

Program Approval Protocol for:

*Programs that have been revised and officially approved by DESE in the last two years (2021-2022 or 2022-2023) are only required to include items marked with an *asterisk. However, for all other program revisions, it is mandatory to include all the items listed below.*

*1. Cover Sheet (See Attached)

***2. Rationale**

The proposed revisions to the program of study are intended to (1) improve course sequencing so that candidates build foundational knowledge before progressing to advanced applications, (2) reduce redundancy by removing a course with overlapping content, and (3) strengthen teacher candidate preparation by retaining a middle school focused course that supports alignment with licensure requirements and residency placements. This revision includes the following specific changes: Add CIED 30503 Emerging Adolescent to the program of study in place of CIED 42003 Advanced Seminar. Removed CIED 41203 Literacy Assessment and Intervention and replaced with CIED 41303 Assessment and Instruction. CIED 41303 replaces CIED 41703 in the program revisions approved in Spring 2025 but were missed in the previous year's proposal because of changes in course numbers.

***3. Institutional Approval**

- a. Forms must be submitted through the University of Arkansas Program Management System. Following initial approval, the online form and associated documents will be submitted to the next approval level and proceed through the college approval process until the proposal reaches the office of the dean for college or school approval, or all participating deans, if more than one school or college is involved.

Proposals for all teacher education program changes proceed from the University Teacher Education Board (UTEB), to the college, which will forward the proposals to the University Course and Programs Committee for review. For actions to be reviewed by the University Course and Programs Committee in each month, the proposal must be at the University Course and Programs Committee level by the second Friday of that month. Actions involving curricula of undergraduate or professional programs must be reviewed by the University Course and Programs Committee and, for core courses, by the Core Curriculum Committee (CCC) prior to action by the Faculty Senate. Actions involving changes to graduate programs must be reviewed by the University Course and Programs Committee prior to action by the Graduate Council and Faculty Senate.

Certain program changes must be approved by or reported to the Board of Trustees and the Arkansas Higher Education Coordinating Board (see Board Policy 620.1 and the ADHE Criteria document identified on page one for further details). Among them are the initiation of new programs and substantive program changes including offering a program at an additional (off-campus) site. Many other changes must be reported (such as name changes and changes in organizational structure) and may be reviewed for action. All program change proposals are reviewed following campus approval to determine which are to be sent forward. All campus actions requiring action by either board or notification to either board will be handled by the provost, on behalf of the chancellor. Such actions will be reported by letter to the president for inclusion as agenda items for one or both boards. All materials for either board must be submitted to the office of the provost in electronic format. Items will not be submitted to ADHE for review until they have been approved by the Faculty Senate. Given that agenda items must be submitted no later than 120 days prior to the target AHECB meeting, Faculty Senate approval must be received at least four months in advance of that date. For programs requiring no off-campus approval, Faculty Senate approval will be considered notification to the campus that the program change will be implemented effective with the academic year in which the change is included in the catalog or the proposed effective date, if different, unless other notification is provided by the provost.

The Curriculum Approval Process is described in the Academic Policy 1622.20 (<https://provost.uark.edu/policies/162220.php>). The Workflow Steps for Program/Unit Changes are also provided on the registrar's website (<https://registrar.uark.edu/program-unitchanges/index.php>) and available in appendices.

- b. Provide official documentation, including signatures, showing approval was granted by all appropriate authorizing entities outlined in 3.a. If approval has not been granted, indicate when approval is expected. See attached sequence of approval.

4. Documentation of Revisions

a. Changes to the Curriculum

*i Provide a copy of the current program of study indicating the proposed revisions. If the program is embedded in a baccalaureate degree, including the current eight-semester degree plan indicating the proposed revisions. Include the number of hours required to complete the program.

Elementary Education (EEL)

First Year	Units	
	FALL	SPRING
<u>ENGL 10103</u> Composition I (ACTS Equivalency = ENGL 1013) (Satisfies General Education Outcome 1.1)	3	
MATH 11003 College Algebra or MATH 11103 Quantitative Reasoning or Higher Level Course (Satisfies General Education Outcome 2.1)	3	
PSYC 14003 OR PHIL 20003 OR COMM 12303, OR PHIL 21003 OR PHIL 22003 OR PHIL 31003 *Introduction to Psychology OR Introduction to Philosophy OR Media, Comm., & Citizen OR Intro to Ethics OR Logic OR Ethics and Professions (Satisfies General Education Outcome 3.1)	3	
CIED 10103 Introduction to Education	3	
SPCH 10003 Introduction to Oral Communication or COMM 23203 Interpersonal Communication (Satisfies General Education Outcomes 1.2 and 5.1)	3	
<u>ENGL 10203</u> Composition II (ACTS Equivalency = ENGL 1023) (Satisfies General Education Outcome 1.1)		3
HIST 200003 US History to 1877 or HIST 20103 US History 1877 to present		3
HIST 11103 World Civilizations 1 or HIST World Civilizations 2		3
GEOS 11103 Physical Geology/GEOS 11101 Physical Geology Lab (Satisfies General Education Outcome 3.4)		4
Any Fine Arts Core (Satisfies General Education Outcome 3.1)		3
Year Total:	15	16
Second Year	Units	
	FALL	SPRING
Application must be made for admission to Professional Education Courses for beginning of spring semester		
CIED 10003 Intro to Technology in Education	3	
<u>MATH 22103</u> Survey of Mathematical Structures I	3	
GEOG 11103 Human Geography or ANTH 10203 Cultural Anthropology	3	
WLIT 11103 World Lit 1 or WLIT 11203 World Lit 2	3	
GEOS 11303 AND GEOS 1133L Earth Science & Lab OR PHYS 10304 Physics for Elem. Teachers, ASTR 20003/20001 Astronomy with Lab OR STEM 41004 Astronomy for Educators, OR ENSC 10003/10001 Environmental Science with Lab, OR CHEM 12103/12101 Fundamentals	4	

of Chemistry with Lab, OR PHYS 10243/10241 Physics and Human Affairs with Lab		
PLSC 20003 American National Government		3
HIST 33803 Arkansas and the Southwest		3
<u>CIED 30303</u> Classroom Learning Theory		3
<u>MATH 22203</u> Survey of Mathematical Structures II		3
BIOL 10103/101010 Principles of Biology with Lab or BIOL 10104 Biology for Majors		4
Year Total:	16	16

Third Year	Units	
	FALL	SPRING
CIED 44003 Understanding Cultures in the Classroom	3	
CIED 31103 Emergent Literacy	3	
CIED 31203 Primary Elementary Math Methods	3	
<u>CIED 41503</u> Learning Centered Classroom Management	3	
<u>STEM 40303</u> Introduction to STEM Education	3	
CIED 34503 Developmental Literacy		3
CIED 41803 Instruction and Assessment of Writing		3
<u>CIED 30503 Emerging Adolescent</u>		<u>3</u>
CIED 31303 Integrated Social Studies		3
STEM 31403 Teaching Science in the Elementary Grades		3
CIED 41903 Intermediate Elementary Math Methods		3
Year Total:	15	15
Fourth Year	Units	
	FALL	SPRING
CIED 41703 Residency I	3	
CIED 30203 Survey of Exceptionalities	3	
<u>CIED 40003 Seminar (Satisfies General Education Outcome 6.1)</u>	<u>3</u>	
CIED 45303 Reading Comprehension through Children's and Adolescent Lit	3	
CIED 41403 Curriculum Design	3	
<u>CIED 41303 Assessment and Instruction</u>	<u>3</u>	
CIED 42003 Advanced Seminar (Satisfies General Education Outcome 6.1)		3
<u>CIED 41803 Instruction and Assessment of Writing</u>		<u>3</u>
<u>CIED 30203 Survey of Exceptionalities</u>		<u>3</u>
CIED 42806 Advanced Residency		6
CIED 41203 Assessment and Instruction		3
Year Total:	15	12
Total # of credits for the BSE		120

CIED Content Course Numbers	Changes (if any)
CIED 30203 Survey of Exceptionalities	Moved from semester 7 to semester 8
CIED 30303 Classroom Learning Theory	No change
CIED 30503 Emerging Adolescent	Added back to program of study in semester 6 to substitute for CIED 42003 Advanced Seminar that was in semester 8
CIED 44003 Understanding Cultures in the Classroom	No change
CIED 31103 Emergent Literacy	No change
CIED 31203 Primary Math Methods in the Elementary Classroom	No change
CIED 41503 Learning Centered Classroom Management	No change
STEM 40303 Introduction to STEM	No change
CIED 41203 Assessment and Instruction	Moved to semester 7 from semester 8 and change course number to CIED 41303
CIED 41803 Instruction and Assessment of Writing	Moved from semester 6 to semester 8
CIED 34503 Developmental Literacy	No change
CIED 31303 Integrated Social Studies	No change
STEM 31403 Teaching Science	No change
CIED 41903 Intermediate Math Methods	No change
CIED 41703 Residency I	No change
CIED 30203 Survey of Exceptionalities	No change
CIED 40003 Seminar	Updated to meet General Education Outcome 6.1
CIED 45303 Reading Comprehension through Children's and Adolescent Literature	No change
CIED 41403 Curriculum Design	No change
CIED 42003 Advanced Seminar	Removed course from semester 8; replaced with CIED 30503 Emerging Adolescent in semester 6
CIED 42806 Advanced Residency II	No change
Third Year Credits	No change
Fourth Year Credits (27)	No change

*ii Provide a revised [curriculum matrix](#) that shows course alignment with the current corresponding [Arkansas Educator Competencies](#) for the content area or category of licensure, if applicable.

See Appendices for both ii & iii matrices

*iii Provide a revised Arkansas Teaching Standards [matrix](#) for first-time licensure programs documenting how the [Arkansas Teaching Standards](#) are covered in the program of study.

See Appendices for both ii & iii matrices

*iv Provide documentation outlining how the appropriate [TESS](#) or [LEADS](#) standards ([TESS for aspiring teachers](#), TESS for classroom teachers, TESS for Specialty Areas, or LEADS) are used in the program of study, if applicable.

Course Number	TESS Alignment
CIED 44003 Understanding Cultures in the Classroom	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 31103 Emergent Literacy	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 31203 Primary Math Methods	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 41503 Learning Centered Classroom Management	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
STEM 40303 Introduction to STEM	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 41803 Instruction and Assessment of Writing	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 34503 Developmental Literacy	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 31303 Integrated Social Studies	1 – Plan & Prep 2 – Classrm Env 3 - Instruction 4 – Prof Respon
STEM 31403 Teaching Science	1 – Plan & Prep 2 – Classrm Environment 3 – Instruction 4 – Prof Respon
CIED 41903 Intermediate Math Methods	1 – Plan & Prep 3 – Instruction 4 – Prof Respon
CIED 41703 Residency I	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 30203 Survey of Exceptionalities	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 40003 Seminar	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 45303 Reading Comprehension through Children’s and	1 – Plan & Prep

Adolescent Literature	2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 41403 Curriculum Design	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 42003 Advanced Seminar	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 30503 Emerging Adolescent	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 42806 Advanced Residency II	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon
CIED 41303 Assessment and Instruction	1 – Plan & Prep 2 – Classrm Env 3 – Instruction 4 – Prof Respon

The aspiring teacher rubric is used to assess candidate readiness across the four domains of teacher practice: (1) planning and preparation; (2) classroom environment; (3) instruction; (4) professional responsibilities. This assessment takes place at the end of the first and second semesters of residency. Teacher candidates self-assess their readiness. Mentor teachers and university supervisors assess their readiness. This creates three evaluations of the candidates' performance relevant to the aspiring teacher rubric.

v. Provide a framework based on the [Ethical Competencies for Arkansas Educators](#) that shows how the competencies are embedded throughout the program of study

University of Arkansas EPP Embedding Code of Ethics

Ethical Competency	Cours(s) or Experience	Strategy for Integration	Assessment/Evidence
Domain 1: Professional Integrity and Honesty	▪ Introduction to Education ▪ Program Entrance and Exit ○ Through selected program courses ▪ Residency I & Residency II	▪ Course discussion and experiences to address competency #3: <i>Discuss teaching as a profession, including professional skills, mindsets, and ethics.</i> ▪ Each program has chosen at least two administration points to collect an Educator Disposition Assessment (EDA). ○ <i>Instrument has 9 dispositions</i> ▪ As part of the evaluation process, pre-observation, observation, post observation (POP) cycles, mentor teachers and faculty liaisons review submitted evidence and provide ratings for candidates' professional responsibilities. ○ <i>3 times per semester</i>	▪ Faculty assessment of assigned K-12 engagements and final course project: New Teacher Toolkit ▪ Faculty EDA Assessment: ○ Disposition #3: Demonstrates Professionalism ▪ Aspiring TESS Evaluations: ○ Domain 4a-4f

Domain 2: Confidentiality and Privacy	▪ CIED 30203: Survey of Exceptionalities ▪ Residency I & Residency II	▪ All teacher candidates complete this introductory course that explores the definitions of exceptionalities, learning and behavior characteristics of individuals with exceptionalities and the legal basis for the education of persons with exceptionalities in both elementary and secondary schools. ▪ Residents read and acknowledge that they have been advised of and will abide by FERPA, IDEAS, and the confidential nature of student records.	▪ Faculty evaluation of course assignment related to FERPA and IDEAS ▪ Residency: FERPA Acknowledgement ▪ Residency: Confidentiality of Information under IDEA Acknowledgement
Domain 3: Equity and Respect for Students	▪ Program Entrance and Exit ○ Through selected program courses ▪ Residency I & Residency II	▪ Each program has chosen at least two administration points to collect an Educator Disposition Assessment (EDA). ○ <i>Instrument has 9 dispositions</i> ▪ As part of the evaluation process, pre-observation, observation, post observation (POP) cycles mentor teachers and faculty liaisons observe candidates' management of the classroom environment. ○ <i>3 times per semester</i>	▪ Faculty EDA Assessment: ○ Disposition #6: Exhibits an appreciation of and value for cultural and academic diversity ▪ Aspiring TESS Evaluations: ○ Domain 2a-2e

Domain 4: Duty of Care and Student Welfare	- First Course with Clinical Experience - Residency I & Residency II	- Any student engaging with minors under the age of 18 as part of their program obligations is classified as a mandated reporter and is required to complete one mandated reporter training. - As part of the evaluation process, pre-observation, observation, post observation (POP) cycles, mentor teachers and faculty liaisons observe candidates' management of the classroom environment. 3 times per semester	- Record of Learning (i.e., AR IDEAS Mandated Reporter) - Aspiring TESS Evaluations: - Domain 2a-2c
Domain 5: Ethical Use of Assessment and Instructional Practices	- Content Methods Courses with Clinical Experiences - Residency I & Residency II	- As part of the evaluation process, pre-observation, observation, post observation (POP) cycles, mentor teachers and faculty liaisons review submitted evidence and provide ratings for candidates' ability to design student assessments and maintain accurate records. 3 times per semester	- Faculty Evaluation of Teaching and Engagement in Clinical Experiences - Aspiring TESS Evaluations: - Domain 1a-1f - Domain 3a-3e - Domain 4b
Domain 6: Reflective Practice and Professional Growth	Residency I & Residency II	As part of the evaluation process, pre-observation, observation, post observation (POP) cycles, mentor teachers and faculty liaisons review submitted evidence and provide ratings for candidates' ability to reflect on teaching and demonstrating professional growth.	- Aspiring TESS Evaluations: - Domain 4a - Domain 4e

Domain 7: Professional Boundaries and Relationships	▪ Residency I & Residency II	▪ As part of the evaluation process, pre-observation, observation, post observation (POP) cycles, mentor teachers and faculty liaisons review submitted evidence and provide ratings for candidates' professionalism. ▪ <i>3 times per semester</i> ▪ As part of residency and/or coursework, faculty may use UARK-created or AR IDEAS modules and materials that address the Arkansas Code of Ethics/NASDTEC Model Code of Ethics to supplement in-class lecture.	▪ Aspiring TESS Evaluations: ○ Domain 4f ▪ Record of Learning (i.e., AR IDEAS Code of Ethics) ▪ Certificate of Completion of UARK Code of Ethics modules
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Domain 8: Legal Compliance and Policy Adherence	- First Course with Clinical Experience - Residency I & Residency II	- Any student engaging with minors under the age of 18 as part of their program obligations is classified as a mandated reporter and is required to complete one mandated reporter training. - As part of residency and/or coursework, faculty may use UARK-created or AR IDEAS modules/materials that address the Arkansas Code of Ethics/NASDTEC Model Code of Ethics to supplement in-class lecture. - All residents confirm that they have received, read, and understand policies outlined in the UARK Resident Handbook.	- Record of Learning (i.e., AR IDEAS Mandated Reporter, Code of Ethics) - Certificate of Completion of UARK Code of Ethics modules - UARK Residency Handbook Acknowledgement
Domain 9: Ethical Use of Technology	- CIED 10003: Introduction to Technology Instructional Technology - Residency I & Residency II	- All teacher candidates complete this introductory course that examines the role of technology in teacher education. The course competencies are aligned with InTASC standards and explore how technology can enhance both teaching practices and student learning. - Residents sign and abide by each district's Acceptable Use Policy to ensure security, promote responsible and ethical behavior,	- Course Assignments (e.g., Digital Literacy, Conducting Scholarly Research, Arkansas Academic Standards and AI) - Acceptable Use Policy Agreement for residency schools/districts

		maintain legal compliance, protect against threats, and optimize the use of district-provided resources.	
Domain 10: Collaboration and Professional Responsibility	▪ Program Entrance and Exit ○ Through selected program courses ▪ Residency I & Residency II	▪ Each program has chosen at least two administration points to collect an Educator Disposition Assessment (EDA). ▪ As part of the evaluation process, pre-observation, observation, post observation (POP) cycles, mentor teachers and faculty liaisons review submitted evidence and provide ratings for candidates' family communication, participation in the school/district professional community, and demonstration of professionalism. ○ <i>3 times per semester</i>	▪ Faculty EDA Assessment: ○ Disposition #7: Collaborates effectively with stakeholders ▪ Aspiring TESS Evaluations: ○ Domain 4c ○ Domain 4d ○ Domain 4f

vi. Describe how candidates are trained to select and utilize [High Quality Instructional Materials \(HQIM\)](#). Provide an HQIM alignment matrix documenting how the [HQIM competencies](#) are covered in the program of study.

High-Quality Instructional Materials (HQIM) Teacher Competencies- 2024					ELEL - Course Alignment with HQIM Competencies													
	CIED 44003 Und, Cul.	CIED 31103 Emer. Lit.	CIED 31203 Pri. Math	CIED 41503 LC Class. Man.	STEM 40303 Int. to STEM	CIED 34503 Dev. Lit.	CIED 30503 Emer. Adol.	CIED 31303 Int. SS	STEM 31403 Tea. Sci.	CIED 41903 Int. Math	CIED 41703 Res. I	CIED 40003 Sem.	CIED 41403 Curr. Des.	CIED 45303 Read. Comp.	CIED 41303 Asses. Inst.	CIED 42806 Adv. Res. II	CIED 30203 Sur. Excep.	CIED 41803 Inst. & Asses. of Wri.
1. Understanding and Selecting HQIM																		
1.1		X	X	X		X		X	X	X	X	X	X	X	X	X		X
1.2		X	X	X		X		X	X	X	X	X	X	X	X	X		X
2. Effective Implementation of HQIM																		
2.1		X	X	X		X				X	X		X		X	X		
2.2		X	X	X		X				X	X		X		X	X		
2.3		X	X	X		X				X	X		X		X	X		
3. Classroom Management and Engagement																		
3.1		X	X	X		X				X	X	X	X			X		
3.2		X	X	X		X				X	X	X	X			X		
4. Professional Growth and Collaboration																		
4.1											X	X	X		X	X		
4.2											X	X	X		X	X		
5. Practical Skills																		
5.1		X	X	X		X				X	X		X			X		
5.2		X	X	X		X				X	X		X			X		
6. Reflective Practice and Continuous																		

Improvement																		
6.1		X	X	X		X				X	X	X	X		X	X		
6.2		X	X	X		X				X	X	X	X		X	X		
7. Accessibility and Diversity																		
7.1		X	X	X		X				X	X	X	X		X	X		
7.2		X	X	X		X				X	X	X	X		X	X		

vii. Explain the training process for preparing candidates to address Artificial Intelligence (AI) in their professional practice and in establishing policies for their students. Provide the AI policy for your institution.

No changes to AI training since last approved proposal.

viii. Provide syllabi that include course descriptions for all *new or revised professional education courses* prescribed in the revised program and for *new or revised content courses listed on the submitted curriculum matrix*. Syllabi should include objectives that align with the Arkansas Teaching Standards, TESS/LEADS framework, and Educator Competencies, as well as a description of assessments. Also, provide *any syllabi not submitted to DESE since 2021*. (See **note below for specifics for particular programs)

No changes to AI training since last approved proposal. This program was approved in the last two years. Syllabi for a new course (CIED 30503) Emerging Adolescent) has been included. Additionally, CIED 41303 is submitted due to mix up of course number in previous submission.

ix. Indicate any changes to common assessments throughout the program. Provide samples and scoring rubrics for any new or revised common assessments.

No changes to common assessments since last approved proposal.

x. Describe any revisions to the field experiences (such as observations, practicums) and supervised clinical practice (student teaching, internships) required for candidates in the program. Include revisions to add a One-Year Supervised Residency by 2027 as outlined in Section A, subsection r.

No revisions are being made to the One Year Supervised Residency as approved in 2025.

5. Transition to DLT Format

N/A

6. Changes to Policies Overseeing Candidate Quality

No changes to policies since last approved proposal.

7. Transition Plan

These Revisions do not impact the current seniors (admitted in Fall 2024). They will complete the previous programs of study. Candidates admitted in Fall 2025 (and thereafter) will follow the new programs of study. In the revised program of study, teacher candidates will complete an additional mathematics methods course, CIED 41903: Intermediate Math Methods, which has been added to Semester 6 alongside previously offered courses. To accommodate this additional course, CIED 41803: Instruction and Assessment of Writing was moved from Semester 6 to Semester 8. Beginning with candidates admitted in Fall 2025 (and thereafter), candidates will take CIED 41803: Instruction and Assessment of Writing during Semester 8, which coincides with their residency year.

APPENDICES



Note: The actual workflow may vary based on data within the proposal itself, such as field selections, which fields have been modified, and other items. This workflow preview represents the workflow based on the current state of the proposal.

Proposal Key: 35**Workflow:** No ADHE standard

- **EDUC Dean Initial Notify FYI**
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University of Arkansas
Curriculum Matrix
Competencies for Elementary Teachers, K-6 (2023)
Elementary Education (ELEL) Program

K-6																			
	CIED 30203 Survey Excep	CIED 31103 Emer Lit	CIED 31203 Math Prim	CIED 34503 Dev Lit	CIED 41903 Inter Math Meth	STEM 40303 Intro STEM	CIED 41503 Lear Center CM	CIED 31303 Integ Social Studies	STEM 31403 Teach Sci	CIED 41803 Inst & Assess of Writ	CIED 41303 Assess & Instru	CIED 45303 Read Comp thru Lit	CIED 44003 Unstd Cultures	CIED 41703 Res I	CIED 42806 Adv Res II	CIED 50003 Sem	CIED 51003 Adv Sem		
1.	Science of Reading																		
1.1		X		X															
1.2		X		X															
2.	Concepts of Print																		
2.1		X																	
3.	Phonology																		
3.1		X																	
3.2		X																	
3.3		X																	
3.4		X																	
4.	Phonics and Word Study																		
4.1		X		X															
4.2				X															
4.3				X															
5.	Development of Reading Comprehension																		
5.1				X								X							
5.2				X								X							
6.	Reading Assessment/Instruction																		
6.1				X				X				X				X			
6.2				X								X	X		X	X			
7.	Writing																		
7.1								X		X									
7.2								X		X									
7.3		X								X									
7.4								X		X									
7.5								X		X						X	X		

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University of Arkansas
Course Alignment
Arkansas Teaching Standards 2023
ELEL/MAT K-6 Program

K-6																			
	CIED 30203	CIED 31103	CIED 31203	CIED 34503	STEM 40303	CIED 41503	CIED 31303	STEM 31403	CIED 41803	CIED 41303	CIED 45303	CIED 44203	CIED 50703	CIED 51603	CIED 40003	CIED 30503 Emer Adol	CIED 41703	CIED 42806	
	Survey Excep	Emer Lit	Math P	Dev Lit	Intro STEM	Lear Center CM	Integ Social Studies	Teach Sci	Inst & Assess of Writ	Assess & Instru	Read Comp thru Lit	Teach Eng as a 2 nd Lang	Action Resear ch	App	Sem		Res I	Adv. Res II	
The Learner and Learning																			
The Learner and Learning – Standard #1: Learner Development																			
#1		X		X		x	x	X		X	x		X	X	x	x	X	X	
The Learner and Learning – Standard #2: Learning Differences																			
#2		X		X		x	x	X	X	X	x		X	X	x	x	X	X	
The Learner and Learning – Standard #3: Learning Environments																			
#3		X		X	X	x	x	X			x		X	X	x	x	X	X	
Content																			
Content – Standard #4: Content Knowledge																			
#4		X		X	X		x	X	X	X	x		X	X	x		X	X	
Content – Standard #5: Application of Content																			
#5		X		X	X		x	X	X		x		X	X	x	x	X	X	
Instructional Practice																			
Instructional Practice – Standard #6: Assessment																			
#6		X		X	X		x	X	X	X			X	X	x	x	X	X	
Instructional Practice – Standard #7: Planning for Instruction																			
#7		X		X	X	x	x	X	X	X	x		X	X	x	x	X	X	
Instructional Practice – Standard #8: Instructional Strategies																			
#8		X		X	X		x	X	X	X	x		X	X	x	x	X	X	
Professional Responsibility																			
Professional Responsibility – Standard #9: Professional Learning and Ethical Practice																			
#9		X		X		x	x	X		X			X	X	x	x	X	X	
Professional Responsibility – Standard #10: Leadership and Collaboration																			
#10		X		X		x	x	X		X			X	X	x	x	X	X	



**College of Education and Health Professions
Department of Curriculum and Instruction
Childhood Education, K-6 Teacher Preparation Program**

Course Syllabus for CIED 30503: The Emerging Adolescent

Dr. Angela Elsass, Associate Professor of Teaching

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***Field Experience Requirement:
Kirksey Middle School, Rogers SD***

Program Affiliation: Childhood Education: K-6 Teacher Education Program

Course Number and Title: CIED 30503: The Emerging Adolescent

Catalog Description: This course is a study of the developmental characteristics (social, emotional, physical, moral, and intellectual) of early adolescents (ages 10-15 years). The implications of these changes for motivation, instruction, learning, and classroom management in the classroom are emphasized. You will have a field experience component (approximately 12-15 hours) with assignments that must be completed outside of regular class hours.

Prerequisite: CIED 10103: Introduction to Education

Course Information:

Course Delivery: A field experience for each of your methodology courses is required. This amounts to approximately (4+) hours per week, outside of your scheduled class time, at Kirksey Middle School, Rogers SD.

Methodology coursework includes:
CIED 30503: *The Emerging Adolescent*
CIED 41803: *Instruction & Assessment of Writing*
CIED 31303: *Integrated Social Studies*
CIED 31403: *Teaching Science*
Please note that participation is a requirement for the field experience practicum in the CHED K-6 Teacher Preparation Program. *You should*

consider the learning experience and time needed to complete the requirements and assignments successfully; please do not place your focus merely on completion of hours! The objective is to gain the experience needed to become a highly effective teacher. This opportunity requires a (4+) hour block of time each week during the semester in a public school setting, outside of regularly scheduled class time, for your field experience.

Highly effective teachers are responsive in their teaching and maintain flexibility in their daily classroom activities. It is important that instructors model these key aspects of teaching in the delivery of this course. For a variety of reasons, such as inclement weather, student readiness, knowledge of content, etc., we may need to adjust assignment dates, content delivery, or other aspects of the course during the semester. If the need for change is determined, advance notice will be given. We respect and appreciate your personal and professional schedule and will only make adjustments that they are deemed as important and will benefit you as the learner in your journey of becoming a highly effective classroom teacher. Thank you for your patience and understanding!

Professor Information:

Professor:

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Greetings!

I am so happy to share this semester with you as you engage in your final year as a senior in the CHED K-6 Teacher Preparation Program. This course, CIED 30503: The Emerging Adolescent, will provide you with the foundational knowledge and understanding of the developmental characteristics (social, emotional, physical, moral, language, and intellectual/cognitive development) of early adolescents (ages 10-15 years). There are important implications of these developmental changes for motivation, instruction, cognition, and classroom management in the personal and academic achievement of adolescents, which will be emphasized in your coursework and field experience. The content of this course is imperative to your success and longevity as a licensed classroom teacher in kindergarten through sixth grade.

I have enjoyed my time as faculty at the U of A since 2010, mentoring and serving teacher candidates in this teacher preparation program. We have the privilege of partnering with schools in the NWA region that provide excellent models of highly effective teaching. You have chosen a wonderful journey... that of becoming a classroom teacher and making a difference for children and adolescents. I invite you to communicate with me about your insights, goals, and any challenges that you may experience during the semester. I look forward to learning with you through this experience!

*Dr. Angela Elsass
Associate Professor of Teaching*

Relationship to Knowledge Base:

This is a Basic Level course that emphasizes substantive and general studies. The information provided

in this course serves as the foundation of developmental knowledge for middle childhood/early adolescence. It provides a comprehensive examination of the social, emotional, physical, moral, language/communication, and cognitive-intellectual changes that are characteristic of middle childhood/early adolescent students (ages 10-15).

COEHP Conceptual Framework for the University of Arkansas Educator Preparation Provider (EPP)

“University of Arkansas graduates are prepared to become 1) knowledgeable, 2) skillful, 3) caring, and 4) professional scholar-practitioners in diverse educational settings who can balance the needs and aspirations of each learner with the expectations of an increasingly complex and technological society. Scholar-practitioners are teachers, administrators, counselors, and other school professionals who value theory and research, understand that theory and practice are complementary and mutually reinforcing, and are committed to the enhancement of teaching, learning, and professional practice.”

Graduates from the University of Arkansas are expected to be scholar-practitioners who advocate for the learning of all children in diverse settings. Proficiencies reflect the knowledge, skills, and dispositions identified by specialized professional associations (SPAs), CAEP, INTASC, and criteria found in the Teacher Excellence & Support System based on the Danielson framework designed by Arkansas Department of Education. The outcomes of the University of Arkansas EPP focus on the preparation of professional educators who will be scholar-practitioners. They will assume leadership roles in education that will enable them to enhance the quality of life of citizens in Arkansas, the nation, and the world.

The Conceptual Framework for the University of Arkansas Educator Preparation Provider (EPP) is derived from the mission of the University and College of Education and Health Professions (COEHP) and from professional literature and represents the views of numerous constituencies, including EPP faculty, public school teachers, administrators, and candidates. The Conceptual Framework serves to establish a “shared vision for ... efforts in preparing educators to work effectively in P-12 schools.” In so doing, it provides guidance regarding factors “likely to have the strongest effects” on outcomes for students (U. S. Department of Education, 2013). <https://cied.uark.edu/accreditation/conceptual-framework.php>

Course Competencies, Content and Goals:

Course Competencies:

Diversity

- 1.3 Environmental and societal influences on student development and achievement

Foundations of Special Education

- 2.7 Roles and responsibilities of the general education teacher
- 2.10 Communication with stakeholders
- 2.11 Potential bias issues that may impact teaching and interactions with students and their families

Students with Disabilities

- 3.6 Organizing the learning environment

Course Content:

The course content is designed to familiarize teacher candidates with the developmental characteristics (social, emotional, physical, moral, and intellectual) of early adolescents (ages 10-15 years). The implications of these changes for motivation, instruction, learning, and classroom management precepts and practices for a range of learners and learning environments.

Upon completion of this course, teacher candidates will be able to understand the following areas in relation to the content addressed for middle childhood/early adolescence instruction and social-emotional competence:

- A. Social development: Identity development and the shift to reliance on peers, in addition to adults occurs. These changes in orientation may have implications for the classroom environment.
- B. Emotional development: Self-esteem and self-concept development may cause fluctuations in mood and temperament. This may result in implications for student achievement/progress and classroom environment.
- C. Physical development: Growth patterns, differing rates of maturation, health issues, and implications for instruction result in implications for the classroom environment and teaching strategies selected for middle level instruction.
- D. Moral development: Educators must encourage the growth of competent, caring, loving, and lovable persons. Schools and classroom environments must reclaim and carry out the responsibility to guide the positive social, emotional, and moral development of youth through the power and potential of a teacher.
- E. Intellectual (cognitive) development: The brain/cognitive development during this age including theories and myths. Middle level educators must realize the implications of development as they select for effective instructional/classroom practices.
- F. Language/Communication development: The brain is still developing, especially the frontal lobe, which is responsible for language, expression, and managing executive functions. Adolescents will become increasingly able to handle abstract and critical thinking, and their writing will become more organized as their executive function develops.
- G. Major contemporary issues confronting students (e.g. substance abuse, body image, behavioral disorders, gender identity, stereotypes, differing familial patterns, etc.) have implications for influence on motivation, instruction, learning, and personal success of early adolescents.
- H. Influences of culture, including gender, ethnicity, socioeconomic status, family influence, and language, have implications for early adolescent development.
- I. School structure, organizations, and environments should be designed to meet and positively support the unique needs of middle childhood/early adolescent students during a crisis of “stress and storm”.
- J. Research-based instructional practices and development of social-emotional skills should be designed to meet the diverse needs of students during the adolescent stage, and recognized as best practices.

Course Goals:

The Learner and Learning (InTASC #1, 2 & 3)

Learner Development:

- The pre-service 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.

- The pre-service teacher can explain the developmental characteristics of physical, emotional, social, moral, and cognitive-intellectual of middle childhood/early adolescent learners

Learning Differences:

- The pre-service teacher develops and uses their understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- The pre-service teacher can articulate the rationale for a student-centered approach to teaching middle childhood/early adolescent students as an effective means of meeting the unique, multi-faceted developmental needs of this age.
- The pre-service teacher recognized the importance of working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- The pre-service teacher will understand how environmental and societal influences impact development and achievement.
- The pre-service teacher will recognize the elements for organizing a learning environment that is developmentally responsive, challenging, empowering, and equitable
- The pre-service teacher will understand the need for a school environment that is inviting, safe, inclusive, and supportive of ALL students

Content (InTASC #4 & 5)

Content Knowledge:

- The pre-service 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

Application of Content:

- The pre-service 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
- The pre-service teacher will understand the importance of multiple learning and teaching approaches which are challenging, exploratory, integrative, and relevant (AMLE)

Instruction (InTASC #6, 7 & 8)

Assessment:

- The pre-service teacher understands and uses multiple methods and ongoing assessment to engage learners in their own growth, to self-monitor progress, and to guide decision making.

Planning for Instruction:

- The pre-service 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 context of the community.

Instructional Strategies:

- The pre-service 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.
- The pre-service teacher will recognize the pivotal nature of this age and the importance for continuing and furthering their education through developmentally appropriate instructional practices of curriculum, instruction, and assessment to establish positive, life-enhancing habits.

Professional Responsibility (InTASC #9 & 10)

Professional Learning and Ethical Practice:

- The pre-service 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 best educational practices to meet the needs of each learner
- The pre-service teacher understands the roles and responsibilities of the general education teacher
- The pre-service teacher recognizes the importance of establishing an organizational structure that promotes a shared vision, meaningful relationships, and communication with all stakeholders to promote effective opportunities in the educational process
- Recognize potential bias issues that may impact teaching and interactions with students and their family/caregivers

Leadership and Collaboration:

- The pre-service teacher will understand the importance of seeking 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
- The pre-service teacher will value young adolescents and be prepared to teach them in engaging, active, and purposeful learning

Standards for Middle Level Teacher Preparation Standards (AMLE, Revised 2022):

Standard 1. Middle Level Philosophy and School Organization

- 1a. Middle Level Philosophical Foundations
- 1b. Middle Level Organization and Practices

Standard 2. Young Adolescent Development

- 2a. Knowledge of Young Adolescent Development
- 2b. Implications of Young Adolescent Development for Responsive Learning Environments
- 2c. Implications of Diversity for Young Adolescent Development

Standard 3. Middle Level Curriculum

- 3a. Context for Middle Level Curriculum
- 3b. Subject Matter Content Knowledge
- 3c. Middle Level Curriculum Standards
- 3d. Interdisciplinary Nature of Knowledge & Skills

Standard 4. Middle Level Instruction and Assessment

- 4a. Content Pedagogy
- 4b. Middle Level Instructional Strategies
- 4c. Middle Level Assessment that Advances Learning (Best Practices)

Standard 5. Middle Level Professional Roles

- 5a. Professional Roles of Middle Level Teachers
- 5b. Advocacy for Young Adolescent and Responsible Schooling Practices
- 5c. Engaging with Family and Community Member
- 5d. Disciplinary and Professional Behaviors

Expectations: The Specialized Preparation of Middle Level Educators

AMLE advocates for specialized middle level teacher preparation with attention to essential program elements centered in equity, diversity, and inclusion that ensure success at the middle level. These components, listed here and described below, are essential to the development and continuation of a strong teaching force at the middle level. Such programs must feature:

- A command of the characteristics essential to middle level philosophy and school organization
- Comprehensive knowledge of young adolescent development for creating responsive and affirming learning environments for all young adolescent learners
- Comprehensive knowledge of the distinct nature and identities of young adolescents for planning and implementing curriculum
- A depth and breadth of content knowledge in the subjects taught
- A thorough grasp of the content standards and major concepts in order to assist all young adolescent learners in understanding the interdisciplinary nature of knowledge and skills
- Guidance in applying knowledge and skills to real-world problems across diverse settings
- Emphases on communication, collaboration, critical thinking, creativity, cultural competence, problem solving, resiliency, digital literacy, informational literacy, and citizenship
- A wide variety of effective, responsive, equitable, and anti-racist teaching, learning, and fair and unbiased assessment strategies
- Authentic field experiences and student teaching in schools that exemplify middle level characteristics
- Opportunities to critically reflect on and demonstrate professional roles, positive dispositions, and ethical behaviors

The essential components listed above are the foundation of middle level teacher preparation and should be fully implemented in addition to other programmatic elements that may be common to education preparation providers.

Instructional Resources & Experiences

Course Texts

There will be required readings from these texts. Please have access to either a paper or electronic copy access during our class time.

Brown, D. & Knowles, T. (2014). *What every middle school teacher should know*. (3rd Ed.) Portsmouth, NH: Heinemann Publications. ISBN: 978-0-325-05755-2. (appx. \$30.14)

Cushman, Kathleen & Rogers, Laura. (2008). *Fires in the middle school bathroom*. New York, NY: What Kids Can Do, Inc. ISBN: 978-1-59558-111-2 (\$23.32) or ISBN 13: 978-1-59558-4830 (appx. \$11.20). Below is the link for a free PDF copy of the book.
https://drive.google.com/file/d/1TeOqSlp8pJSLP20Vnr1I8McY1-NPxWH5/view?usp=share_link

Optional Resources

The resources listed below are not required, yet they may be referenced during class discussions and will be excellent additions to your teacher library.

Bishop, P.A. & Harrison, L.M. (2021). *The successful middle school: This we believe*. Association for Middle Level Education. Columbus, Ohio: AMLE. ISBN: 978-1-56090-304-8. (appx. \$24.99)

Danielson, C. (2022). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: ASCD. <https://www.danielsongroup.org/framework/> (You may access the latest edition of the framework for no cost on this link!)

Van Marter-Souers, K. & Hall, Pete. (2019). *Relationship, responsibility, and regulation: Trauma-invested practices for fostering resilient learners*. Alexandria, VA: ASCD.

ISBN: 978-1-41662-685-5. (appx. \$16.39)

Wood, Chip. (2018). *Yardsticks; Children in the classroom ages 4-14 (4th ed.)*. Turner Falls, MA: Center for Responsive Schools, Inc. ISBN: 978-1-892989-89-5 (appx. \$24.00) or FREE PDF version: https://drive.google.com/file/d/1-gYOUNnjT6urJD5oMXTQ-_sgQEM6d1aY/view

Resources Related to Professional Standards

AMLE *Standards for Middle Level Teacher Preparation* (Revised 2022):

<https://www.amle.org/wp-content/uploads/2022/08/CAEP-Public.pdf>

Arkansas Department of Elementary & Secondary Education (DESE)

<https://dese.ade.arkansas.gov>

Arkansas Department of Education, Arkansas Academic Standards, K-6

<https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/arkansas-academic-standards>

Arkansas Department of Education Code of Ethics for Educators

<https://dese.ade.arkansas.gov/Offices/educator-effectiveness/plsb-professional-ethicsdiscipline/code-of-ethics-for-arkansas-educators>

Arkansas Department of Education, Competencies for Elementary Teachers, K-6 (2023)

https://dese.ade.arkansas.gov/Files/13._Elementary_K-6_Teacher_Competencies_final_2023_EEF.pdf

Arkansas Teaching Standards (2023)

https://dese.ade.arkansas.gov/Files/63._Arkansas_Teaching_Standards_2023_EEF.pdf

Arkansas Department of Education, (TESS) Teacher Excellence and Support System (2023)

[https://dese.ade.arkansas.gov/Files/Teacher_Excelsence_and_Support_System_\(TESS\)_Competencies_2023_EEF.pdf](https://dese.ade.arkansas.gov/Files/Teacher_Excelsence_and_Support_System_(TESS)_Competencies_2023_EEF.pdf)

Association for Childhood Education International (ACEI) - Council for the Accreditation of Educator Preparation

<https://caepnet.org/accreditation/caep-accreditation/spa-standards-and-report-forms/acei>

CAEP- Council for the Accreditation of Educator Preparation (includes K-6 Elementary Teacher Standards)

<https://caepnet.org/standards>

CHEA- Council for Higher Education Accreditation. <https://chea.org>

COEHP CHED/ELEL Handbook for K-6 Teacher Preparation Program

https://cied.uark.edu/programs/childhood-elementary-ed/resources/pdf/ched_elel-intern-handbook-2022-23-092222-a_ok.pdf

InTASC Standards

<https://ccsso.org/resource-library/intasc-model-core-teaching-standards-and-learning-progressions-teachers-10>

University of Arkansas, College of Education and Health Professions, *Conceptual Framework- Mission & Objectives*

<https://cied.uark.edu/accreditation/conceptual-framework.php>

University of Arkansas Mullins Library, Education Librarian, Megan York, mayork@uark.edu
<https://libraries.uark.edu>

Reference additional websites for professional organizations representing the core disciplines (i.e., NCTM, ILA, NCTE, NGSS, Social Studies Central...)

Utilize course professors, mentor teachers, former interns, and University liaisons as additional resources.

Technology

University of Arkansas Blackboard

Course information can be accessed via the U of A Blackboard platform. All course materials, such as the course syllabus and calendar, class notes, detailed assignment descriptions, rubrics, and class resources/materials will be published via Blackboard.

Google Suite Applications

In an effort to support sustainability with public school districts, this course may have components that are managed through the Google Suite Applications. Candidates may be asked to use Google Drive and/or Google Docs to access school-based information and for purposes of communication/collaboration with public school teachers.

Description of Course Assignments:

All assignments will be explained during class to clarify expectations. Please review the details of each task in the *Description of Assignments* on the course syllabus. It is expected that you will use professional practice (oral & written communication, attendance, punctuality, participation, confidentiality, etc.) as you participate in this course and field experience for CIED 30503: *The Emerging Adolescent*.

All assignments should be uploaded to Blackboard for feedback and grading, unless specified otherwise. Class assignments are expected to be submitted on the assigned due date. Late assignments may not be accepted, or you may be penalized with a point deduction. Please communicate with me if you are not able to meet the due date of an assignment.

Class attendance is expected and will be recorded each week. The professor will be observing your engagement, contributions to class discussions, and participation in learning activities throughout the semester. If you are absent, it is your responsibility to stay updated, (i.e., content, expectations, requirements) and any changes that may occur on the date of your absence. *Please note that some point accumulations are not available if you are absent from class.*

WEEKLY CLASS PARTICIPATION, CONTRIBUTION, AND ENGAGEMENT

The course delivery is intended to provide diverse experiences that engage you in the development of your knowledge, skills, and understanding as an effective middle level teacher and classroom leader.

Learning activities, class discussions, and investigation of course topics will be in multiple formats throughout the semester in order to analyze course topics. These constructivist activities and discussions that take place during class time are not replicable outside the class setting; therefore, points for participation, contributions, and engagement cannot be made up if you are absent from class. Points will be assigned weekly in alignment to participation, contribution, and engagement by making connections to class topics and learning activities.

The opportunities to earn points may include, but are not limited to the following (*see detailed explanations outlined below*):

- “Reflect and Connect” Responses on assigned readings from the **Book Study**, *Fires in the Middle School Bathroom*
- Connections and insights to **Class Topics and Discussion** (including class learning activities)
- Participation and Contributions in **Field Experience debriefs**

You must be present in class, actively participate, and make contributions to class discussions as evidence of your engagement to earn points. The course professor maintains the authority to assign the point value for your participation, contributions, and engagement each week in class. *You must be present to earn points- please DO NOT ask to make up these points if you are absent!* (**Appx. 15 classes x 10 pts. = 150 pts.**)

BOOK STUDY Reflect & Connect RESPONSES

We will engage in a book study utilizing, *Fires in the Middle School Bathroom* by Kathleen Cushman & Laura Rogers (2008), which will help you understand the perspective of emerging adolescents and how they would like to learn and interact with teachers and peers. The diverse students in this book voice their ideas about relationships, motivation, classroom behavior, and learning, to give the reader insights into best practices in the middle level. A variety of discussion strategies and activities will be used to assess your understanding of adolescents in this book study. *You are expected to read each chapter and contribute to the book study discussion each week by sharing your connections to middle level development and education.*

There will be occasional *Reflect & Connect responses* that serve as checkpoints of learning. This allows the course professor to formatively assess knowledge and understanding of the assigned readings in alignment with course competencies. The teacher candidate is expected to make connections from assigned readings in the book study with course content, field experience observations, and knowledge of adolescent development. *Points for Reflect & Connect responses will be assessed as part of the the weekly point value for Participation, Contributions, and Engagement. You must be present to earn points as this is an in-class task.*

CONNECTIONS & INSIGHTS TO CLASS TOPICS AND DISCUSSION

Candidates will make connections and gain insights about school professionals (teachers, counselors, principals, school resource officers, etc.) that are engaged in day-to-day situations for managing student behaviors, interactions, and learning experiences with adolescents. Connections and insights about responsive programs and instructional

strategies for development of social- emotional and high quality instruction will serve as an opportunity for the weekly point value for *Participation, Contributions, and Engagement*. The goal is for the candidate to synthesize class information, make connections to research, and observe/practice application of the foundational principles for teaching adolescents. *These reflections will be submitted during regular class time, and you must be present to earn points.*

PARTICIPATION & CONTRIBUTIONS TO FIELD EXPERIENCE DEBRIEFS

You will be assigned to a team in a public school setting for your field experience setting, which will provide an opportunity to observe and participate with students in a middle school setting. You will have a weekly focus related to our weekly class topic of discussion which will help support the connections you make during your time in this classroom. During this time, you should also place special focus on the typical characteristics of adolescent development, identity development, engagement in social interactions, recognize motivation to succeed academically, and make connections to high quality instruction. Each week we will engage in discussions to debrief about your observations and how they relate to best practices for highly successful middle schools. These may serve as the weekly point value for *Participation, Contributions, and Engagement*. *You must be present to earn points as this is an in-class task.*

WEEKLY Field Experience Focus (FEF)

You are required to complete a field experience for **each** of your methods courses this semester (science, social studies, instruction & assessment of writing, and *The Emerging Adolescent*). You should plan for approximately 4+ hours per week on a designated day, in addition to our class time on campus. Each week you will have a question/topic as your focus for observation and reflection in *The Emerging Adolescent* course. You should observe and actively participate during your field experience and take time immediately after to reflect and record field notes about your weekly participation. This will serve as a guide for creating an artifact that demonstrates your connections to class topics. Artifacts can be in multiple formats: pictures that outline your connection to the weekly topic, such as a graphic organizer, mind map, collage of pictures, etc.; however, it must provide evidence of high quality instruction and developmentally appropriate practices for adolescent education. It is suggested that you organize a folder on your computer in which you can organize your field notes from your field experience and use them as a reference for completing the weekly *FEF* submissions.

Points for the weekly *Field Experience Focus* will be awarded through the submission of your artifact on Blackboard in relation to the assigned topic. The course calendar has outlined the *FEF* topic and/or the learning activities that should be completed as a requirement for the required field experience that must be completed outside of our class session each week on campus. You must practice professionalism in your communication (oral & written), attendance, punctuality, participation, confidentiality, etc. during your field experience participation. The *Field Experience Focus* reflections must be submitted to Blackboard before class each week in order to receive credit. **(10 FEF x 10 pts. each)**

FIELD EXPERIENCE CASE STUDY

Field Experience assignments are designed to familiarize you with adolescent development (ages 10-15)

and best practices in middle level education. You will have the opportunity to participate in the school setting to gain understanding of the culture and community of middle schools; develop knowledge about the curriculum, instruction, and assessment used in middle level education; observe the leadership and organization of successful middle schools, which will include the responsibilities of the middle level classroom teacher. This case study is intended to provide you with the knowledge, skills, and understanding of responsive and developmentally appropriate instructional practices for meeting the diverse needs of adolescents. The Field Experience Case Study has multiple parts which can be completed throughout the semester. Please note that each section of the case study has a point value, which combined will equal the total point value of **100 pts**. Due dates will be assigned as a guideline, and flexibility will be practiced due to the schedule of our partnership school. If your field experience case study assignment is not submitted by the proposed final due date, communication with the professor is expected. The final submission should also include all major course assignments and class artifacts from our class this semester. This “portfolio” will serve as a powerful resource for you during your yearlong Residency experience!

- Part One: Educational Information & Data
- Part Two: Description of the Environment: School & Classroom(s)
- Part Three: Description High Quality & Meaningful Instruction
- Part Four: Professional Responsibilities of a Teacher
- Part Five: Attendance in a Team Meeting or Professional Learning Community (PLC)
- Part Six: Adolescent Development
- Part Seven: Overall Reflection of Highly Effective Middle Schools (aligned with TESS)

GROUP TASKS ON DEVELOPMENTAL CHARACTERISTICS OF ADOLESCENTS

You will need to become familiar with the typical characteristics of the adolescents for each of following developmental domains: physical, cognitive, social-emotional, moral, and language/communication for each age (10-15). Research should be obtained from your textbooks, *Yardsticks* by Chip Wood, & *The Successful Middle School: This We Believe* by Penny Bishop & Lisa Harrison, or from additional research, school-based observations, and resources provided by your professor to develop a pamphlet/brochure for each of the developmental domains. **(5 x 15 pts. each = 75 pts.)**

THE IMPACT OF SOCIAL MEDIA ON ADOLESCENT MENTAL WELLNESS

Choose (3) articles that include research information about the impact of social media for adolescents regarding safety, mental wellness, health issues, responsibility, parenting information, etc. Include statistics, challenges/impact, and focus areas to support adolescents who are “addicted” to their devices. Report on both the positive and negative effects of social media during adolescence. Include the following: (1) Summary of each article in a one-page, annotated bibliography, which includes a brief overview of the article and your personal “take-aways” and connections. Please use APA 7th edition to cite sources of information, (2) Visual (photo or graphic), and (3) Create a #hashtag to warn adolescents of the need to engage with social media safely and responsibly. We will have a class discussion about the insights you gain from your research. **(25 pts.)**

ADOLESCENT STEREOTYPES

Adolescence can be a period of experimentation and time of establishing identity. Stereotypes can restrict adolescent opportunities and expectations of themselves. Stereotypes can also have a negative impact on self-esteem, identity, mental health, relationships, and moral decision-making. **(25 pts.)**

Research component: Conduct your own personal research and analyze common adolescent stereotypes in the Western society that are portrayed through media. Do stereotypes generally portray adolescents in a positive or negative manner? How do stereotypes align with negative effects on behavior? Danger or harm to self? Identity? Academic success? Relationships with others, especially parents/caregivers? How can educators in the middle level help to reframe stereotyping in our society and bring focus to challenges related to adolescent brain development? Make personal connections to research, assigned readings, class discussions, and field experience observations regarding stereotypes for this assignment. What personal connections can you make from your own adolescent period? How can the viewing public be informed about adolescent development in a more positive and productive manner for greater understanding and empathy?

Choice of Options: Additionally, choose ONE of the following options below as part of your investigation on adolescent stereotypes for this assignment and address the questions that are addressed in the research component, as well as your chosen option below.

- **Option One:** Find a news story or documentary about an adolescent within the last six months: print, media, or an online news source (e.g., CNN.com, online newspaper). The source must be an established, legitimate news agency. Briefly describe the story & indicate the source. How were adolescents portrayed in the story? Was it a negative or a positive story about adolescents and their activities? If negative, how could the report focus more on a positive outcome. Does the show depict positive/negative relationships with friends and parents/caregivers? Do you think this is a typical story about teen behaviors and decision-making in the media? How does the story depict adolescents to the general public? Use readings & class discussions as evidence of your point of view. Include a visual and source of the news story.
- **Option Two:** Choose (2) commercials you have viewed on television. Briefly describe the commercials & indicate the intentions of the producers and the possible impact for adolescent viewers and that of the viewing public. How do the commercials depict adolescents to the general public? What connections do adolescents make about social interactions from these commercials? Does the show depict positive/negative parenting aspects? Use assigned readings and class discussions as evidence to support your point of view. Include a visual and the source of the two commercials.
- **Option Three:** Watch a television show, movie, or series with teens as the central characters and viewers that are mostly teens/pre-teens. Briefly describe the show with a focus on adolescent stereotypes. Analyze the show's parent-adolescent relationships. Does the show depict positive/negative parenting aspects? How does it depict adolescent behaviors in general? What do adolescents learn about social interactions from the show/movie? Does the message for adolescents impact social interactions? Behaviors and decision-making? What message does it send about parenting adolescents? Use assigned readings and class discussions as evidence to support your point of view. Include a visual and the source of the TV show.

RESEARCH POSTER ON CURRENT ADOLESCENT ISSUES

You will choose a topic of interest related to the challenges that adolescents face during this developmental time of “*stress and storm*”. You will research and present the topic in the format of a research poster presentation and/or round table discussion. Please research and appropriately outline the issue/challenge, share data about the topic, and provide effective strategies/techniques for support (see requirements below). Create an annotated bibliography of (5) professional resources that were used to research this topic. See examples of research posters on Bb. **(50 pts.)**

Requirements & Suggestions for Research Poster:

- **Format** as 24 x 36 on **PowerPoint or Canva**
- **Cite your sources** (include at least 5 references) and include a **QR Code** for the audience to access the research articles cited on your research
- Provide an **overview or brief** that details the research about the challenge/issue for adolescents
- Provide **data/statistics** that illustrate the significance (shock factor!) of the challenge/issue (within the past 3 years)
- Provide **supports or strategies** that serve as a way to successfully cope with the challenge/issue and find persevere (tips for saying “NO”, problem-solving, how to ask for help, etc.)
- Include **national or state emergency contact information or support resources** (websites) for support to adolescents? Is there a **HOTLINE** number or a resource to contact for help?
- Include **specific information** that is pertinent for communicating with parents/caregivers, developing relationships with other adolescents, asking teachers for help, etc.
- Include **middle level/school resources** that could provide awareness of middle level best practices to support (SEL skill, executive functioning skills, counseling, advisory, clubs.... positive places to learn, develop self-identity, and belong)
- Include **graphics** for visual appeal and use text boxes, bold and different sizes of font, pops of color, etc. to help engage the audience to view your poster as interesting and user-friendly
- Create an annotated bibliography of your (5) research articles (brief description of article, personal insight/connections, and a visual. Cite your sources in APA 7th edition)
- **Presentation** of the poster to a specific audience (PDS faculty, adolescents, etc.) in a presentation or roundtable discussion (TBD)

Course Evaluation:

Weekly Participation, Contribution & Engagement	(15 x 10 pts.)	150 pts.
Weekly (FEF) Field Experience Focus	(10 x 10 pts.)	100 pts.
Field Experience Case Study		100 pts.
Developmental Characteristics of Adolescents	(5 x 15 pts.)	75 pts.
Social Media Assignment		25 pts.
Adolescent Stereotypes Assignment		25 pts.
Research Poster on Adolescent Challenges		50 pts.
Total		525 pts.

Grading Scale: (A grade of “C” or better is required to **pass** this course)

90 - 100% = A

89 - 80 % = B

79 - 70 % = C

Program Requirements: All teacher candidates in the CHED K-6 Teacher Preparation Program, should adhere to the following requirements:

1. Cumulative GPA of 3.00, or 3.00 in the last 60 hours of the baccalaureate degree
2. Completion of the pre-education core with a minimum of “C” in all courses
3. Completion of all prerequisite courses in teaching field
4. Successful completion of the required background check. Background check materials include fingerprinting, FBI and Arkansas State Police Check, and Child Maltreatment Registry investigation. This is a requirement for any field experience or Residency in a public school setting.

Course Policies for Professionalism, Attendance, Preparation, Participation, and Communication:

A constructivist approach to learning is expected in this class, whereby you are expected to conduct yourself professionally during this course by consistent attendance, appropriate preparation, and active participation in all learning experiences. As a future teacher, it is your responsibility, to conduct yourself in a professional manner, at all times, throughout the semester. This includes consistent attendance, preparation, participation, and communication with peers and your professor, as well as employing professional dispositions, with a positive demeanor. A variety of learning approaches are used within the class for you to gain knowledge and understanding through interpretation and analysis of the material. To maximize learning, you are expected to attend each class (attendance will be recorded), be prepared by completing readings prior to the class in which they are to be discussed, participate by sharing ideas and opinions, and connect theory and practice in assigned readings and class discussions. Inconsistent attendance, lack of preparation, and failure to participate may negatively impact your final course grade.

Professionalism

As a future teacher, you should engage in continual reflection of your teaching effectiveness. This should include your foundational knowledge of effectiveness in maintaining accurate records, communication with parents and caregivers, participation in a professional community, and your growth in developing as a highly effective classroom teacher.

Professionalism requires a high level of mature judgment and decisions concerning confidential matters. Student records and information relating to parents, school, staff, and administrative personnel are professional concerns. Because you are in a clinical-based setting in a public school, you will have access to personal information regarding the mentor teachers you work with and students you teach and observe. Please be diligent of maintaining confidentiality regarding students at Kirksey Middle School. Confidential information relating to school activities, supervising teachers, students’ academics, or behaviors are NOT to be discussed with persons outside this professional experience. Some examples of confidential matters may include, but are not limited to, student IQ scores, individual achievement test scores, psychological test information, test results used to determine eligibility for special programs, names of students in relation to socio-economic status, family information gained from parent/teacher conferences and/or from student records, student conduct and/or discipline issues, etc. Please remember that this information is always confidential, and names should never be used in conversations with peers, other professionals, class discussions, or written work. Professionalism and confidentiality must be

adhered to at all times and FERPA training will be required.

Professionalism for Field Experiences in a Public School Setting:

- Teacher candidates must be professional and responsible in field placements at all times
- Arrive on time, be consistent in your attendance, and maintain the agreed upon schedule for class visits and observations.
- Check in at the office with your driver's license to sign in for your first visit
- Wear a nametag or appropriate identification and follow the procedures of your assigned partnership school.
- Your engagement with a partnership schools is an ongoing interview, promote yourself as a professional in your communication, behaviors, and appearance.
- Be organized and prepared for the classroom visit.
- Communicate course requirements with your supervising teacher.
- Ask the supervising teacher about expectations for teaching and student interactions s/he has for you during your class visit.
- Contact the school office and/or supervising teacher, and course professor if you must reschedule your visit.
- Show initiative, enthusiasm, and willingness to participate with students and the supervising teacher. This is not merely observational time, but time to engage, as directed, in the teaching and learning process.
- Exhibit professional dispositions, behaviors, and demeanor/attitude. *See the EDA Professional Dispositions section in this syllabus.*
- Demonstrate appropriate knowledge of technology and be prepared for lesson presentations.
- Demonstrate confidence and commitment when taking on/assuming both assigned and unassigned tasks.
- Understand the importance of confidentiality for students in the school setting.
- Stay focused and handle all tasks calmly, professionally, and maturely. Ask for advice when you need support.
- Use patience, courtesy, respect, civility, empathy, and tactfulness when interacting with others.
- Display your ability for flexibility, and the willingness to adapt to any changes in events, conditions, activities, and tasks.
- Display the ability to be calm, professional, and show strength of character in all activities and human interactions.
- Demonstrate flexibility and make adjustments when change is necessary.
- Show ethical thinking and sound judgment in decision-making and in your actions with students.
- Be self-reflective, accept and use constructive feedback to grow professionally.
- Exhibit a belief that ALL students can learn.
- Display the ability to work with diverse individuals by being responsive and sensitive to community and cultural norms.
- Display the ability to recognize and compensate for the feelings and self-esteem of others, while valuing individual differences and experiences.
- Display a passion for continuous, life-long learning that is relevant and meaningful.
- Leave your cell phone in your car or you may turn it to silent mode and leave it in your backpack.
- Follow the UA and school district policy for inclement weather and class cancellations.
- Educator Disposition Assessment (self-assessment and mentor teacher/course professor ratings)

Educator Dispositions

Teaching is a profession that requires potential candidates to be individuals of integrity. Prospective teachers must be able to demonstrate that they are professionals who can make mature decisions for themselves and for the students whom they will teach. Teachers are responsible for the education, safety,

and well-being of anyone in their charge. The College of Education and Health Professions prepares future teachers to show professionalism and the ability to act responsibly inside and outside the classroom. These individuals must serve as representatives of the College and the University and demonstrate the personal and professional dispositions of the teaching profession. *Professional teaching dispositions are defined as:*

“the habits of professional action and moral commitments that underlie an educator’s performance” (InTASC Model Core Teaching Standards).

“Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development” (NCATE).

Effective and caring teachers possess a number of professional dispositions to guide their practices, decisions, and behaviors. Pre-service teacher candidates are expected to demonstrate professional dispositions that align with the Conceptual Framework of the COEHP and the expectations of the Childhood Education Program.

Unprofessional behaviors of teacher candidates which demonstrate conduct and patterns of behavior inconsistent with the personal and professional dispositions expected in the teaching profession shall be sufficient grounds for (1) denial of admission to or enrollment in and/or (2) dismissal or removal from the professional education program, courses, clinical experiences, or student teaching that leads to teacher licensure. Patterns of inappropriate professional behaviors may be established by any credible means including persistent concerns of faculty, staff and/or cooperating teachers from observations in courses and field experiences.

Candidates who exhibit inappropriate behaviors may be referred for a conference with the Department Head, Program Coordinator, and other relevant faculty/academic staff. The purpose of the conference is to formally identify the unprofessional behaviors, recommend corrective action(s), and determine the candidate’s suitability for continuing in the teacher preparation program.

In accordance with the state and national standards, teacher candidates are assessed on their knowledge, disposition, and performance. Educator dispositions are separate from scholarship or achievement criteria and should be considered when growing professionally as a highly effective teacher (The Educator Disposition Assessment).

Educator Disposition Assessment (EDA) Components [EDA](#)

1. Demonstrate effective oral communication skills
2. Demonstrate effective written communication skills
3. Demonstrate professionalism
4. Demonstrates a positive and enthusiastic attitude
5. Demonstrate preparedness in teaching and learning
6. Exhibit an appreciation of and value for cultural and academic diversity
7. Collaborate effectively with stakeholders
8. Demonstrate self-regulated learner behaviors/takes initiative
9. Exhibit the social and emotional intelligence to promote personal and educational goals/stability

Attendance

Research indicates that 40-50% of new teachers are not successful and often leave the field in their first

(5) years if they do not have a foundational knowledge of content and classroom management. It is the responsibility of your professor to help you gain knowledge and understanding of the course content to ensure that you are successful in your first years as a classroom teacher.

In order to gain knowledge and understanding, consistent attendance and a professional attitude are expected. You are required to attend class on a weekly basis as many learning activities including discussion, class participation, and peer collaboration cannot be replicated outside of the in-person class structure. Class attendance will be recorded and punctuality is expected, so you are not causing a disruption in the learning of others by your late arrival.

If you are absent, it is expected that you will review the reading assignments and resources on Blackboard, which were discussed on the date of your absence, before the next class session in order to be prepared. If you are absent from class, you are responsible for contacting one of your peers to access the class information you missed and to view the resources that are posted on Blackboard. If an assignment is due and you do not attend class, it is your responsibility to get the assignment submitted by the expected submission date and time. Late work may be accepted at the discretion of the professor and may result in a point reduction and conference with your professor.

Promptness and regular attendance are a part of your professional requirements. Adequate travel time should be considered, in order to arrive in a timely manner for your course at the field experience school site. You are expected to be present and timely for each class and scheduled field experience class visits. Should an absence be necessary for a scheduled field experience observation, you must inform the supervising teacher and University professor prior to the absence.

Please email your professor if you will be from class and supervising teacher if you will be absent from field experience! If you have teaching responsibilities on the day of your absence, it is your responsibility to provide the supervising teacher with detailed lesson plans as far in advance of the absence as possible.

If you exceed two absences, you will be required to take a comprehensive final examination. The comprehensive examination is pass/fail and allows the professor to determine if you have the appropriate knowledge of the course content to continue in the journey to internship. If you fail the comprehensive evaluation, as your professor, I reserve the right to determine if you must repeat the course. If for any reason, excessive absences, incomplete work, unprofessional dispositions, or inappropriate behaviors are exhibited, a supportive plan of action will be outlined in the *Teacher Candidate Support System*. This plan is for supporting your development as a highly effective teacher; however, if you display a pattern that does not align with professionalism, this could result in actions, such as requirement to repeat the semester during another year before being awarded a grade, or removal from the program.

Preparation

Appropriate preparation for class includes carefully reading course materials and completing assignments prior to class, noting areas where concepts are not fully understood, raising questions, making observations in alignment to educational learning theory and application, and asking for clarification about misconceptions during class discussions. Assigned readings will not be rehashed during class, yet they are intended to build your background knowledge for contributions to class discussions. The focus for this class is on your interpretation, synthesis, and application of course materials, reading assignments, and classroom observations. The goal is for you to develop perspective and multiple dimensions aligned

with our weekly topics. *Preparation also includes your responsibilities in the required field experiences. You should be prepared with knowledge of the content in order to support student learning and have well-developed lesson plans as required.*

Assignments should be well-developed and professionally written using correct grammar, mechanics, and word usage. All assignments should be submitted on the due date unless you have prior approval. For additional support in the writing process, please refer to the UA resource, **CLASS +**, which is included in this course syllabus. Please use the APA 7th edition for all professional writing assignments. Numerous spelling and grammatical errors, “scratch-outs”, and/or mistakes that hinder reading and understanding of the content will affect the grade of the assignment. As your professor, I reserve the right to refuse work that does not follow the required format and/or specifications. Please make additional copies of all assignments that are submitted for credit until after the semester has ended, as there is always a possibility for error with electronic submissions.

Participation

In order to honor and support your personal growth and understanding as a learner, and that of your peers, the following “professional standards” serve as a guide for your accountability:

- ⇒ Speak for yourself; have consideration, respect, and empathy for the perspectives of others
- ⇒ Make yourself available to learn; participate during class utilizing a growth mindset
- ⇒ Balance your individual goals and needs; consider that these may not align with the needs of whole group
- ⇒ Cooperate and collaborate with your peers and the professor to accomplish class goals

Intentional and continuous use of inappropriate humor or offensive remarks and responses is not professional and will not be tolerated. Self-monitor to make sure you do not dominate class discussions. Please refrain from side conversations that may disrupt the learning of others during class time. Appropriate participation in class includes organization, preparation of materials requested by your professor, and the ability to make connections between theory and practice to course topics. You will be expected to respond consistently and participate appropriately regarding your insights and connections to course topics.

Communication

Effective communication skills are one of the most important aspects for fostering successful relationships and gaining employment in any field! Please communicate with your course professors throughout the semester so that s/he can help you with any issues that may arise. If you inform your professors of personal challenges, we can make accommodations to support you in each of your courses. We are available to meet with you during office hours or by appointment. You may contact me in person, by phone (leave a message), text, or through email. Dr. Elsass. aelsass@uark.edu (479) 601-2722 cell.

Ask for clarification on course requirements well in advance of assignment due dates. All work submitted for review and evaluation should be well-developed, professional in appearance, and submitted on the due date.

Electronic Device Policy

Arkansas has implemented a "Bell to Bell, No Cell" policy in public schools, meaning students are prohibited from using cell phones or other personal electronic devices during the school day. This policy, which is part of Act 122, requires schools to enforce a ban on phone use from the first bell to the last, with some exceptions for emergencies or specific educational plans. The goal is to minimize distractions and promote a focused learning environment.

Observe professional etiquette in the use of electronic devices. Laptops and personal devices should be used only for class/school-based activities, not for social networking, shopping, emailing, etc. Be considerate of others, set your cell phone to polite settings (silent, vibrate) and place face down or put it away. No calls should be accepted during class. No texting should occur during class time. The exception would be for an emergency situation. Other distractions that could interfere or cause distractions should be avoided.

Observe professional etiquette in the use of electronic devices. Laptops should be used only for class activities, not for social networking, shopping, emailing, etc. Texting, answering emails, and surfing the web during class time is considered unprofessional behavior. You are welcome to take notes via electronic devices; however, please be aware that I will use proximity control to make sure you are using your electronic devices for learning purposes and not attending to social media, shopping, or emails.

Be considerate of others, set your cell phone to polite settings (silent, vibrate), place face down on your table, or put it away. No calls should be accepted during class. No texting should occur during class time. The exception would be for an emergency situation that you have explained to me previous to class time. Other distractions that could interfere or cause distractions should be avoided.

You are responsible for checking your U of A email account and Blackboard daily, please check email before class if there is a chance of inclement weather. I send out information, announcements, and updates via email and/or Blackboard. Thorough utilization of Blackboard in this course will be required, as this will give you continual access to all components of the course. Please read and promptly respond to emails from me, as well as you peers, in a timely manner.

To maximize learning, you are expected to be professional and exhibit the dispositions that align with skills for highly effective teaching, regularly attend each class with promptness in your arrival time, appropriately participate in class as evidence of your preparation and understanding, respond to all emails in a timely manner for communication, and ask for clarification about questions or challenges regarding this course or field experience to help you find success in your journey for becoming a highly effective classroom teacher.

Teacher Candidate Support System

The University of Arkansas Educator Preparation Program seeks to support candidates as they progress through their programs. The [Notification of Concern \(NOC\)](#) is an electronic process that has been developed to identify, assist, and monitor teaching candidates who exhibit issues that could prevent them from being successful professionals.

The goals of the *NOC* are early identification of the intern's difficulty, support for the intern to address issues, clarification of the procedures to be followed if issues are not corrected, and to provide systematic documentation and follow-up to support faculty, department heads, and advisors in addressing such

issues. The *NOC* is reserved for situations that, if not corrected or addressed, could be a significant barrier to the Intern's success in the teaching profession. The *NOC* is focused on helping the Intern by identifying challenges and creating an action plan designed to support the Intern in correcting the issues.

Opportunities for Student Excellence

It is my intent that students from diverse backgrounds and perspectives will be well-served by this course, that your learning needs are addressed within this course and on our campus, and the diversity that you bring to our class is viewed as a resource, strength, and a benefit to your learning success. It is my goal to present materials and activities that are inclusive of diversity, which include gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know of ways to improve the effectiveness of this course, for you personally, or for other student groups. In addition, if any of our class meetings conflict with your religious events, please inform me so alternative arrangements can be made for you.

If you feel that your performance in this course is impacted by your experiences outside of class, please do not hesitate to discuss this with me. It is my goal to serve as a resource for you. As we continue to learn about diverse perspectives and identities, we must focus on respect, appreciation, and inclusive practices for the differences that make us unique. If you were made to feel uncomfortable about something that has been discussed in class, please feel free to discuss this with me so we can continue in our quest for respect and understanding. Adapted from Brown University, <https://www.brown.edu/herdman/teaching-learning-resources/inclusive-teaching/statements>

The Student Success Center (CORD- Cordia Harrington Center for Excellence) is a source of information about opportunities for students. [Student Success Center website](#) The Student Success Center is the embodiment of the U of A's commitment to each and every student. The program provides help to individual students through tutoring, supplemental instruction, online chat, courses that teach students about college, and a writing and communication studio, among other resources. The center is based in the Cordia Harrington Center for Excellence, just north of Old Main. www.success.uark.edu (479) 575-3174

Professor Policy on Inclement Weather and Class Cancellation

You should maintain awareness of inclement weather each day of the Fall 2025 semester. Inclement weather includes any kind of extreme weather, usually snow or ice, which creates hazardous driving conditions or significantly impair normal operations at the University of Arkansas. This also includes severe thunderstorm activity, tornadoes, flooding, or other natural perils. If class is not cancelled and you are unable to safely honor your commitments for our class on campus or field experience at Kirksey Middle School due to road conditions, you must contact me, along with your supervising teacher via text or email, to notify us of your absence.

You should be aware of and may need to follow the inclement weather policy of both the University and the field experience partnership school. If the Rogers School District does not have school due to inclement weather, I will email you with alternate plans. Classes will have alternate arrangements when the school district for your field experience and/or the university is closed for holidays or inclement weather. University and school district closing announcements are made through various media channels, such as Razor Alert, KAUF Radio 91.3, local radio and television stations. You will be notified by your

professor of any cancellations. Please check your email and/or Blackboard for any announcements regarding the cancellation of class due to inclement weather. Assignments due on inclement weather days should be submitted via Blackboard or email, as specified.

University of Arkansas Policies and Procedures:

U of A Statement of Academic Integrity

As a core part of its mission, the University of Arkansas provides students with the opportunity to further their educational goals through programs of study and research in an environment that promotes freedom of inquiry and academic responsibility. Accomplishing this mission is only possible when intellectual honesty and individual integrity prevail. Each University of Arkansas student is required to be familiar with and abide by the University's "Academic Integrity Policy" which may be found at <http://provost.uark.edu/> Students with questions about how these policies apply to a particular course or assignment should immediately contact their instructor at (479) 575-2151.

U of A Policy on Artificial Intelligence (AI)

UARK faculty have discretion over whether generative artificial intelligence tools (e.g., ChatGPT) can be used by students in their courses. Faculty are encouraged to communicate clear expectations regarding how these resources can be used in their courses, if at all. The statements below provide verbiage faculty are encouraged to consider including in their syllabus. The statements below were approved by the Faculty Senate's Academic Integrity & Student Conduct Code Committee, Academic Integrity Monitors, All University Academic Integrity Board members, and the Provost's Office.

Prohibited: The use of generative artificial intelligence tools in any capacity while completing academic work that is submitted for credit, independently or collaboratively, will be considered academic dishonesty in this course and reported to the Office of Academic Initiatives and Integrity.

Restricted: Specific permissions will be provided to students regarding the use of generative artificial intelligence tools on certain graded activities in this course. In these instances, I will communicate explicit permission as well as expectations and any pertinent limitations for use and attribution. Without this permission, the use of generative artificial intelligence tools in any capacity while completing academic work submitted for credit, independently or collaboratively, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.

Unrestricted: Students have permission to use generative artificial intelligence tools in any capacity to complete academic work in this course. Please be aware of the limitations of such tools and verify the accuracy of the content generated before submitting any work for credit. Additionally, you are expected to properly attribute any content generated by artificial intelligence tools using [INSERT STYLE] format. Please refer to the examples/guidance provided by this University of Arkansas Library Research Guide on AI and Academic Integrity for more information. The use of content generated by artificial intelligence, without proper citation, will be considered academic dishonesty and reported to the Office of Academic Initiatives and Integrity.

U of A Attendance Policy

"Education at the university level requires active involvement in the learning process. Therefore, students

have the responsibility to attend classes and to actively engage in all learning assignments or opportunities provided in their coursework. Instructors have the responsibility to provide a written policy on student attendance that is tied to course objectives and included in a course syllabus. There may be times, however, when illness, family crisis, or university-sponsored activities make full attendance or participation impossible. In these situations, students are responsible for making timely arrangements with the instructor to make up work missed. Such arrangements should be made in writing and prior to the absence when possible.”

“Examples of absences that should be considered excusable include those resulting from the following: 1) illness of the student, 2) serious illness or death of a member of the student’s immediate family or other family crisis, 3) University-sponsored activities for which the student’s attendance is required by virtue of scholarship or leadership/participation responsibilities, 4) religious observances (see Students’ Religious Observances policy below), 5) jury duty or subpoena for court appearance, and 6) military duty. The “instructor has the right to require that the student provide appropriate documentation for any absence for which the student wishes to be excused” from Attendance Policy in the Faculty Handbook, Attendance Policy 2.3 for Students. www.provost.uark.edu (479) 575.2151

U of A Class Cancellation Policy

It is the responsibility of the instructor to provide written instructions in the syllabus for each on-campus course to inform students of the procedures for learning continuity when a class has been cancelled.

Instructors should choose appropriate procedures in determining their policy for informing students of class cancellation at times other than when there is an inclement weather-related delay/closure or when the university officially closes. The notification procedures should be tested to determine their usefulness before an emergency arises. The procedures should work not only in response to overnight events but also in response to events that occur during the day. Included in the procedures should be a notification to the main department office of any class cancellation.

Instructors are expected to ensure that course content is not materially affected by any cancelled classes. To ensure compliance with the federal definition of the credit hour (APS 1200.40), instructors are expected to make up missed class time using recorded lectures, assignments, readings, instructional materials, or other alternative forms of instruction.

In the event of an inclement weather delay, early dismissal, or closure, instructors may conduct classes designated as on-campus through synchronous distance instruction while the campus where the course is normally taught at is closed for inclement weather but shall not require a student to attend synchronously. Any class designated as on-campus taught through synchronous distance instruction while the campus is closed for inclement weather must be recorded and made available to all students in the class in the approved campus Learning Management System. An instructor must provide students the opportunity to make up work due while the University is closed for inclement weather without penalty. No examinations for courses designated as on-campus shall be administered while the campus is closed for inclement weather. If the campus is open but inclement weather prevents a student from safely attending class, an instructor should provide the opportunity to make up work without penalty.

In the event the campus is closed for reasons other than inclement weather, the Office of the Provost (479) 575-2151 will provide guidance for instructors on learning continuity (revision of policy 1858.10 on 11.21.22) <https://provost.uark.edu/policies/185810.php>

U of A Emergency Procedures

The University of Arkansas is prepared for a wide range of emergencies. Many types of emergencies can occur on campus; instructions for specific emergencies such as severe weather, active shooter, or fire can be found at <http://emergency.uark.edu/> or contact UAPD at (479) 575.2222 or (888) 278.2090. www.uapd.uark.edu

Violence/Active Shooter (CADD)

CALL: 9-1-1 ***AVOID:*** If possible, self-evacuate to a safe area outside the building. Follow directions of police officers. ***DENY:*** Barricade the door with desk, chairs, bookcases, or any other items available in the space. Move to a place inside the room where you are not visible. Turn off the lights and remain quiet. Remain there until told by police it's safe. ***DEFEND:*** Use chairs, desks, cell phones or whatever is immediately available to distract and/or defend yourself and others from attack.

U of A Center for Educational Access for Students with Disabilities (CEA)

U of A Academic Policy 1520.10 requires students with disabilities to provide reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, contact the course instructor privately at the beginning of the semester to make arrangements with the professor for necessary classroom adjustments. Please note, you must follow the registration procedures, verify eligibility, and notify your professor if you require accommodations and are eligible through the Center for Educational Access. For questions and information, contact the CEA Office at (479) 575–3104 or visit <http://cea.uark.edu>

CEA Authorization for Registered Notetakers: Statement Regarding Recording, Selling or Distribution of Notes and Lectures

Persons authorized to take notes for the Center for Educational Access, for the benefit of students registered with CEA, will be permitted to do so, but such use is limited to personal, non-commercial use. Similarly, any student is permitted to reproduce notes for another student in this class who has missed class due to authorized travel, absence due to illness, etc. However, for clarification, class notes must not be sold or made available for commercial use, such as sorority/fraternity files.

Tape-recording and/or any other form of electronic capturing of lectures is expressly forbidden without permission. State common law and federal copyright law protect my course syllabus and lectures. You are authorized to take notes in class; thereby, creating a derivative work from my lecture, the authorization extends only to making one set of notes for your own personal use and no other use. Selling my notes to any commercial service is a violation of my intellectual property rights and/or copyright law, and a violation of the U of A Academic Integrity Policy. Continued enrollment in this class signifies intent to abide by the policy. Any violation will be reported to the Office of Academic Initiatives and Integrity. You are not authorized to record my lectures, to provide your notes to anyone else or to make any commercial use of them without express prior permission from me.

By attending this class, the student understands the course may be recorded and consents to being recorded for official university educational purposes. Be aware that incidental recording may also occur

before and after official class times.

University of Arkansas Student Resources:

Blackboard Learning System: www.learn.uark.edu

Blackboard Help Desk: (479) 575-6804

Monday - Thursday: 8am-5pm & 8pm-10pm; Friday: 8am - 5pm; Sunday: 4pm - 11pm

In an effort to support sustainability, this course will be managed through the U of A Blackboard Learning System. Professors and students will use this tool to help facilitate a blended web-based educational environment. Students will use this site for work submission, communication, collaboration, and grade management. The professor will publish the course syllabus, class notes, detailed assignment descriptions, rubrics, and supplemental materials via the Blackboard.

Blackboard On Demand: <http://ondemand.blackboard.com/students.htm>

Blackboard Help: <http://help.blackboard.com/student/index.htm>

U of A Blackboard Learn Support: <http://bbsupport.uark.edu/category/students/>

U of A Center for Student Success

The Student Success Center facilitates a variety of courses designed to help students at any stage in the learning process elevate their excellence. These courses can help students enhance their academic success and persistence at the University of Arkansas. Courses are taught by instructors who value the educational process and work with students to harness skills that are useful in succeeding in college. The University of Arkansas supports equal opportunity, access, and a culture of belonging for all students and employees, which are critical to our land-grant mission and university values. The ultimate goal on the UA campus is “student success and student excellence in all mediums, for all students, of all backgrounds, races, creeds, and color” (Chancellor Robinson, 2023). We strive to make this vision a reality by reinforcing inclusive excellence and consistently incorporating behaviors and practices that support an environment of belonging. Students are encouraged to take advantage of the U of A Student Success Center programs. If at any time a student needs tutoring, additional instruction, or writing assistance, help through Student Success is available. [Appointments](#) can be scheduled online, and [Tutoring Drop-in](#) hours are also available at the Learning Commons in the CORD second floor and in the [Writing Studio](#) in CORD 209. For information or resources to promote your success on campus, call (479) 575-3174 or visit the Student Success Center (CORD- Cordia Harrington Center for Excellence) at 470 North Campus Walk. www.success.uark.edu

CLASS+ Center for Learning and Student Success

The Center for Learning and Student Success (CLASS+) is a one-stop academic support office for students. CLASS+ is an integration of the Office of Academic Success and the Quality Writing Center. Students may contact them by email at class@uark.edu or call the CLASS+ in Gregson Hall at (479) 575-2885.

The **CLASS + Writing Support** is another great source of help for improving essays, papers, and other writing assignments for editing, corrections, etc. They offer several programs for assisting students. They have on-line and face-to-face tutoring available. You can work with writing tutors in person or upload your paper for online feedback. Writing tutors help you learn revision strategies for developing your academic and professional writing skills. Schedule a free online or in-person

appointment. You may view the **Class+ Writing Support** website. call them to schedule an appointment at (479) 575-6747 or email them at uawrite@uark.edu. They are located in Kimpel Hall 315 and they have a satellite location in Mullins Library near the entrance to the Periodicals Room, with peer tutors available Sunday-Thursday.

U of A Counseling and Psychological Services (CAPS)

The staff of Counseling and Psychological Services (CAPS) works with members of the University to help solve problems, understand themselves, grow personally, develop more satisfying relationships with friends and family and help with other mental health issues. Services are provided by licensed psychologists, counselors, and social workers. Call (479) 575-5276 to make an appointment or visit their website www.health.uark.edu. Access to 24 hour emergency service is available.

Pat Walker Health Center

The Health Center is located on 525 N. Garland Avenue and is the University of Arkansas' on-campus health & wellness center. The center provides integrated health care programs and services for U of A students. You may contact the health center to schedule and appointment at (479) 575.4451. www.health.uark.edu

Research Librarians

The COEHP Education Librarian is Megan York. mayork@uark.edu or you can *Ask a Librarian!* Text: (479) 385-0803 or Call: (479) 575-6645, email: refer@uark.edu or live chat! Visit the Mullins Library website for information <https://libraries.uark.edu>

Food Pantry

The Jane B. Gearhart Full Circle Food Pantry is available as a free grocery assistance center for all U of A students, staff, and faculty. Full Circle is located on the backside of Walton Residence Hall and is open Mondays from 11a-3p, Wednesdays from 3p-5p, and Thursdays from 10a-2p. If you need assistance outside of these hours, please email pantry@uark.edu to set up an alternate time. For more information visit fullcircle.uark.edu or email pantry2@uark.edu.

UA CARES

By providing referrals, resources, and other information to students in need we seek to empower students to take advantage of the offices and services that exist on the University of Arkansas campus and in the local community in a manner that allows them to achieve their full potential. If you or someone you know may benefit from this service, please report a concern through our online reporting system (available 24 hours), or via phone or email (checked during business hours, with the exception of holidays or inclement weather). For non-immediate threats call the University of Arkansas Police Department at (479) 575-2222. UA CARES can also be of assistance with technology needs and wi-fi assistance! <https://uofacares.uark.edu/>



College of Education and Health Professions
Department of Curriculum and Instruction

CIED 41303 Assessment and Instruction

Program Affiliation: Childhood and Elementary Education

Prerequisites: Admission to Childhood or Elementary Education

Co-requisites: Residency I or Residency II

Course Description: This course is designed to provide an introduction to educational assessment for instructional decision making. This course is a focused application of evidence-based instruction in a clinical setting. Candidates use formal and informal methods of assessing students, implement evidence-based instructional strategies, and monitor student learning.

Course Competencies:

Upon completion of this course, candidates will:

- A. comprehend the design, purpose and use of classroom assessments (TESS 1f, 3d, 4b) (InTASC 6, 7, 8).
- B. evaluate and select evidence-based assessments that are effective and appropriate for the content and specific needs of students in the classroom (TESS 1a, 1b, 1f) (InTASC 1, 2, 6).
- C. use an array of assessments that can be used to adjust and extend curriculum and instruction (TESS 1f, 3d) (InTASC 2, 6, 7, 8).
- D. recognize that instruction and assessment are integrally related (TESS 1f, 3d) (InTASC 6, 7, 8).
- E. use data and ongoing assessment to adjust instruction to meet students' learning needs CC ELA 6.1; InTASC 2, 4, 6, 7, 8; TESS 1a, e, 3c, 9c
- F. implement multiple approaches to instruction CC ELA 6.2; InTASC 2, 4, 7, 8; TESS 1a, e, 3c, 9c
- G. know important terms related to measurement, research, and statistics (TESS 1f) (InTASC 10).
- H. understand standardized tests and their results (TESS 1f, 4d, 4f) (InTASC 6).
- I. Use data to present claims and findings, emphasizing primary points in a focused, coherent manner with pertinent descriptions, facts, details, and examples CC ELA 8.2; InTASC 2, 6
- J. create and interpret visual displays of quantitative data (TESS 1f, 4b) (InTASC 6).
- K. communicate assessment results (TESS 4c, 4d) (InTASC 6).
- L. work individually and in teams, to interpret and apply data from both standardized and classroom assessments (TESS 1f, 4b, 4d) (InTASC 6, 9, 10) (Professional).
- M. describe the implications differing philosophies have had on assessment techniques used presently and traditionally (TESS 1a, 4d, 4e) (InTASC 6).
- N. identify research methodologies and distinguish between qualitative and quantitative methods (TESS 4e) (InTASC 10).
- O. research to build and present knowledge (TESS 4e) (InTASC 10).
- P. distinguish between research and other types of literature on educational topics (TESS 1a, 4e) (InTASC 9, 10).

Interstate Teacher Assessment and Support Consortium (InTASC); Teacher Excellence and Support System (TESS)

Content:

Through discussions, class presentations, clinical experiences, and readings, candidates will explore the following ideas:

- A. Assessment
 - 1. Types of classroom assessment
 - i. Formative

- ii. Ongoing
 - iii. Progress monitoring
 - iv. Summative
- 2. Alignment with standards and objectives
- 3. How to administer, score, and interpret assessments
- 4. Validity, reliability, and bias
- 5. Needs of diverse learners
- 6. Technology integration
- 7. Providing modifications and accommodations
- B. Standardized Tests
 - 1. Criterion referenced
 - 2. Norm referenced
- C. Descriptive Statistics
 - 1. Mean, median, mode, and range
 - 2. Appropriate method used to make decisions about educational processes
- D. Instructional Decision-Making
 - 1. Strategies for planning, organizing, managing, and differentiating instruction to support the learning of all students
 - 2. Instruction based on ongoing assessment
 - 3. Instructional strategies for student learning
 - 4. Large-group, small group, and individualized instruction
 - 5. Environment that promotes culture of learning
 - 6. Appropriate strategies and resources for individual students (e.g., English Language Learners, students who are not yet proficient, students with learning disabilities, gifted and talented students, students with multiple exceptionalities)
- E. Educational Research
 - 1. Assessing the credibility and accuracy of sources
 - 2. Using evidence to support analysis, reflection, and research
- F. Professional Responsibilities and Ethics
 - 1. Maintaining records
 - 2. Implementing and documenting
 - i. IEPs
 - ii. 504 Plans
 - iii. Other plans for individual students
 - 3. Grades
 - 4. Communication with parents

Required Texts:

Popham, W. J. (2019). Classroom assessment: What teachers need to know, 9th Ed. Boston: Pearson Education, Inc.

Hattie, J., Fisher, D., Frey, N., Almarode, J. T. (2024). The illustrated guide to visible learning: An introduction to what works best in schools. Corwin.

Description of Assignments:

1. Quizzes. (20 points)

There will be quizzes covering class notes and assigned readings. Retrieval practice helps you move learning into long-term memory.

2. Formative Assessments. (20 points)

Daily formative assessments will help you engage in course content and demonstrate your understanding. The results of formative assessments guide course instruction.

3. Assessment Portfolio. (60 points)

The purpose of this assignment is to familiarize you with a variety of assessment tools and items to measure student learning. By developing a collection of assessments, you will demonstrate knowledge and skill related to teacher-created assessments, methods of evaluating student learning, and alignment of assessment to content standards and KUDs. Assessments must be created with attention to validity and reliability. You will also practice implementing, scoring, and summarizing assessment information for instructional decision making.

4. Strategy presentation (20 points)

A teacher must be familiar with a variety of evidence-based instructional strategies and tools in order to best meet the individual needs of his/her students. This activity serves to introduce the class to evidence-based instructional strategies. Choose an evidence-based instructional strategy. **Research the strategy using any applicable (and credible) sources.** Prepare a 10-minute lesson that explains the background and then engage classmates in the strategy. Provide all necessary materials to adequately deliver the instruction. Do NOT simply report what the strategy entails but engage the class in application of the strategy. Make sure to use **the Gradual Release of Responsibility Model** as you walk the class through the strategy. Teach the strategy as if you were teaching it to a group of students. This is a roleplay assignment. Submit a lesson plan and reflection along with all materials. Be sure to include at least ONE credible source in addition to the course text.

Course Evaluation:

A. Strategy Presentation	20 points
B. Quizzes	20 points
C. Formative Assessments	20 points
D. Comprehensive Final Exam	80 points
E. Assessment Portfolio	60 points

Grading Scale:

A	90-100
B	80-89
C	70-79
D	60-69
F	below 60

Assignments

Rubric for Instructional Strategy Presentation (20 points)

Component	Ineffective	Progressing	Effective	Highly Effective
<i>1a: Demonstrating knowledge of content and pedagogy (4 points)</i>	Plans and practice display little knowledge of the standards. No connections of prerequisite relationships between different aspects of the standards are made. Instructional practices are not specific to that discipline.	Plans and practice reflect some awareness of the standards. Builds on prior knowledge when introducing concepts. Some instructional practices are specific to the expected outcome.	Plans and practice reflect solid knowledge of the standards. Builds on prior knowledge, helping students examine the similarities and differences when introducing concepts. Instructional practices are aligned to the expected outcome.	Plans and practice reflect effective scaffolding of information. Actively builds on prior knowledge and common misconceptions when planning instruction.
<i>1d: Demonstrating knowledge of resources (1 point)</i>	Demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Does not seek such knowledge.	Demonstrates some familiarity with resources available through the school.	Is fully aware of the resources available through the school.	Seeks out resources beyond the school to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction (3 points)</i>	The progression of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.	The progression of learning experiences demonstrates partial alignment with instructional outcomes. Some of the experiences are likely to engage students in grade-level learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and standards.	Applies knowledge of standards, students, and resources to design a series of learning experiences aligned to instructional outcomes. The lesson or unit has a clear structure and is likely to engage students in grade-level learning.	Coordinates knowledge of standards, students, and resources, to design a progression of learning experiences aligned to instructional outcomes. Instruction is differentiated where appropriate and engages all students in grade-level learning.
<i>2c: Managing classroom procedures (1 point)</i>	Does not use established classroom procedures. Much instructional time lost. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are inefficient	Uses some established classroom procedures. Some instructional time is lost. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are mostly efficient.	Uses established classroom procedures. Minimal instructional time is lost. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are efficient.	Uses well-established classroom procedures. Students contribute to the establishment of some classroom routines and procedures. Classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are highly efficient.
<i>2e: Organizing physical space (1 point)</i>	The physical environment is unsafe. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe to most students. Use of physical resources, including technology, is moderately effective. Modifies the physical arrangement to suit learning activities, with inconsistent success.	The classroom is safe and accessible to all students. Ensures that the physical arrangement is appropriate to the learning activities. Makes effective use of physical resources, including technology.	Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
<i>3a: Communicating with students (3 points)</i>	Expectations for learning are unclear or confusing to students. Directions are unclear or confusing to students. Procedures are unclear or confusing to students. Explanations of content are unclear or confusing to students. Use of language contains errors or is inappropriate for levels of development.	Expectations for learning are clarified after initial confusion. Directions are clarified after initial confusion. Procedures are clarified after initial confusion. Explanations of content are clarified after initial confusion. Use of language is correct but may not be completely appropriate for students' levels of development.	Expectations for learning are clear to students. Directions are clear to students. Procedures are clear to students. Explanations of content are clear to students. Communications are developmentally appropriate.	Oral and written communication is clear and expressive. Anticipates possible student misconceptions.

<i>3c: Engaging students in learning (3 points)</i>	Activities and assignments are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement. Materials are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement. Groupings of students are inappropriate for the instructional outcomes or students' levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement. Materials are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement. Groupings of students are partially appropriate to the instructional outcomes or students' levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments are appropriate for the instructional outcomes and students' levels of understanding. Materials are appropriate for the instructional outcomes and students' levels of understanding. Groupings of students are appropriate for the instructional outcomes and students' levels of understanding. Most students are engaged in learning. The lesson's structure is coherent, with appropriate pace.	All students are engaged in learning and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<i>4a: Reflecting on Teaching (4 points)</i>	Does not accurately assess the effectiveness of the lesson. Has no ideas about how the lesson could be improved.	Provides a partially accurate and objective description of the lesson but does not cite specific evidence. Makes only general suggestions as to how the lesson might be improved.	Provides an accurate description of the lesson, citing specific evidence. Makes some specific suggestions as to how the lesson might be improved.	Suggests alternative strategies and predicts its success.

Assessment Portfolio Assignment (60 points)

The purpose of this assignment is to familiarize teacher candidates with a variety of assessment tools and items to measure student learning. After analyzing a classroom set of data, candidates will identify an area of need and then develop a collection of assessments, to demonstrate knowledge and skill related to teacher-created assessments, methods of evaluating student learning, and alignment of assessment to content standards and KUDs. The assessment portfolio is worth a total of 90 points. The assessment portfolio will include the following course assignments:

The purpose of this assignment is to familiarize teacher candidates with a variety of assessment tools and items that measure student learning. By developing a collection of artifacts related to assessment, candidates will demonstrate knowledge and skill related to analysis of assessment results, alignment of assessment results to content standards and KUDs, creation of assessment items and related answer keys/rubrics. The assessment assignment includes: analysis and interpretation of assessment results, alignment of content standards with KUDs based on assessment results, development of a comprehensive assessment tool, and the creation of an answer key/rubric for that tool.

Standardized Assessment Interpretation (10 points)

- Report authentic data from real assessments with student results.
- Be sure to remove any identifying marks from the document to maintain confidentiality.
- Provide a description of the assessment tool/s.
- Provide both quantitative (describe with numbers) and qualitative (describe with words) interpretations of the data.
- DO NOT simply restate the information that can be found on the score report or from materials published by the testing company.
- Explain how the data support the identified dependent variable.

Standardized Assessment Interpretation Rubric

	Effective	Progressing	Ineffective
Assessment Results (3 points)	❑ An original standardized testing score report is provided. ❑ A description of the assessment tool is provided that explains the context and purpose of the assessment.	An original standardized testing score report is provided. A description of the assessment tool is provided.	Raw data are not provided or a description of the assessment tool is missing.
Assessment Interpretation (3 points)	❑ Both quantitative and qualitative data are used in interpretations of the data. ❑ Descriptions create a comprehensive interpretation of the data with accurate use of statistical measurement terms and concepts.	Both quantitative and qualitative data are used in interpretations of the data. Descriptions create an interpretation of the data with use of statistical measurement terms and concepts.	Data are simply restated from the score report without meaningful interpretation. Statistical measurement terms and concepts are missing or inaccurate. OR Interpretation is missing.
Evidence for Dependent Variable (3 points)	❑ Explanation contains specific information related to developmentally appropriate benchmarks aligned to curriculum standards.	Explanation contains specific information related to developmentally appropriate benchmarks OR grade level curriculum.	Information is provided without explanation. Development and grade level curriculum are not addressed.
Professional Standards (1 point)	❑ No evidence of plagiarism. Professional language and mechanics are used throughout the assignment.	No evidence of plagiarism. Few errors in professional language and mechanics.	Evidence of plagiarism jeopardizes both your course grade and your status in the program.

Content Standards and KUDs (10 points)

Identify the complete content standard being assessed. Include the KUDs.

State the KUDs in student-friendly language. KUDs should be:

- aligned to your standards
- aligned to Bloom's taxonomy
- specific
- measurable
- easily understood

Content Standards and KUDs Rubric

	Proficient	Basic	Unsatisfactory
Content Alignment 3 points	☐ KUDs are clearly aligned to the content standards and fully elaborated. ☐ All parts of the content are addressed.	KUDs are aligned to the content standards. All parts of the content are addressed, through either a KUD or explanation.	KUDs are not aligned to content standards. OR KUDs are aligned to methods, activities, or resources instead of content standards.
Identification of Content Standard and past/future learning (1 point)	☐ Clear and accurate explanation of how this standard fits into the discipline as a whole. ☐ Prerequisite and future learning/skills are explained.	Explanation of how this standard fits into the discipline as a whole is partially clear/accurate. Prerequisite and future learning/skills are somewhat explained.	Inaccurate or partial explanation of how this standard fits into the discipline as a whole. Prerequisite and future learning/skills are loosely explained.
Bloom's Taxonomy (1 point)	☐ Verbs in the KUDs align with the standards, and pre-requisite knowledge, understanding, and skill are aligned.	Verbs in the KUDs align with standards, but scaffolding is incomplete.	Verbs in the KUDs do not align with the verbs in the standards.
Specific (1 point)	☐ Each KUD identifies specific knowledge, understanding, or skill that is fully elaborated.	Each KUD identifies specific knowledge, understanding, or skill. Some elaboration is needed.	KUDs contain more than one element of knowledge, understanding, or skill.
Measurable (1 point)	☐ KUDs are measurable and include specific information about what the student will be able to do, e.g. how well, how many, to what degree.	KUDs are measurable.	The KUD is not measurable as written. KUDs do not describe what the student will be able to do.
Easily Understood (2 points)	☐ Vocabulary and syntax are appropriate for the grade level and target audience, and KUDs are easy to understand.	KUDs are easy to understand.	Academic language is not elaborated. Vocabulary and/or syntax not appropriate for the grade level or target audience.
Professional Standards (1 point)	☐ Professional language and mechanics are used throughout the assignment.	Few errors in professional language and mechanics.	Evidence of plagiarism.

Assessment Tools (3 @ 10 points each)

Create assessments that reflect knowledge of content standards and the correct construction of a variety of items used to measure knowledge, understandings, and skills.

- clear directions
- well-constructed selected and constructed response items
- binary choice items
- multiple choice items
- matching items
- short-answer items
- essay items

***At least one assessment must include a technology component**

Summative Assessment and Answer Key

- List the specific standard/s and KUDs you are assessing.
- **Be sure to include both selected response and constructed response items.**
- Include the ACTUAL test you have created and will use with students.
- Include the answer key you will use to evaluate the assessment you created.
- Provide an example of what you expect students to produce for constructed response items.
- Be sure to explain how you will assign points and a grade for the assessment.
- Administer the assessment and create a summary of the data that can be used for instructional decision making. Include recommendations for instruction using high-quality instructional materials.

Pre-assessment, Answer Key, and Description of Intended Use of Results

- List the specific standard/s and KUDs assessed.
- Include a description of the pre-assessment.
- Include the ACTUAL pre-assessment.
- Include the answer key or other evaluation criteria to be used to evaluate the pre-assessment.
- Be sure to include an example of what you expect students to produce or an example of student work as appropriate.
- Administer the assessment and create a summary of the data that can be used for instructional decision making. Include recommendations for instruction using high-quality instructional materials.

Formative Assessment with Anticipated Responses

- List the specific standard/s and KUDs assessed.
- Include the formative assessment.
- Include the answer key or other evaluation criteria to be used to evaluate the responses collected from the formative assessment. Be sure to include an example of what you expect students to produce or an example of student work as appropriate.
- Administer the assessment and create a summary of the data that can be used for instructional decision making. Include recommendations for instruction using high-quality instructional materials.

Assessing the Assessments

	Proficient	Basic	Unsatisfactory
Directions (1 point)	☐ Clear directions.	Unclear directions.	No directions.
Follows Item Writing Guidelines (3 points)	☐ No errors in item writing.	Errors in item writing are unlikely to affect the integrity of the results.	Errors in item writing provides unintentional clues or may change the construct being measured.
Content (2 points)	☐ All content reflects the Standards/KUDs, is accurate, and is appropriately covered with no gaps.	Content mostly reflects the Standards/KUDs, is mostly accurate, and is somewhat appropriately covered with some gaps.	Content does not completely reflect the Standards/KUDs, has some inaccuracies, and/or contains gaps.
Success Criteria (3 points)	☐ Success criteria are provided for all items that align to the standard and KUDs.	Success criteria are provided.	Success criteria are missing.
Professional Standards (1 point)	☐ Professional language and mechanics are used throughout the assignment.	Few errors in professional language and mechanics.	Evidence of plagiarism.

Reflection (10 points)

Respond to the following questions.

- Why do teachers need to know about assessment?
- How is assessment used in schools and classrooms?