

ED 589: Instructional Achievement:
Practical Application of Assessment Results
in Improving Curriculum Content

SYLLABUS

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CREDIT HOURS:

Three Semester Hours

PREREQUISITES:

A baccalaureate degree is required for graduate level courses.

CATALOG DESCRIPTION:

Instructional Achievement: Practical Application of Assessment Results in Improving Curriculum Content is designed to offer practical insight using assessment results to improve instructional content for teacher or district improvement plans. Weak areas of success in assessment need to be reinforced with additional or modified instruction to enhance achievement.

STUDENT LEARNING OUTCOMES:

The student will:

- Demonstrate the ability to relate course curriculum to state assessment standards that may be inherent in curriculum you teach.
- Demonstrate the ability to examine and gather relevant assessment data, which applies, to your teaching area and lead to improved instruction.
- Demonstrate the ability to develop specific goals as they relate to state objectives and benchmarks as a step in enhancing instruction and increasing student achievement.
- Demonstrate the ability to develop specific teaching strategies and lessons that directly relate to state goals and benchmarks, which are deemed problem areas in areas of assessment.
- Demonstrate the ability to develop teacher oriented assessment tools and proficiency descriptors to evaluate student achievement.
- Demonstrate the ability to examine additional goals and objectives for those students who still do not meet goals identified in this assessment procedure.

COURSE REQUIREMENTS:

1. Students will select four (4) School Assessment Results that reflect a lower level of achievement on state assessments for student in the curriculum area they teach. (For students who are not actively teaching, they may select any four assessment benchmarks)
2. Students will examine the applicable standards and benchmarks, which relate to lower achievement levels on the assessment instrument. (What standards or benchmarks are related to this area of concern in the assessment tool?)
3. Students will develop two or more goals for each of the four lowest assessment scores on the state assessment, which indicate what the instructor hopes to achieve in improving the assessment scores. (What specific goals can you create that indicate what the student needs to do to increase achievement?)
4. Students will develop two detailed lessons for each of the three lowest scores on the state assessment including objectives, activities, assignments, and instructional strategies for improving student achievement. (What additional instruction, lessons, skill development can I teach which would enhance scores on this benchmark?)
5. Students will create specific assessment identifiers that indicate the students' level of achievement in the two lessons created in #4 above. The identifiers will be descriptive phrases that indicate partially proficient, proficient and advanced levels of student attainment for the lessons. (What descriptive phrases can I create which indicates the level of student proficiency on my lessons?)
6. Students will create specific assessment tools for each lesson created in #4 for purposes of measuring student achievement for each lesson. (How am I going to measure how well a student does on my lessons?)
7. Students will provide additional goals or modifications for students failing to meet acceptable levels of achievement for the lessons. (What do I do as a teacher when the students do not achieve proficiency on the lessons I have created?)

COURSE MATERIALS:

REQUIRED TEXTBOOK:

Carr, Judy F., Douglas E. Harris, *Succeeding with Standards, Linking Curriculum, Assessment and Actional Planning*. Alexandria, VA 22311, Association for Supervision and Curriculum Development, 2001, ISBN 0-87120-509-2.

OPTIONAL TEXTBOOK OR OTHER MATERIALS:

- Colorado model content standards and grade level expectations:
http://www.cde.state.co.us/index_std-access.htm
- Assessment units for various grade levels
http://www.cde.state.co.us/cdeassess/index_assess.html

ADA STATEMENT:

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719.587.7221 as soon as possible.

NOTE:

Web sites are constantly changing and you may find that some have moved or are simply no longer available; contact your instructor with any questions.

GRADE DISTRIBUTION AND SCALE:

In alignment with ASC academic policies, a D does not apply to a major or minor field.

GRADE DISTRIBUTION:

Gathering Assessment Data	50	points
Developing Effective Goals	50	points
Developing lessons/strategies	100	points
Developing Teaching Assessments	100	points
Developing Additional Goals	50	<u>points</u>
Total Points	350	points

SCALE:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F