in 	Participation Assn. 5 – in class (grading reliability) HW Assignment 3 Due by 10pm 3/29	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 12 4/3	Item Analysis & Intro to Stats. (<i>G&W ch5 p.85-88, handouts</i>)	<ul style="list-style-type: none"> • Item analysis slides • Quiz 	<ul style="list-style-type: none"> • Item analysis practice • Start Benchmark 	Participation Assn. 6 – in class (grading and weighting)	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 13 4/10	Interpreting Standardized Achievement Test Scores (<i>G&W ch12, handouts</i>)	<ul style="list-style-type: none"> • Types of standard test scores slides • Quiz 	<ul style="list-style-type: none"> • Interpreting various standard scores • Benchmark check-in 		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 14 4/17	Benchmark work day	N/A	N/A	Benchmark Assignment Due 4/19-10pm	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Week 15 4/24	Using Standardized Test Scores to Inform Instructional Decisions (<i>handouts</i>)	<ul style="list-style-type: none"> • Review types of standard test scores 	<ul style="list-style-type: none"> • Classroom and student case studies 		INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

			• Benchmark check-in		
Week 16 5/1	HST Review & Catch-up		• Final exam review	Participation Assn. 2b – in class (posttest)	
5/3	Final Exam TBD			Final Exam	INTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Field Experience Requirements: Your fieldwork experience is intended to provide you opportunities to observe, teach and work with a cooperating teacher. Your fieldwork is tied to coursework through these specific assignments for this course EDP 358. In addition to those assignments, it is your responsibility to make the most of the fieldwork by showing initiative and participating fully in a variety of ways. Remember: since you are not a student teacher, it is not appropriate for you to be left alone with children. You are held accountable for both the hours spent in fieldwork as well as the quality of your participation in class.

Final Examination: The final exam for EDP 358 will be held on FRIDAY MAY 3. As per University policy there will be no final exams occur on Reading Day. For further information regarding the University’s final examination policy please see links below:

- <http://registrar.arizona.edu/courses/final-examination-regulations-and-information?audience=students&cat1=10&cat2=31>
- <http://www.registrar.arizona.edu/students/courses/final-exams>

Grading Scale and Assignments

Course Requirements:

Benchmark Assignment	120 points	36% of total
Participation Assignments	60 points (10 points each)	18% of total
D2L Quizzes	30 points (5 points each)	9% of total
Homework Assignments	30 points (10 points each)	9% of total
Midterm Exam	45 points	14% of total
Final Exam	45 points	14% of total
	330 points possible	

Grading:

- A = 297 or more points (at least 90% of possible)
- B = 264 - 296 points (80-89% of possible)
- C = 231 - 263 points (70-79% of possible)
- D = 198 - 230 points (60-69% of possible)
- F = less than 198 points

To earn a passing grade in your courses, you must successfully complete the associated classroom experience. Successful completion involves completing your classroom hours every week and making up missed hours; receiving positive evaluations from your cooperating teacher regarding your classroom performance and professionalism; and completing all required classroom assignments.

The Benchmark Assignment is a performance based assessment that evaluates your progress toward meeting the ADE Professional Teaching Standards (InTASC), NET*S, and UA Standards. In order to pass this course, you must pass the Benchmark Assignment. Even if you receive passing grades on all other assignments, if you fail the

Benchmark Assignment, you will fail the class. Passing the Benchmark Assignment means you have met the objectives of the course, which are tied to the ADE Professional Teaching Standards (InTASC), NET*S, and UA Standards. Failing the Benchmark Assignment means that you have failed to demonstrate mastery of objectives of the course, which are tied to the ADE Professional Teaching Standards (InTASC), NET*S, and UA Standards.

Withdrawal Policy: It is the student's responsibility to get any necessary signatures to withdraw from the course. Lack of attendance and failure to withdraw from class will result in a failing grade for the course.

Incomplete Policy: Occasionally, otherwise successful students meet with unfortunate and/or unforeseen circumstances that disrupt their academic progress. Students must have earned at least half of the available points in the course in order to be eligible to receive an incomplete grade, otherwise it is the students' responsibility to withdraw themselves.

The student must request the INC grade in person before 8:30 am on 30 Nov 2016. The student needs to be prepared to discuss the circumstances of the request and why s/he should be considered eligible for the INC grade. The assignment of an INC grade is at the discretion of the instructor. The INC grade will NOT be given to simply allow the student to raise a grade.

Dispute of Grade Policy: If you disagree with the scoring of an assignment or exam item, you may write/email an appeal (of no more than one double-spaced page) explaining why you think your answer is correct and, in the case of selected-response exam items, why the keyed response and other responses are less correct. Appeals will be accepted **up to two days** after the graded material is made available to students. The instructor will review your appeal and give credit when deemed appropriate. An appeal does not guarantee a grade change.

Elective Name and Pronoun Usage: This course supports elective gender pronoun use and self-identification; rosters indicating such choices will be updated throughout the semester, upon student request. As the course includes group work and in-class discussion, it is vitally important for us to create an educational environment of inclusion and mutual respect.

Classroom Behavior Policy/Course Requirements: Intellectual investment is expected in all aspects of this class. It will not be enough to simply read the text and memorize facts; you are expected to actively engage with the text and course content. Active engagement requires you to ask questions of the readings and to ask questions during class. You are responsible for understanding and applying concepts from the assigned readings, presented in class, and detailed in lecture. If you have questions at any time, please come and see the instructor during office hours. Present policies to foster a positive learning environment, including use of cell phones, mobile devices, etc. We used the following previously:

- The classroom should be a safe place; therefore, we expect students to respect the teaching/learning environment and each other. We do not tolerate any form of harassment. \
- All cell phones, pagers, and other electronic devices should be turned off in the University and school classrooms. If you have an emergency situation, you may set your phone on vibrate and step out of class to receive a call. This exception must be explained to the instructors prior to the class.

University Policy – Disruptive Behavior: “Disruptive behavior” means conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting. Disruptive behavior includes conduct that distracts or intimidates others in a manner that interferes with instructional activities, fails to adhere to an instructor's appropriate classroom rules or instructions, or interferes with the normal operations of the University.

- According to the University Policy, disruptive behavior includes:
 - The student who is persistently tardy or leaves early.
 - The student who talks incessantly during a lecture

- The student who loudly and frequently interrupts the flow of class with questions or interjections
- The student who becomes belligerent when confronted about his or her inappropriate behavior in class
- Cell phones ringing in a classroom, text messaging, chatting online
- Persistent and unreasonable demands for time and attention both in and out of the classroom
- For the complete University Disruptive Behavior Policy, visit:
 - <http://policy.arizona.edu/education-and-student-affairs/disruptive-behavior-instructional-setting>
 - <https://deanofstudents.arizona.edu/accountability/disruptive-student-behavior>

University Policy – Threatening Behavior Policy: The University seeks to promote a safe environment where students and employees may participate in the educational process without compromising their health, safety or welfare. The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. Threatening behavior can harm and disrupt the University, its community and its families.

- For more information on Threatening Behavior by Students, visit:
 - <http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students>
 - <https://deanofstudents.arizona.edu/accountability/disruptive-student-behavior>

University Policy – Plagiarism and Student Code of Academic Integrity: Integrity and ethical behavior are expected of every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments.

- Conduct prohibited by this Code consists of all forms of academic dishonesty, including, but not limited to:
 - Cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Student Code of Conduct, [ABOR Policy 5-308-E.10, and F.1](#)
 - Submitting an item of academic work that has previously been submitted or simultaneously submitted without fair citation of the original work or authorization by the faculty member supervising the work.
 - Violating required disciplinary and professional ethics rules contained or referenced in the student handbooks (hardcopy or online) of undergraduate or graduate programs, or professional colleges.
 - Violating discipline specific health, safety or ethical requirements to gain any unfair advantage in lab(s) or clinical assignments.
 - Failing to observe rules of academic integrity established by a faculty member for a particular course.
 - Attempting to commit an act prohibited by this Code. Any attempt to commit an act prohibited by these rules shall be subject to sanctions to the same extent as completed acts.
 - Assisting or attempting to assist another to violate this Code.
- For the complete University Student Code of Academic Integrity, visit: <https://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

Nondiscrimination and Anti-Harassment Policy: The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the University prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity, or genetic information. The University encourages anyone who believes he or she has been the subject of discrimination to report the matter immediately as described in the section below, “Reporting Discrimination, Harassment, or Retaliation.” All members of the University community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with University officials who investigate allegations of policy violations.

- For more information, visit: <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Cheating Policy: Students who attempt to cheat or turn in another person's work as their own will receive a zero on that assignment or exam. There may be additional penalties. All students involved in the incident must see me in order to continue in this course. The University's Code of Ethics and Conduct will be followed:

<http://dos.web.arizona.edu/uapolicies/>

ADA Statement: As soon as possible, please let the instructor know of any conditions or circumstances that may affect your performance in this class. If you have or suspect you have a disability, please contact the university's disability resources center at <http://drc.arizona.edu/> to arrange for accommodations. Accommodations for Students with Disabilities

- It is the University's goal that learning experiences be as accessible as possible.
- If you anticipate or experience physical or academic barriers based on disability or pregnancy, please let me know immediately so that we can discuss options. You are also welcome to contact Disability Resources (520-621-3268) to establish reasonable accommodations.
- Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Subject to Change Statement: The information contained in the syllabus, other than grade and absence policies, is subject to change with advanced notice as deemed appropriate by, and at the discretion of the instructor.

UA Statement on social media: Social media offer opportunities to interact, build relationships, and enhance interpersonal and professional connections. As members of the University of Arizona community, we must be aware of the ways social media content may affect our personal and professional reputation and credibility and the way others perceive the University. The guidelines at <http://policy.arizona.edu/ua-social-media-guidelines>

Other Information: The instructor will make every attempt to follow the procedures and schedules provided in the syllabus, but reserve the right to make changes. Students will be notified of any changes as soon as possible.

This schedule may be revised based on the materials covered and the pace of the class. The class will be mostly lecture/discussion format with some in-class exercises and group work. The class will parallel the text readings, but each may offer information not presented in the other.

Please see the instructor immediately if you have any special concerns or needs that require consideration.

Your success in this course will depend on your ability to keep up with readings and assignments. If you get behind in the material, please come see us immediately so we can discuss options for catching up. Learning new material depends on understanding of previous concepts. Please contact us if I can facilitate your understanding in any way.

Good luck and have a wonderful semester!