

Stephen F. Austin State University

Educator Preparation Program

The following list of courses and assignments are implemented by the SFA secondary and all-level EPPs in the preparation of educators to use technology. Following this summary list of courses and assignments is a detailed course syllabus for each course where the assignments are completed.

TECHNOLOGY INFORMATION FROM SECONDARY AND ALL-LEVEL EPPS

SED 370 Sociocultural and Historic Perspectives in American Education

Students scan QR codes to watch short videos about learning and classroom management theories. They then create their own videos and QR codes. Last, students analyze the benefits and challenges of using this technology and determine ways this technology may be utilized in their future classrooms.

SED 372 Disciplinary Literacy

Distance Learning Students utilize technology to practice, explain, and analyze teaching strategies examined in the course. The assignment is below:

Strategy Workshop During this module, we have read and discussed methods for pre-reading activities, activating schema, and the active learning process. For this assignment, you will choose one of the short reading passages provided. You will then create a pre-reading activity that you would use if you were using this passage in a classroom. You will create a short screencast in which you practice teaching this pre-reading activity and explain why you chose it and how you envision it working in a classroom. Your video should be two minutes minimum but no more than five.

Technology Webquest: Students will read, click-around, play-with, and investigate each of the twenty stops on the online quest. There are questions to assist with reflection and planning. Students must complete all the questions to receive credit for the quest. Answers will be saved in Google Forms.

Instructions: Click the link below. Read through the home page. Use the navigation at the top to visit the stops on the quest. Google forms are embedded in the site. Your answers will be recorded when you click submit.

<https://sites.google.com/weber.edu/instructional-tech-webquest/home?authuser=1>

Webquest Final Reflection and Application of ISTE Standards - Students will create a plan of action for meeting the ISTE Standards. This is a way to apply the stops on the quest to future classrooms.

Instructions: You have successfully trekked through technology resources on the Webquest, now it is time to develop a plan of action for meeting technology standards in your future

classroom. Using the International Society for Technology in Education (ISTE) Standards (both [ISTE Standards for Educators \(Permitted Educational Use\).pdf](#) and [ISTE Standards for Students \(Permitted Educational Use\).pdf](#)), create a plan of action for implementing these standards in your future classroom. Give specific examples of resources, organizations, and uses of technology with your students and with yourself. Please organize your plan in a table. You must mention each standard.

SED 450 Assessment for Diverse and Contemporary Classrooms

Students create a pre assessment. They utilize the technology GradeCam to score student responses. They analyze these scores/responses to make lesson plan changes/decisions before they teach students at their field experience location.

SED 443 Education in a Global Society: A Critical Perspective and SED 23 Assessment for Diverse Contemporary Classrooms

Unit Work Sample (Utilizes charts, graphs, and/or tables in Excel to complete the analysis of data)

Directions for Pre-Assessment:

The pre-assessment assignment has four parts:

1. Determining the TEKS to be assessed, and copying them to the pre-assessment document.
2. Designing the authentic pre-assessment
3. Including how the pre-assessment will be graded (either with a rubric or other tool)
4. Recording the data for the pre-assessment

DESIGNING THE PRE-ASSESSMENT BASED UPON THE TEKS

Based upon the TEKS that your cooperating teacher is wanting you to teach, you are going to design an assessment based upon those TEKS to measure if the students are learning what you are teaching them.

Example:

Here is a math TEKS from Algebra 1

(A) determine the slope of a line given a table of values, a graph, two points on the line, and an equation written in various forms, including $y = mx + b$, $Ax + By = C$, and $y - y_1 = m(x - x_1)$;

One question you would want to ask on your designed assessment is:

Graph the following line on your graph paper:

x	$y = 2x + 3$	(x, y)
-4	$2(-4) + 3 = -8 + 3 = -5$	(-4, -5)
-2	$2(-2) + 3 = -4 + 3 = -1$	(-2, -1)
0	$2(0) + 3 = 0 + 3 = 3$	(0, 3)
2	$2(2) + 3 = 4 + 3 = 7$	(2, 7)

This assessment question is directly linked to a skill that is explained by the TEKS. It involves the student **actually doing something** to show that they know the information.

An inappropriate question for an assessment for this TEKS would be:

Choose the formula that we have been learning about this week:

- A. $y = mx + b$
- B. $x = ym + b$
- C. $b = yx$
- D. $b = xm + b$

This type of question is inappropriate because it is simply requiring the students to memorize the answer, not actually show their ability to "do" the TEKS.

There is no minimum or maximum for the number of questions for the assessment. Each class is different and each class needs to be assessed differently based on the subject matter. A class of 150 band or PE students only needs one assessment question/performance, because that is very time consuming. A special ed classroom of 5 students may need a small number of questions as well. Quality is more important than quantity. One well designed authentic assessment is worth it's weight in gold.

DESIGNING A RUBRIC FOR YOUR ASSESSMENT

Once you have designed your questions or skills to be performed for your assessment, you need to include how you will grade the student's performance.

For example, this could be the rubric for the math question on graphing.

Grade A (10 pts): Student is able to accurately graph 4/5 or 5/5 of the points from the table on the graph paper.

Grade B (8 pts.): Student is able to accurately graph 3/5 points from the table on the graph paper

Grade C (7 pts.): Student is able to accurately graph 2/5 or 1/5 points from the table on the graph paper.

RECORDING THE DATA FOR THE PRE-ASSESSMENT

Once you have given the students the pre-assessment, you must grade it and record the data in a chart or excel document. I would suggest using excel since you will be using it later to analyze your data.

Make sure you do not use the actual student names, but instead give the students a number, letter codes, or pseudonym to protect their identity.

For example:

Student A- 10 pts.

Student B- 8 pts.

Student C- 8 pts.

Student D- 7 pts.

Student E- 7 pts.

This documentation of student performance is what you will base your post-assessment and data analysis on later on in the work sample.

The goal for this pre-assessment is to determine what skills the students have demonstrating the TEKS, also, the pre-assessment is going to be given again as the post-assessment. So you want to design a high quality assessment. I have included several examples in this module of previous student work so that all content areas are represented. Multiple choice, T/F, or fill in the blank assessments are discouraged because of their inability to show students actual skills in mastering the TEKS. Great types of assessments are: short essays, demonstrations, sketches, creative writing, etc.

HOW THIS WILL BE GRADED

This assignment will be graded based on whether or not you included the four different parts of the assessment:

1. Writing out the TEKS that are being assessed

2. Designing the pre-assessment authentic assessment
3. Including how the pre-assessment will be graded (either with a rubric or other tool)
4. Recording the data for the pre-assessment

You will be required to redo the assignment if you do not complete the assignment to the standards that have been outlined in this instruction section. As soon as the document is graded, you will have **one week** to resubmit the document if you need to redo part or all of it. The entire work sample is dependent upon this pre-assessment, do it right the first time!

Disclaimer: If you ask the students to perform a task or answer a question that is culturally insensitive, you will be asked to redo your pre-assessment. Be attentive to the diverse cultures within your classroom!

Remember: There is no minimum or maximum for the number of questions for the assessment. Each class is different and each class needs to be assessed differently based on the subject matter. A class of 150 band or PE students only needs one assessment question/performance, because that is very time consuming. A special ed classroom of 5 students may need a small number of questions as well. Quality is more important than quantity. One well designed authentic assessment is worth it's weight in gold.

Official instructions created by CAEP Unit Assessment Committee:

The candidate selected or designed high quality pre-assessment instruments and procedures that provide useful information related to the targeted objectives and with attention to diverse student needs. The pre-assessment instruments and procedures provided useful information from several sources, including quantitative and/or qualitative data where appropriate, and across domains. The pre-assessment data were recorded using technology where appropriate in such a manner that it was easily used. The pre-assessment strategy was useful and practical for collecting the needed information to direct instruction.

You are to upload your lesson plan for teaching the TEKS that you have agreed upon with your cooperating teacher. Your lesson plan may be for one lesson, one class period, two lessons, two class periods, or even a week of class periods. It is your choice of time period.

You will be graded on the following:

1. Does the lesson plan include appropriate TEKS, written out and identified by grade level and subject area.
2. Does the lesson plan include objectives that align with the TEKS?
3. Does the lesson plan include a pre-assessment that directly assesses the objectives and TEKS? In addition, when does the pre-assessment take place during the lesson.

4. Does the lesson plan include appropriate ESL standards (ELPS, English Language Proficiency Standards) and CCRS (College and Career Readiness Standards)?
5. Does the lesson plan contain a direct application of the content to a real life concept or idea that is developmentally appropriate for the grade and subject matter?
6. Does the lesson plan include time increments for each part of the lesson? For example:
 - Begin Class with Bellringer (Warm-up) Activity- 5 minutes
 - Think-Pair-Share activity- 7 minutes
 - Quickwrite- 5 minutes
 - Pre-assessment- 5 minutes
 - Group activity about topic- 20 minutes
 - Post-assessment-5 minutes
 - Exit Ticket- 3 minutes
7. Do the activities in the lesson directly involve the students in active learning the content?
8. Do the activities and assessment indicate a culturally responsive pedagogy?
9. Does the lesson include an appropriate accommodations for special education students?
10. Did you upload the lesson plan to dropbox on or before the due date?

You will be asked to redo the assignment if your lesson plan does not meet these standards.

CAEP Unit Assessment Committee Instructions

Based on pre-assessment, the candidate planned appropriate, well-structured, and creative activities that aligned with the all appropriate standards (e.g. TEKS, SPA, ELPS, CCRS) and targeted objectives and offered opportunities that were adapted to diverse learners. Ongoing assessment was evident in the plan. The candidate incorporated technological resources throughout the process of planning and implementation. The implementation of the plan resulted in highly engaged participants and objectives were met.

DIRECTIONS

The post-assessment assignment is a continuation of the pre-assessment and lesson plan.

After you give your lesson to your class, you will give the class your already designed post-assessment (the post-assessment is identical to the pre-assessment).

You will record the data into the same chart that you recorded your pre-assessment data.

Example:

<u>Pre-Assessment</u>	<u>Post-Assessment</u>
Student A- 10 pts.	10 pts.
Student B- 8 pts.	10 pts.
Student C- 8 pts.	10 pts.
Student D- 7 pts.	8 pts.
Student E- 7 pts.	8 pts.

How you will be graded on this assignment:

1. You will turn in a document that shows your pre and post assessment data in a chart. You do not need to turn in a copy of your post-assessment because it is the exact same thing as your pre-assessment.

CAEP unit assessment committee directions

The candidate selected or designed high quality post-assessment instruments and procedures that provide useful information to determine the impact of their teaching and to determine if learners achieved targeted objectives. The post-assessment instruments and procedures provided useful information from several sources, including quantitative and/or qualitative data where appropriate, and across domains. The post-assessment data were recorded using technology where appropriate in such a manner that it was easily used. The post-assessment strategy was useful and practical for collecting the needed information to direct future instruction.

In this assignment, you will be analyzing your assessments and displaying the data in a chart, and then determining the efficacy of your teaching the TEKS in your lesson plan.

This Assessment analysis includes two main parts:

1. The comparison chart of the pre- and post- assessment data
2. Your written evaluation of your student's performance on the assessment

HOW TO ANALYZE YOUR ASSESSMENT DATA

1. Take the information from your post-assessment and pre-assessment table in the last module's assignment and put it into excel.
2. Create a graph or chart showing how your pre-assessment data compares to your your post assessment data.
3. Make sure you have labelled your axis, students, and the pre- and post- assessment components (if you do not include labels, you will be asked to redo the assignment and/or recieve a reduction in points, data without labels is meaningless).

HOW TO WRITE AN ANALYSIS OF YOUR DATA

4. Write a half to full page about the performance of your students on the pre and post assessment. Answer the following questions in your analysis:
 - a. How did your teaching influence the performance of the students on the pre and post assessments?
 - b. Did the assessment measure the TEKS in the way your thought it would? How?
 - c. What other student factors contributed their performance on the assessment?
 - d. Did student behavior and motivation influence the student performance on the assessment? How?
 - e. Do you feel your teaching was effective in helping the students master the TEKS? why?

HOW YOU WILL BE GRADED ON THIS ASSIGNMENT

1. Did you do the comparison chart?
2. Does the chart have appropriate labels?
3. Did you answer ALL the questions for the written analysis?

CAEP Unit Assessment Committee Instructions

Project components are well developed, complete, and accurate. Assessment data were recorded using appropriate technology so that data can be manipulated and interpreted as needed to inform instruction and to measure the impact of instruction on learners. Multiple excellent examples such as lists, charts, graphs or other views of the data were provided. The candidate engaged in an in-depth analysis of their teaching and the project overall in order to identify methods to determine effectiveness and accountability for PK-12 learning.

This assignment is a simple one page reflection about your student teaching experience, include the following topics:

1. How did you know your students were constructing knowledge?
2. How did your own personality and experiences influence your teaching?
3. How did your content knowledge influence your teaching?
4. How did the diversity of the student population influence your teaching?

Please use real examples from student teaching to give evidence for each of the questions.

You will be graded on each of these areas within your reflective paper.

CAEP Unit Assessment Committee Instructions

The candidate showed evidence of analyzing, evaluating, and contemplating the effects of their teaching. There was reflective evidence regarding the integration of knowledge of the learner, candidate dispositions, content, and diverse student needs. The reflection provided the potential for professional growth and change. Evidence of insight, deepened understandings and professional growth are a result of the reflective process. This reflection provides impetus leading to reframing the situation and engaging in appropriate future planning.

In teaching, the ability to create future plans based on what you have experienced and the data from your assessments is important for growth as a professional. In this assignment you will do just that.

DIRECTIONS

Answer the following questions in a reflective one-page essay:

1. Based upon the student data collected from your pre- and post-assessments, how would you change your lesson and activities to better teach the students that did poorly on the pre- and post-assessments?
2. Based upon the student data collected from your pre- and post-assessments, how would you further challenge the students that did very well on the assessment?
3. Based upon the data from your assessments and your experiences how would you change your lesson or activities next time you teach this lesson?
4. What research based instructional method could you add into this lesson next time you teach it to make it even better?

You will be graded on your answer of each of the previous questions.

CAEP Unit Assessment Committee Directions

The candidate demonstrated in-depth analyses of assessments/reflections and used this knowledge to modify or develop a comprehensive future plan. Future planning was clearly evidence-based and data-informed, and incorporates best practices based on research. The candidate identified future plans that encompass all targeted goals.