**EDUC 4319— Classroom Assessment**

College of Education, University of Texas at Arlington

**Fall 2018**

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| Class Time: Mondays 3:00 to 6:00 pm | Instructor: Dr. Marc Schwartz |
| Location: Blackboard | Office: Science Hall 322E |
| Office Hours: Schedule with professor | E-mail: schwarma@uta.edu |
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**Course Text**

Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for*

*student learning: Doing it right–using it well* (2nd ed). Boston: Pearson.

**Other Reading Resources:**

***Articles:***

Black, P, & Wiliam, D. (2010). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, *92*(1), 81–90.

Boudett, K. P., City, E. A., & Murnane, R. J. (2006). The “Data Wise” improvement process: Eight steps for using test data to improve teaching and learning. *Harvard Education Letter*, *22*(1), 1–3.

Chappuis, S., & Stiggins, R. (2002). Classroom assessment for learning. *Educational Leadership*, *60*(1), 40–43.

Cornelius, K. Y. (2013). Formative assessment made easy: Templates for collecting daily data in inclusive classrooms. *TEACHING Exceptional Children*, *45*(5), 14–21.

Cortiella, C. (2005). No Child Left Behind: Determining Appropriate Assessment Accommodations for Students with Disabilities. *National Center for Learning Disabilities*.

Cawthon, S. W. (2010). Assessment accommodations for English language learners: The case of former-LEPs. *Assessment*, *15*(13).

Fuchs, D., & Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how

valid is it?. *Reading research quarterly*, *41*(1), 93-99.

Joint Committee on Testing Practices. (2004). *Code of fair testing practices in education*.

Washington, DC: Joint Committee on Testing Practices.

Popham, W. J. (2007). Instructional sensitivity: Educational accountability’s dire drawback. *Phi Delta Kappan*, *89*(2), 149–155.

Siegel, M. A., Wissehr, C., & Halverson, K. (2008). Sounds like success: A framework for equitable assessment. *The Science Teacher, 75*(3), 43-46.

**Online Learning Modules**

IRIS Center, Peabody College of Education, Vanderbilt University. Available from: <http://iris.peabody.vanderbilt.edu/iris-resource-locator/#content>

**Prerequisite Courses:** None

**Course Description**

This course will introduce students to classroom assessment strategies that are used to inform teaching. Focus will include ways to interpret standardized test results and create and use authentic classroom-based assessments to design and deliver differentiated instruction. Data-based instructional decisions will also be introduced. Course includes a field-based component.

**InTASC Standards Addressed:**

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

Standard 4 – Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the disciplines(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content. (4.C, 4.E, 4.I, 4.J, 4.O, 4.P).

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

Standard 6 – Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learners progress, and to guide the teacher’s and learner’s decision making (6.A, 6.B, 6.C, 6.G, 6.H, 6.J, 6.K, 6.L, 6.M, 6.N, 6.O, 6.P, 6.Q, 6.S, 6.T, 6.U, 6.V).

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

Standard 8 – Instructional Strategies: The teacher understands and uses 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 (8.B).

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

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

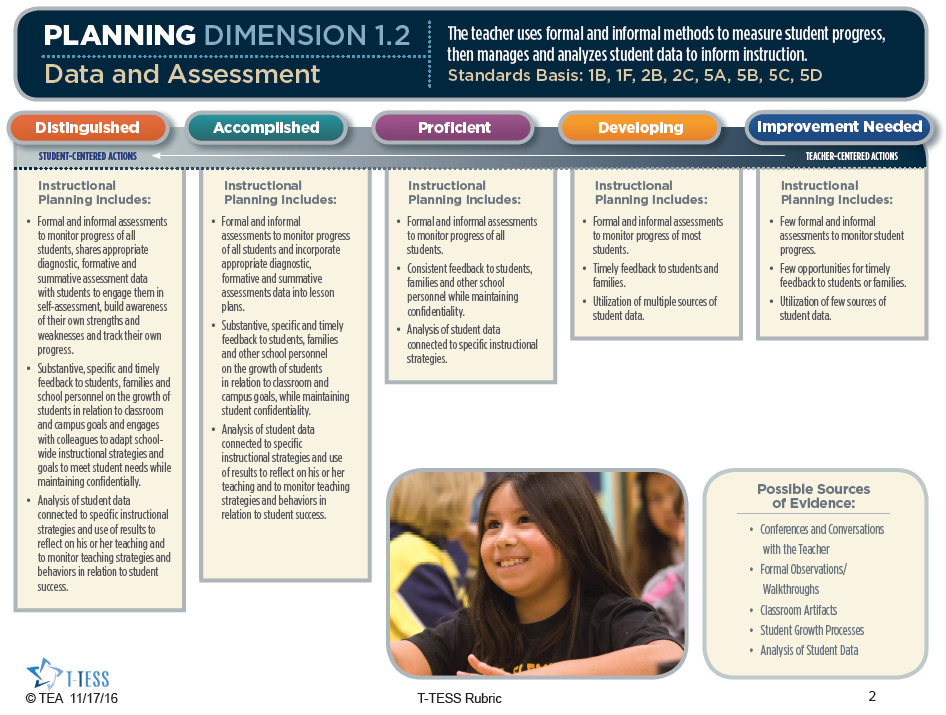
<http://www.uta.edu/coed/about/accreditations.php>

**Texas Educator Standards:** Standard 5: Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goal and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed. (TEA, 2014)

1. Teachers implement both formal and informal methods of measuring student progress.
   1. Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessment aligned to instructional objectives and outcomes that are accurate measures of student learning.
   2. Teachers vary methods of assessing learning to accommodate students’ learning needs, linguistic differences, and/or varying level of background knowledge.
2. Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
   1. Teachers develop learning plans and set academics as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
   2. Teachers involve all students in self-assessment, goal-setting, and monitoring progress.
   3. Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students’ goals and progress
3. Teachers regularly collect, review, and analyze data to monitor student progress.
   1. Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
   2. Teacher combine results from different measures to develop a holistic picture of students’ strengths and learning needs.
4. Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plan accordingly.
   1. Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
   2. Teachers regularly compare their curriculum scope and sequences with student data to ensure they are on track and make adjustments as needed.

<http://ritter.tea.state.tx.us/rules/tac/chapter149/ch149aa.html>

**Texas Teacher Evaluation T-TESS**



<https://teachfortexas.org/> (Additional Support on T-TESS)

<https://teachfortexas.org/Views/Teachers> (Data and Assessment in T-TESS)

**UTA (Conceptual Framework):** This course aligns with the conceptual framework of UTA’s educator preparation programs and contributes to the development of educators who are committed to improving learner outcomes and advance the field through evidence-based practices.

Specific competencies of the course includes: Focus on the learner and assess growth and outcomes; Differentiates instruction to diverse learners; Engage in early and articulated field experiences.

<http://www.uta.edu/coed/about/conceptual-framework.php>

**Learning Objectives**

**1) Understanding Assessments: Diagnostics, Sound Design, Clear Purpose, Specific Learning Targets, and Types of Assessments (formative, summative, informal, etc.)**

***Objective 1****:* **Purposes of Educational Assessment**

* Identify the purpose(s) of assessment and desired interpretation of assessment results in particular instructional situations, and describe types of assessments that could produce the desired information

***Objective 2****:* **Validity of Score Interpretations and Fairness of Score Uses**

1. Describe characteristics of high-quality assessment results (e.g., reliability, fairness), and the implications of score quality for inferences about student learning (i.e., validity).
2. List types of validity evidence necessary to support particular interpretations of assessment results.
3. Evaluate the fairness of various assessment score uses for different groups of students. Recognize ethical and legal issues raised by testing practices.

***Objective 3****:* **Assessment Design**

1. Describe the characteristics, uses, advantages, and limitations of various assessment methods including observation, interviews, inventories, selected-response tasks, constructed-response tasks, and performance tasks.
2. Identify appropriate assessment format(s) to target particular content-area objectives. Align assessment tasks with content-area objectives.
3. Write quality selected-response items, and constructed-response items with stimulus materials, task directions, and scoring rubrics.
4. Plan, document and use personal communication and systematic observation to monitor student progress.
5. Be able to adapt assessments to accurately measure content-area learning of all students, including English learners and students with exceptionalities.
6. Create an assessment plan for an instructional unit.

**2) Communication: Communicating with Students, Parents, and District Personal, Goal Setting, Building Awareness of Strengthens and Weakness, and Monitoring Progress and Growth**

***Objective 4****:* **Providing Feedback to Students**

1. Provide detailed feedback that can help guide further student learning.
2. Facilitate student self-assessment, reflection, and goal-setting.

***Objective 5****:* **Communicating Assessment Results to Parents**

* Practice strategies for communicating assessment results to parents, and describe strategies for involving parents in monitoring their children’s learning.

***Objective 6****:* **Use of Assessment Results in Evaluation**

1. Maintain adequate records of student performance, and design a fair, defensible grading plan.
2. Provide a brief, non-technical description of the use of large-scale assessment results in teacher evaluation.
3. Employ multiple sources of information (e.g., student achievement data, administrator or peer observational feedback, and student feedback), to evaluate effectiveness of instruction.

**3)Analyzing Data: Cause/Effect Relationship with Teaching and Learning, Differentiating Instructional Strategies, and Making Adjustments in Teaching.**

***Objective 7****:* **Sound Interpretation of Assessment Results**

1. Conduct basic item analysis and produce data displays using Microsoft Excel.
2. Interpret classroom assessment results to evaluate student learning.
3. Interpret large-scale assessment score reports to gauge student achievement.

***Objective 8****:* **Use of Assessment Results to Inform Instruction**

1. Develop an appropriate instructional plan for a student, given assessment information.
2. Use assessment results to plan and differentiate group instruction.
3. Utilize multiple sources of information (e.g., personal communication with students, parent meetings) in conjunction with formal assessment results to guide instructional decision-making.
4. Describe the role of assessment in response-to-intervention (RtI) approaches to instruction.

**Assignments:**

**Key Assessment:** Students will submit a Final Project to include two elements:

* 1. A lesson plan used in their certification area. By the end of the course the lesson plan will highlight a detailed assessment plan to evaluate student performance with two examples of appropriate instructor responses (“mini-lessons”) to student performances that do not meet expectations; and,
  2. One reflection paper which summarizes their knowledge and understanding of data-driven instruction from assessments from synthesized information of their 3 Objective Exercises, Reading Responses, Field Observations, and Data Meeting Observation and Interview. The reflection paper will justify the kind and number of assessments used in the lesson plan.

Students will need to submit both elements of the Final Project (Reflection Paper and Lesson Plan) into Blackboard and TK20 to receive credit for the Key Assessment.

**Data Meeting and Interview**: Students will observe a data meeting and complete the data meeting observation rubric. Students will submit the complete and signed rubric. Students should collect a copy of the data set with original assessment questions to be used for their Activity Poster. Students will conduct an interview with their assigned cooperating teacher for field-based observations, instruction coach, or data specialist on the campus. Students will write out both interview questions and teacher responses. Interview questions located at the end of the syllabus.

*Criteria: 1 inch margins, double-spaced, 12 point -Times New Roman font. The upper left corner will consist of: Student name, Date Interview, and Date.*

*Spelling and grammar are also considered in the grade.*

**Reading Responses:** Students will submit approximately eleven (11) responses summarizing the assigned prompt in the online modules. These responses are limited to 300 words plus or minus 10 words. Each online module consists of Challenge, Initial Thoughts, Perspectives and Resource, Wrap-Up, and Assessment tabs students will navigate through. The purpose of the reading responses is to demonstrate independent thinking about the material has occurred ***prior*** to the start of class, thus enabling the student to contribute to class discussion. Reading responses are due prior to the start of the next class.

*Criteria: One page in length, 1 inch margins, double-spaced, 12 point -Times New Roman font. The upper left corner will consist of: Student name, Reading Response \_\_, and Date. Spelling, grammar and word count are considered in the grade.*

**Objective Exercises:** Students will be group together according to certification areas, with 3 to 4 students at each level, and will complete three (3) objective exercises (1-Understanding Assessments, 2-Communication, and 3-Analyzing Data) throughout the course. Students will hold productive discussions to develop skills outlined from the class readings and instruction. Students will evaluate their understanding of each objective exercise and reference examples supporting their knowledge. ***Written evidence from the class objective exercise discussion will be submitted to Blackboard prior to the start of the following class.***

*Criteria: 1 inch margins, double-spaced, 12 point -Times New Roman font. Page 1 is the Title page and includes: Student name, Title of Objective, Date, Course, Professor, AND Integrity Statement (see Academic Integrity section for statement).*

*Page 2 and Page 3 are written evidence of the summary of information and understanding from the class discussion and supporting evidence.*

*Page 4 is the reference page and includes the heading ‘References’ and is correctly APA*

*formatted.*

*Written summary needs to be 500 words plus or minus 20 words. Spelling, grammar, formatting and word count are considered in the grade.*

**Observation Log**: Students will submit an observation log which records a minimum f 20 hours of observation time on their assigned campus. During observation hours, students need to observe the cause and effect of teachers adjusting their lesson to meet student learning based on information gathered from the data.

**Final Project (Lesson Plan):** Students will be grouped according to certification areas, with 2 to 3 students within each level and content concentration to represent ‘team collaboration’ opportunities to analyze individual data sets. Each student will evaluate an original or recycled lesson plan from their certification area. This lesson should be chosen in the first month of the course. For the final project, students will use “Track Change” in Word to document where they would make changes in the lesson plan to achieve the course goals. The reasons or justifications for the changes documented in the lesson plan will be supported by the Reflection Paper. There will be several opportunities during the course to consider possible changes to the lesson plan you pick. These changes should highlight or account for the following:

Basic Information: The data set will be gathered from Data-Driven Meeting Observation and include: grade level, content/unit, TEK, number of students in data set. The student will summarize this descriptive data in the lesson plan as “Descriptive Data”. For example, Descriptive Data could be as follows: 4th grade, math – geometry, 4.6A - Identify points, lines, line segments, rays, angles, and perpendicular and parallel line, 22 students.

Interpreting Results: Student groups will discuss interpretations of the assessment data from each learner’s data set. This information will be added to the lesson plan as a new section, “Analyzing Data” to take note of what the instructor learned from using the lesson plan. Discussion should focus on identifying trends in the data set. Does the data demonstrate that students are meeting the TEK’s or teacher objectives? Does the data highlight a kind of rationale that students are using in response to the lesson? Should the lesson include new data that the instructor should collect (and why)? If available, the percentage of students selecting incorrect responses should be noted.

Planning: Student groups will list and identify low performing TEK/objectives from each learner’s data set in the lesson plan. Students will develop and plan *mini lesson* plans to re-teach the low objectives based on results of the discussion of student rational, the why. Mini lesson plans will include TEK, instructional strategies, and differentiation. Students will create **two** mini lesson plans as re-teaching activities to address the low performance on individual objectives. One lesson plan meets RtI Tier 2 level of support and the other plan meets RtI Tier 3 level of support. Students will describe these two supplemental interventions in the final version of their lesson plan in a new section called “Mini Lessons.”

Adjustment in Assessment Planning: Student groups will discuss their individual created mini lesson plans and adjustments to meet the needs of Special Education students and ELL learners from low performing TEK/objectives. Student will summarize adjustments of both mini lesson plans to include SPED **and** ELL learners in the section “Mini Lessons.”

Developing Assessments: Student groups will discuss in their groups the original low performing assessment questions to create new assessment questions to reassess student mastery. Student will create **THREE** new assessment questions with answers for their lowest objectives (TWO student selected responses and ONE written student response) and identify them in the lesson plan as “Reassessment Questions”

**Final Project (Reflection Paper):**

Students will submit a reflection paper which provides a summary of the reasoning and justifications for the changes in the lesson plan. The reflection paper highlights and summarizes their knowledge and understanding of data-driven instruction from assessments from synthesized information of their 3 Objective Exercises, Reading Responses, Field Observations, and Data Meeting Observation and Interview.

*Criteria: 1 inch margins, double-spaced, 12 point -Times New Roman font. Page 1 is the Title page and includes: Name, Reflection Paper Title, Date, Course, Professor, AND Integrity Statement (see Academic Integrity section for statement).*

*Pages 2 to 4 (750 words plus or minus 30) are written evidence of synthesized information of their 3 Objective Exercises, Reading Responses, Field Observation, and Data Meeting Observation and Interview with supporting evidence.*

*Page 5 is the reference page and includes the heading ‘References’ and is correctly APA*

*formatted.*

*Spelling, grammar, formatting and word count are considered in the grade.*

**Evaluation**

* All assignments and reading responses must be submitted to Blackboard **by Sunday evening at 5:00 pm the day before the online meeting**. Any assignments submitted after this time will be considered late. Late assignments may be turned in up to one week after the due date, but 10 percent will be deducted from the final grade for every day (24 hours) it is late. Assignments will not be accepted more than one week after the due date and a grade of zero (0) will be recorded.
* Attendance**:** At the University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance.
* All course work will be evaluated based on accuracy, adherence to guidelines, thoroughness, and coherence. Be sure to review and edit your work before submitting it.

**Grading Scale****:** 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, Below 60% = F

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| ***Assessment*** |  |  |
| Data Meeting Observation Log | 5% |  |
| Interview Paper | 5% |  |
| Exercise 1 (Understanding Assessments) | 10% |  |
| Exercise 2 (Communication) | 10% |  |
| Exercise 3 (Analyzing Data) | 10% |  |
| Reading Responses | 20% |  |
| Final Project: Reflection Paper | 20% |  |
| Final Project: Lesson Plan | 15% |  |
| Field Observation Log – 20 Hours | 5% |  |

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| **Wk** | **Topic** | **Focus** | **Assignments due before the start of the next class** |
| 0  8/27 | Blackboard | Intro | Explore the interface for Blackboard Collaborate, which we will used for synchronized meetings. Generate questions regarding syllabus. |
| 1  9/10 | Introduction, Syllabus, Course Expectations  Classroom Assessment: Every Student a Learner (chapter 1) | Objective Exercise 1 | Online Module: Classroom Assessment (part 1)  <https://iris.peabody.vanderbilt.edu/module/gpm/>  Reading Response 1 “List two key differences between mastery measurement and curriculum-based measurement.” |
| 2  9/17 | Clear Purpose Assessment for and of Learning (chapter 2)  Instructional Insensitivity of Tests (article) | Objective Exercise 1 | Online Module: Classroom Assessment (part 2)  <https://iris.peabody.vanderbilt.edu/module/rpm/>  Reading Response 2 “List the six steps of the curriculum-based measurement process.” |
| 3  9/17 | Clear Targets (chapter 3)  Sound Design (chapter4) | Objective Exercise 1 | Online Module: Evidence-Based Practices (EBP) (part 1): Identifying and Selecting a Practice or Program  <https://iris.peabody.vanderbilt.edu/module/ebp_01/>  Reading Response 3 “List three areas that an education professional needs to think about when selecting an EBP. Discuss some considerations for each. |
| 4  9/24 | Selected Response Assessment (chapter 5)  Written Response Assessment (chapter 6) | Objective Exercise 1 | Online Module: Evidence-Based Practices (part 2): Implementing a Practice or Program with Fidelity  <https://iris.peabody.vanderbilt.edu/module/ebp_02/>  Reading Response 4 “List the key components of fidelity of implementation and briefly describe each.” |
|  | Data Driven Meeting Observation and Teacher Interview Due |
| 5  10/1 | Performance Assessment (chapter 7)  Code of Fair Testing Practices in Education (article) | Objective Exercise 1 | Online Module: Evidence-Based Practices (EBP) (part 3): Evaluating Learner Outcomes and Fidelity  <https://iris.peabody.vanderbilt.edu/module/ebp_03/>  Reading Response 5 “Explain why it is important to review both fidelity of implementation data and progress monitoring data to determine the effectiveness of an EBP for a student.” |
| 6  10/18 | Certification Level/ Content Areas  Group Discussion Disseminating  ‘Understanding Assessments’ | Objective Exercise 1 | Objective Exercise 1:  Understanding Assessment Summary |
|  | *Final Project Reminder: Start thinking about what you have learned and how it will be incorporated into your lesson plan and reflection paper* |
| 7  10/15 | Personal Communication as Classroom Assessment (chapter 8)  Portfolios (chapter 11) | Objective Exercise 2 | Online Module: RTI (part 1) An Overview  <https://iris.peabody.vanderbilt.edu/module/rti01/>  Reading Response 6 “List at least four benefits of using an RTI approach with struggling students.” |
|  | *Final Project Reminder: Have you started drafting your reflection paper? What changes to your lesson plan appear to be necessary?* |
| 8  10/22 | Conference About and With Students (chapter 12)  Classroom Assessment for Learning (article) | Objective Exercise 2 | Online Module: RTI (part 2) Assessment  <https://iris.peabody.vanderbilt.edu/module/rti02/>  Reading Response 7 “The two types of assessment used in RTI are universal screening and progress monitoring. Describe the purpose of each of these two types of assessment.” |
|  | *Field Observation Log: How many hours have your observed?* |
| 9  10/29 | Record Keeping: Tracking Student Learning (chapter 9)  Formative Assessment Made Easy (article) | Objective Exercise 2 | Online Module: RTI (part 3) Reading Instruction  <https://iris.peabody.vanderbilt.edu/module/rti03/>  Reading Response 8 “Discuss at least three different ways in which high-quality reading instruction in Tier 2 will differ from that in Tier 1.” |
|  | *Final Project Reminder:: Start outlining what you have learned and how it will be incorporated into your lesson plan and reflection paper* |
| 10  11/5 | Certification Level/ Content Areas  Group Discussion Disseminating  ‘Communication’ | Objective Exercise 2 | Objective Exercise 2: Communication Summary |
| 11  11/12 | Inside the Black Box (article)  The Data Wise Improvement process (article) | Objective Exercise 3  Focus on Cultural Differences | Online Module: RTI (part 4) Putting It All Together  <https://iris.peabody.vanderbilt.edu/module/rti04/>  Reading Response 9 “Discuss at least one benefit of the general education teacher’s communicating with each of the following groups of people in regard to the RTI approach: Other professionals, students, and parents.” |
|  | *Final Project Reminder: Have you started writing your reflection paper? Seek a colleague to look at your lesson plan to check if anything appears to be missing.* |
| 12  11/19 | Determine Appropriate Assessment Accommodations for Students with Disabilities (article)  Introduction to Response to Intervention: what, why, and how valid is it? (article) | Objective Exercise 3  Focus on Special Education and At-Risk Students | Online Module: RTI (part 5) A Closer Look at Tier 3  <https://iris.peabody.vanderbilt.edu/module/rti05/>  Reading Response 10 “What are the two ways in which Tier 3 instruction differs from that provided in Tiers 1 and 2?” |
| 13  11/26 | Sounds Like Success: A Framework for Equitable Assessment (article)  Assessment accommodations for English language learners (article) | Objective Exercise 3  Focus on English Language Learners and TELPAS | Online Module: RTI Mathematics  <https://iris.peabody.vanderbilt.edu/module/rti-math/>  Reading Response 11 “What are the two types of assessment used in RTI? Briefly describe the purpose of each.” |
| Field Observation Log Due |
| *Final Project Reminder: What you have learned in the course and how those elements will be incorporated into your lesson and reflection paper?* |
| 14  12/3 | Group Work Day |  | Continue working on FINAL PROJECT: |
| 12/10 |  |  | FINAL PROJECT DUE and Submitted into TK20 |
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**Professionalism**

Professionalism in all course-related activities is expected. Key elements of professionalism include budgeting sufficient time to complete assigned readings and produce high-quality assignments in advance of the due date, arriving on time for class sessions, actively and thoughtfully engaging the course material, treating all class members respectfully and working cooperatively, avoiding distraction, and taking responsibility for the quality and integrity of one’s own work products.

## **University Policies, Procedures, and Resources**

**Grade Grievances**: Students seeking to file a grade grievance must following the policies as outlined in the UTA Dean of Students office and complete the grade grievance form for the UTA College of Education: <http://www.uta.edu/deanofstudents/student-complaints/academic%20-%20grade%20and%20non%20grade.php>

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Disability Accommodations:** UTArlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of **a letter certified** by the Office for Students with Disabilities (OSD).Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

**The Office for Students with Disabilities, (OSD)** [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability).

**Counseling and Psychological Services, (CAPS)** [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit*[*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php)*.*

**Title IX Policy:** The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated.*For information regarding Title IX, visit* [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](file:///C:\Users\fleenere\AppData\Local\Microsoft\Windows\Temporary%20Internet%20Files\Content.Outlook\9LF69N7D\jmhood@uta.edu).

**Academic Integrity:** Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>.

**Professional Dispositions:** Each student/candidate in the College of Education at UTA will be evaluated on Professional Dispositions by the faculty and staff in each professional education course per semester. These dispositions are identified as essential for a highly-qualified professional. Instructors and program directors will work with students/candidates rated as “unacceptable” in one or more stated criteria. The student/candidate will have an opportunity to develop a plan to remediate any digressions. If digression(s) are not, or cannot be successfully remediated as in the case of an egregious digression, a determination will be made by Committee on continuation or dismissal from the College of Education.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

**Campus Carry:** Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Student Feedback Survey:** At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** for semester-long courses**,** a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Students are encouraged to subscribe to the MavAlert system that sends information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at <https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include [tutoring](http://www.uta.edu/universitycollege/current/academic-support/learning-center/tutoring/index.php), [major-based learning centers](http://www.uta.edu/universitycollege/resources/college-based-clinics-labs.php), developmental education, [advising and mentoring](http://www.uta.edu/universitycollege/resources/advising.php), personal counseling, and [federally funded programs](http://www.uta.edu/universitycollege/current/academic-support/mcnair/index.php). For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at <http://www.uta.edu/universitycollege/resources/index.php>.

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. Non-emergency number 817-272-3381

**Interview Questions**

1. Interview Questions:

Basic:

* What grade level and subject do you teach?
* How long have you been teaching this grade level and subject?
* How many years have you been teaching?

Data within the Classroom:

* What evidences, artifacts are used to measure growth?
* How do you know learning is happening?
* How are students supported in understanding what is expected for them?
* What formal and informal data did you use to determine whether students were meeting the lesson’s objective?
* What instructional adjustments did you make as a result of the data you were collecting during the lesson?
* What impact did instructional adjustments have on student learning?
* What feedback did you provide to students during the lesson to inform them about their learning?
* In what way will you continue to provide this feedback?
* How did your assessment accommodate the learning and communication needs of individual students?
* What, if anything, did you believe will strength your practice in the area of data and assessment?

Data within the Campus/District:

* How are data collected and managed in your school to facilitate access for teachers?
* What types of data and assessments does your school use to guide instructional decisions?
* How does your school system actually use data and assessments and use those results?
* How are data used to inform instructional practices and individuals learning for all students?
* How are other stakeholders, including students, involved in reviewing and understanding data and assessment measures?
* How are teachers supported to shift their practices to student-centered actions?