

Calumet College



of Saint Joseph

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Calumet College of St. Joseph is a Catholic institution of higher learning dedicated to the academic, spiritual and ethical development of undergraduate and graduate students. Informed by the values of its founding religious community, the Missionaries of the Precious Blood (C.P.P.S.), the College promotes the inherent dignity of all people, social justice, an ethic of service, student empowerment, opportunity, and lifelong learning.

## COURSE SYLLABUS, Fall 2018

**Course: MAT 518 Group T**

### Instructor Information:

<b>Instructor Name</b>	Alyssa Rodriguez
<b>Office Number:</b>	400
<b>Phone Number:</b>	Office: 219-473-4266 Cell: 219-796-4583 ( <b>Preferred contact</b> )
<b>Email:</b>	<a href="mailto:arodriguez@ccsj.edu">arodriguez@ccsj.edu</a>
<b>Hours Available:</b>	Monday/Wednesday 2 - 5 pm
<b>Instructor Background:</b>	<p>Alyssa Rodriguez has a BS in Mathematics Education, a MA in Leadership in Teaching, and is finishing a Ph.D. in Research Methodology. Alyssa teaches research methods at the graduate level, statistics at the undergraduate level, and consults in the areas of general research and data analysis.</p>

### Course Information:

<b>Course Time:</b>	Saturday 8am – 4pm
<b>Classroom:</b>	TBA
<b>Prerequisites:</b>	Master of Arts in Teaching (MAT) Orientation, MAT 500 ((Educational Psychology), and MAT 502 (Foundations of Education), and MAT 516 (Curriculum Development)
<b>Required Books and Materials:</b>	<b>Classroom Assessment: What Teachers Need to Know</b> Eighth Edition, Popham, J.W., (Pearson Education, Inc., Upper Saddle River, New Jersey) ISBN-13: 978-0134027296, ISBN-10: 0134027299

Students should be able to do the following as a result of participating in this course:

Objectives		NBTPS
Understand the role of measurement and assessment in the instructional process		3
Define instructional goals and objectives in ways that facilitate appropriate assessments		2, 5
Discuss the validity and reliability of tests and assessments		
Use assessment data to inform instructional decisions for all students		1, 3
Construct tests and assessments that measure a variety of learning outcomes		3
Analyze current research articles on topics of assessment and evaluation		4
Construct rubrics aligned with academic standards		2, 3, 5
Interpret and use results of standardized testing		3

**Course Description:**

Measurement and Evaluation in Teaching is intended to introduce prospective teachers to those elements of measurement and assessment that are essential to student achievement. This course highlights the fundamental principles of measuring the cognitive, affective, and psychomotor components of classroom learning. Teacher candidates are actively involved in constructing and implementing a variety of informal, formative and summative assessment tools, to evaluate and ensure the continuous intellectual, social, and physical development of individual students as well as the entire class. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Five key elements of assessment are addressed: curriculum, quality, quantity, variety, and feedback.

**Learning Strategies:**

- Group discussions
- Lecture
- Active group work
- Web based educational technologies.

**Experiential Learning Opportunities:**

Students will use current classroom to plan curricula and design assessments to evaluate students on desired learning objectives.

<b>Assessments:</b>		
	Assignment	Points
<b>Week 1 Saturday (12/1):</b>	HW Set 1	50
<b>Week 2 Saturday (12/8):</b>	HW Set 2	50
	Assessment Philosophy	50
<b>Week 3 Saturday (12/15):</b>	Assignment Creation	100
	Assessment Creation	100
	Article Critique Presentation (In Class)	50

<b>Grading Scale:</b>				
100 – 92: A	89 – 88: B+	79 – 78: C+	69 – 68: D+	59 and below: F
91 – 90: A-	87 – 82: B	77 – 72: C	67 – 62: D	
	81 – 80: B-	71 – 70: C-	61 – 60: D-	

<b>Schedule:</b>	
<b>Class Date:</b>	<b>Topic:</b>
<b>Week 1 Saturday (12/3):</b>	What is Assessment? Deciding what to Assess Reliability, validity and Fairness of Assessments
<b>Week 2 Saturday (12/10):</b>	Forms of Assessment
<b>Week 3 Saturday (12/17):</b>	Standardized Assessment

**\*I reserve the right to change this schedule to meet the needs of the class.**

<b>Responsibilities</b>	
<b>Attending Class</b>	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have <b>more</b> responsibilities to keep up and meet the objectives of this course.</p> <p>Intellectual growth and success in college is reinforced through interaction in the classroom. Students reach personal goals and course outcomes through regular and prompt attendance. Practicing statistics is important and class should not be missed. Therefore, if a student is absent two (2) times the student will be subjected to a grade of F or FW per policy stated under the Withdrawal from Classes section on this syllabus.</p>
<b>Turning In Your Work</b>	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due. Late work will be accepted under special circumstances; in such cases, your score will decrease 1% each day for the first 7 days, and 10% each subsequent week.</p>
<b>CCSJ Student Honor Code</b>	<p>This course asks students to reaffirm the CCSJ Student Honor Code:</p> <p>I, as a student member of the Calumet College academic community, in accordance with the college's mission and in a spirit of mutual respect, pledge to:</p> <ul style="list-style-type: none"> <li>• Continuously embrace <b>honesty and curiosity</b> in the pursuit of my educational goals;</li> <li>• Avoid all behaviors that could impede or distract from the academic progress of myself or other members of my <b>community</b>;</li> <li>• Do my own work with <b>integrity</b> at all times, in accordance with syllabi, and without giving or receiving inappropriate aid;</li> <li>• Do my utmost to act with commitment, inside and outside of class, to the goals and <b>mission</b> of Calumet College of St. Joseph.</li> </ul>
<b>Using Electronic Devices</b>	<p>Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.</p>
<b>Participating in Class</b>	<p>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.</p>
<b>Doing Your Own Work</b>	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p>

	<b>PLEASE NOTE:</b> All papers may be electronically checked for plagiarism.
<b>Sharing Your Class Experience</b>	At the end of the term, you will have the opportunity to evaluate your classroom experience. These confidential surveys are <i>essential</i> to our ongoing efforts to ensure that you have a great experience that leaves you well prepared for your future. Take the time to complete your course evaluations – we value your feedback!
<b>Withdrawing from Class</b>	After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

<b>Resources</b>	
<b>Student Success Center:</b>	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
<b>Disability Services:</b>	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
<b>Student Assistance Program</b>	This free and confidential counseling service is available on-campus to help you deal with personal issues. The counseling office is in Room 301. You can reach them at 219 473-4362 (on campus) or 219-736-4067.
<b>CCSJ Alerts:</b>	Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: <a href="http://www.ccsj.edu/alerts/index.html">http://www.ccsj.edu/alerts/index.html</a> .

<b>National Board for Professional Teaching Standards NBPTS:</b>	
<p><b>Proposition 1: Teachers are Committed to Students and Their Learning</b></p> <p>NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.</p> <p>They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. NBCTs understand how students develop and learn.</p> <p>They respect the cultural and family differences students bring to their classroom.</p> <p>They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.</p> <p>NBCTs are also concerned with the development of character and civic responsibility.</p>	<p><b>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</b></p> <p>NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.</p> <p>They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.</p> <p>They are able to use diverse instructional strategies to teach for understanding.</p>
<p><b>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</b></p>	<p><b>Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.</b></p>

<p>NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.</p> <p>They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. NBCTs know how to assess the progress of individual students as well as the class as a whole.</p> <p>They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.</p>	<p>NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.</p> <p>They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.</p> <p>They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.</p>
<p><b>Proposition 5: Teachers are Members of Learning Communities.</b></p> <p>NBCTs collaborate with others to improve student learning.</p> <p>They are leaders and actively know how to seek and build partnerships with community groups and businesses.</p> <p>They work with other professionals on instructional policy, curriculum development and staff development.</p> <p>They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.</p> <p>They know how to work collaboratively with parents to engage them productively in the work of the school.</p>	

## Emergency Procedures

### MEDICAL EMERGENCY

#### EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

### FIRE

#### EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

### BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

### IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

### HAZARDOUS MATERIAL SPILL/RELEASE

#### EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

## TORNADO

### EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

## SHELTER IN PLACE

### EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

## BOMB THREATS

### EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

## TERRORISM AND ACTIVE SHOOTER SITUATIONS

### EMERGENCY ACTION

1. Call 911 and report intruder.

## RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.