

**SYLLABUS**  
**EDUC 4433-Classroom Management & Assessment (Part II) Assessment Part Only**  
**Fall 2011**

**Note Dr. Thatcher teaches the first part of this course (Classroom Management)**

**General Information:**

School: Education

Department: Education

Course Number: EDUC 4433

Hours Credit: 3

Course Title: Classroom Management & Assessment

**Instructor:**

Mr. Jerry Mihelic, Assistant Professor

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Tues. 9:00 to 9:30, 1:45 to 2:30

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**Course Description:**

This course contains principles and techniques of measuring educational attainment; essay and objective tests and their construction; standard scores and grading systems; standardized tests; and use of educational research.

Teacher candidates will learn to manage testing and evaluation in the classroom as well as to understand standardized testing concepts. Teacher candidates will learn to construct and administer teacher-made test and learn how to evaluate standardized tests and interpret scores.

In this course you will examine various approaches to classroom management strategies. You will develop your own set of techniques and management strategies.

## **Course Competencies:**

**ACEI 1,3,4,5.3, 5.4**

- 1. The candidate understands the essential nature and importance of interaction and communication with students parents, community members and colleagues. (OKGC 2)**
- 2. The candidate understands appropriate classroom management systems and discipline practices (OKGC 9)**
- 3. The candidate uses best practices related to motivation and behavior to create learning environments. (OKGC 5)**

**ACEI Association for Childhood Education International**

**OKGC Oklahoma General Competencies for Teacher Licensure and Certification**

1. The student will understand and use a variety of assessment strategies, evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner. (OKGC #7,8) (ACEI #4, 5.2)
2. The student will develop knowledge of and uses of communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (OKGC #6) (ACEI #3.5, 5.3, 5.4)
3. The student will understand the curriculum integration process and will use a variety of instructional strategies to encourage student's development of critical thinking, problem solving, performance skills and effective use of technology. (OKGC #4,7) (ACEI # 1. 3.1, 3.3)
4. The student will plan instruction based upon curriculum goals, knowledge of teaching/learning process, subject matter, student's abilities and differences, and the community, and adapt instruction based upon assessment and reflection. (OKGC #7 ) (ACEI # 1, 3.1, 3.2, 4)
5. The student will understand and use a variety of strategies to (a) select methods of assessments appropriate to each of the subject matter areas and to the age, development, and diversity of students, (b) interpret and communicate assessment results accurately and ethically, and integrate information gained from assessments into instructional plans. (OKGC #2,6,7,8) (ACEI # 3.2, 3.5, 5.2, 5.3)
6. The student will understand and recall the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher. (OKGC #13) (ACEI #5.1)
7. The student will understand and recall the basic language of testing and statistical terms and their meanings in relation to the interpretation and use of standardized tests. (OKGC #1,7) (ACEI #4)

8. The student will understand the study of student development can be obtained through direct, guided observations; focused inquiry through data collection and systematic analysis; self-study of interaction with students. (OKGC #7,8) (ACEI #4, 5.2)
9. Participate in a **service learning project**

### **Assessments:**

Assignments should be typed and turned in when due or it will reflect on your grade.

- 1. Test construction and performance assessment (Assessment Project) (50 pts)**

Two Parts to this assignment.

- 1) **Traditional paper/pencil test** – Choose a topic from your subject area/level and construct a traditional paper/pencil test using multiple-choice, true false, matching, fill in the blank, and essay items. (4 of each type) 4 X 5 = 20 Last page should include the answers to your questions (key)

- 2) **Performance Project** – Plan a performance project for your subject/level. Include specific instructions for the project you will assign (with objectives). Include the rubrics you will use for scoring on the performance.

- 2. Teacher Worksample Assessment Plan (25 pts.)**

Candidates will develop an assessment plan over a unit of study following teacher worksample formatting.

- 3. Grade book (50 pts.)**

Candidates will set up a grade book (either computer or by hand); assign four (4) different objectives per period / subject area and their grades. You will need to include 4 class periods/subject areas. For each period/subject area use 15 students. Specify a scoring scale.

- 4. Project for management and discipline (100 pts)**
- a. **The candidate will develop a complete discipline plan for the class he/she will be teaching. The candidate will first consult the texts for various theories and models. The model must include expectations of the teacher, students, the administration and the parents. The candidate will include his/her statements on how to deal with disruptive behavior from minor to major. The will include a list of rules, consequences and rewards.**
  - b. **The candidate will also develop a classroom management plan that he/she would implement the first day of school. The candidate will describe the logistics of the classroom including seat arrangement, computer setup, learning centers, bulletin boards, schedule for the whole day including all activities. The candidate will need to include how he/she will introduction himself/herself, how will he/she dress, how will the class operate ( small and large group activity), what is your plan if students finish early, what is your plan when the teacher is busy, what is your morning routine, how is work going to be turned in and what about late work, and other items for management.**

**5. Final (50 pts.)**

Candidates will complete a final examination to include information in textbook as well as shared in class.

6. In addition to regular class attendance and reading of the assignment material, as a class candidates will monitor state during the week of testing in the public school system. This will provide a hands on approach and a valuable real-life experience in working with assessments and testing. This is also considered a **service learning project**.

*Course Scoring*

Assessment Project	50	pts
Assessment Plan	25	pts
Grade Book	50	pts
Project	100	ptd
Final	<u>50</u>	<u>pts</u>

Total	275	pts
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275-258	A
258-240	B
239-223	C
222-205	D
204 and below	F

**Late Assignments:** Assignments are due when scheduled. Any assignment turned in late will receive 10% off the first day and 10% off every day after that. Remember that you are preparing to be teachers. Principals certainly do not like late assignments. Most public school teachers do not like late assignments. **Also, students will be allowed to give their late papers to Ms. Maggie Cline, School of Education secretary. It is strongly recommended that students keep a copy of their assignments. Please refer to rubrics given for grading of specific assignments. Any assignment submitted via email must be acknowledged that I received it by reply to your email. If I do not acknowledge it or the attachment is not sent the assignment was not received and will be late.**

Finally, no "Incomplete" grades will be assigned to any student unless the proposed completion time has been discussed with the instructor two weeks prior to the end of the semester. The instructor reserves the right to alter the course requirements as the situation arises.

**Attendance: Attendance in class is required.** Attendance will be taken and will affect the student's final grade. Grades will be adjusted because of excessive absences (over 2). If extraordinary circumstances are involved, please call or e-mail me as soon as possible. **Excessive tardiness will also affect the student's final grade by 10%. Extreme lateness may cause a class period to count as an absence. This is a professional class and you are building work habits for your profession. Principals would not accept teachers being late to teach classes. According to Oklahoma Law teachers can be fired for chronic tardiness to work under neglect of duty or unprofessional conduct.**

**Textbooks:**

Educational Testing and Measurement by Kubiszyn & Borich, What to Do with the Kid Who... by Burke, Assertive Discipline by Canter, Building Classroom Discipline by Charles, and First Days of School by Wong

**Knowledge Base:**

This course provides knowledge base for candidates that prepares them to manage testing, evaluation, and students in the classroom. This course is part of the last step of Pedagogy in the gateway of success in the Teacher Education Program.

## Academic Dishonesty/Plagiarism Policy:

Cheating/Academic Dishonesty/Plagiarism is defined as “*Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else’s (student, friend, professional, parent, web) work structure, ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test.*”

Students are also instructed to visit the OPSU General Catalog and/or the OPSU Student Handbook for a list of specific items that constitute plagiarism and academic dishonesty.

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**Plagiarism-** Plagiarism is defined as "Verbatim copying of an entire paper or other assigned work, not writing or composing your own work, submitting anyone else's (student, friend, professional, web) work, structure, or ideas, in whole or in part, without adequate acknowledgement of the sources used to construct a paper or other assigned work, giving or obtaining answers on a test." The following includes, but does not limit, specific items that constitute plagiarism:

1. un-cited ideas, structure, organization, data, or information;
2. verbatim passage(s) or phrase(s) not in quotation marks and cited;
3. submitting another student's paper or program or art or musical composition or design or machine, etc. as your own.
4. submitting a paper (etc) written by a spouse, relative, roommate, parent, etc.,
5. mosaic plagiarism, i.e. plagiarized passages included in the author's own work,
6. submitting a paper (etc) so heavily edited by a tutor or anyone else that it is no longer the original student's work,
7. submitting the same paper (etc) in two different classes without the knowledge and approval of instructor,
8. using any source without citation, including web/internet sources,
9. buying or downloading a paper (etc),
10. having someone else do a substantial portion of the work for you - called by some improper collaboration,
11. submitting any work which you were to have created but didn't as your own

### **Statement of Academic Accommodations:**

*Disabilities: Requests for accommodations for disabilities should have been made prior to the start of the semester through the Vice President for Academic Affairs Office (academic, i.e. learning disabilities) or the Vice President for Student Affairs Office (physical, i.e. mobility, vision, hearing). However, if you think you have a disability and are in need of special accommodations, the instructor will work with you to provide a reasonable accommodation to ensure that you have a fair opportunity to perform well in this class. Please advise the instructor and appropriate VP of such disability and the desired accommodation at some point before, during, or immediately after the first scheduled class period.*

Procedures for addressing disabled students' needs are found in the Policy and Procedure manual for Accommodation for Students with Disabilities. The instructor should make an effort to accommodate the student first. Should that not succeed, the instructor should contact the counseling center for advice and/or assistance. Also, please feel free to contact the office of the VPAA and/or VPSA.

### **Special Reminders:**

Fall 2011 Academic Calendar –

August 23 —Final day to change sections, enroll, or add a class

**August 30 —No refund on dropped courses after this date**

August 31 —Beginning of grade of W for dropped courses

November 7 —Beginning day of grade W or F for dropped courses

November 9 —Pre-Enrollment for Fall

November 18—Final day to drop or withdraw from a class

December 12 -15 —Final exams

### **Disclaimer:**

This syllabus is not a contract and may be changed at any time at the discretion of the instructor

**Bibliography:**

Airasian, P.W. (1997). *Classroom Assessment*. 3<sup>rd</sup> ed. New York, NY: McGraw-Hill

Chase, C.I. (1999). *Contemporary Assessment for Educators*. New York, NY: Longman.

Gredler, M.E. (1999). *Classroom Assessment and Learning*. New York, NY: Longman.

Mitchem, K., Kossar, K, Ludlow, B.L. (2006). Finite resources, increasing demands: rural children left behind? *Rural Special Education Quarterly*, 25, 13-23.

Nitko, Anthony J., Brookhart, Susan M. (2010) *Educational Assessment of Students*. Prentice - Hall

Pickert, K. (2008, December 17). Education Secretary: Arne Duncan. *TIME*. ""  
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Reutzell, D and Cooter, R.B. *Strategies for Reading Assessment and Instruction*. (2011) Boston: Person Publishing

Stiggins, R.J. (1997). *Student-Centered Classroom Assessment*. Upper Saddle River, NJ: Prentice-Hall.

<b>Course Competency</b>	<b>How Content will be presented</b>	<b>How student learning will be assessed</b>
1. The student will understand and use a variety of assessment strategies, evaluate and modify the teaching/learning process ensuring the continuous intellectual, social, and physical development of the learner. (OKGC #7,8) (ACEI #4, 5.2)	Class lecture, textbook readings, classroom discussion, and power point presentations.	Examination, class discussions, assessment plan assignment,
2. The student will develop knowledge of and uses of communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (OKGC #6) (ACEI #3.5, 5.3, 5.4)	Class lecture, textbook readings, classroom discussion, and power point presentations.	Examination, class discussions, grade book assignment
3. The student will understand the curriculum integration process and will use a variety of instructional strategies to encourage student's development of critical thinking, problem solving, performance skills and effective use of technology. (OKGC #4,7) (ACEI # 1. 3.1, 3.3)	Class lecture, textbook readings, classroom discussion, and power point presentations.	Examination, class discussions, assessment plan assignment, test construction assignment
4. The student will plan instruction based upon curriculum goals, knowledge of teaching/learning process, subject matter, student's abilities and differences, and the community, and adapt instruction based upon assessment and reflection. (OKGC #7 ) (ACEI # 1, 3.1, 3.2, 4)	Class lecture, textbook readings, classroom discussion, and power point presentations.	Examination, class discussions, assessment plan assignment,

<p>5. The student will understand and use a variety of strategies to (a) select methods of assessments appropriate to each of the subject matter areas and to the age, development, and diversity of students, (b) interpret and communicate assessment results accurately and ethically, and integrate information gained from assessments into instructional plans. (OKGC #2,6,7,8) (ACEI # 3.2, 3.5, 5.2, 5.3)</p>	<p>Class lecture, textbook readings, classroom discussion, and power point presentations.</p>	<p>Examination, class discussions, assessment plan assignment, test construction assignment</p>
<p>6. The student will understand and recall the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher. (OKGC #13) (ACEI #5.1)</p>	<p>Class lecture, textbook readings, classroom discussion, and power point presentations.</p>	<p>Examination, class discussions, grade book assignment</p>
<p>7. The student will understand and recall the basic language of testing and statistical terms and their meanings in relation to the interpretation and use of standardized tests. (OKGC #1,7) (ACEI #4)</p>	<p>Class lecture, textbook readings, classroom discussion, and power point presentations.</p>	<p>Examination, class discussions</p>
<p>8. The student will understand the study of student development can be obtained through direct, guided observations; focused inquiry through data collection and systematic analysis; self-study of interaction with students. (OKGC #7,8) (ACEI #4, 5.2)</p>	<p>Class lecture, textbook readings, classroom discussion, and power point presentations.</p>	<p>Examination, class discussions</p>