Faculty Senate Course Form

Effective Date: **Fall 2026**   Submission Date: 11/03/2025

Department: Teaching and Leadership   College of: **Education**

Contact Person: Jason Clemensen

Create New, Revise, Inactivate, or Reactivate: **Revision**   Course #: **EDUC 371**

Course Form:
- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the New course or Changes to existing:

The course is being revised to encompass all grade levels PreK-12. This will allow the course to be implemented in secondary/PK-12 programs as well as elementary level programs.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
◯ Yes   ⦿ No

3. Is this course to be considered for General Education?
If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.
◯ Yes   ⦿ No

4. Will this course be required of any education majors?
*If "yes," this requirement will need approval of the Council for Teacher Education **before** upload to " College Curriculum Legislation" in SharePoint.*
⦿ Yes   ◯ No

5. Will additional resources or costs be required?
◯ Yes   ⦿ No

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.

◯ Yes　　🔘 No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

	Exsisting	New/Proposed
Title:	Assessment and Evaluation for Elementary Education	Assessment in Education
Course Number:	**EDUC 371**	**EDUC 371**
Credits:	**3**	**3**
Grading System:	**A-F, IN**	**A-F, IN**
Pre/Co-Requisite(s):	Completion of EDUC 261 Explorations in Education AND SPED 510 Overview of Special Education OR 511 Overview Special Education (Birth-6th grade).	Completion of EDUC 261 Explorations in Education AND SPED 510 Overview of Inclusive Education
Course Description:	The courses an examination of the current research on effective PK-12 assessment in terms of methodologies and perspectives and exploration of state and national assessment directions. Student will learn classroom evaluation systems that engage all learners in their own growth. Students will learn how to monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions in inclusive settings.	This course is an examination of the current research on effective PK-12 assessment in terms of methodologies and perspectives, and exploration of state and national assessment directions, classroom evaluation systems to engage all learners in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

Authorization Sign-Off

Checklist: Check once verified.

✔	Required fields completed.
✔	Syllabus attached for new courses
✔	Assignment Strategies Attached

-Approved: Department Chair/Director

Date: 11-10-25   Signature, Chair/Director:

-Approved: College Curriculum Committee

Date: 12-2-25   Signature, Committee Chair:
Jason Clemensen (Dec 4, 2025 08:31:47 CST)

-Approved: Dean of College

Date: Dec 11, 2025   Signature, Dean:
Susan Bon (Dec 11, 2025 14:58:21 CST)

-Approved: Council for Teacher Education (if applicable)

Date: 12-3-25   Signature, Council Chair:
Jason Clemensen (Dec 4, 2025 08:31:47 CST)

-Approved: University Undergraduate Curriculum Committee

Date: _____   Signature, Committee Chair: _____

-Approved: Faculty Senate

Date: _____   Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

Instructor:	Name: Dr. Tracy R. Barnes
Contact Information:	Email: trbarnes@pittstate.edu Cell: 865.279.2396 Work: 620.235.4238
Course Delivery Methods & Times:	W: 12:00-1:15 Hybrid (In-class attendance on Wednesday, along with out-of-class coursework) Meeting in room 314 Hughes Hall
Office Hours:	M: by appointment through email Tu: W: Th: by appointment through email F: by appointment through email
Syllabus Supplement:	Students are asked to review the syllabus supplement: it includes essential University information regarding dates, policies, and regulations. The Syllabus Supplement is available on the Registrar's office website at https://www.pittstate.edu/registrar/syllabus-supplement.html Click on the appropriate semester for important dates and information.

Course Details

Course Description:	EDUC 371 is an examination of the current research on effective PK-12 assessment in terms of methodologies and perspectives, and exploration of state and national assessment directions, classroom evaluation systems to engage all learners in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions. **Prerequisites:** Prerequisites: Completion of EDUC 261 Explorations in Education, SPED 510 Overview of Inclusive Education

Instructional Resources:	• **TEXTBOOK:**
	   o Chapman, Carolyn/ King, Rita: **Differentiated Assessment Strategies: One Tool Doesn't Fit All (2nd Edition)** (ISBN: 9780761988915)
	   o McTighe, Jay / Ferrara, Steve: **Assessing Student Learning by Design: Principles and Practices and Teachers and School Leaders** (ISBN: 978-0-8077-6540-1) > you will also reference this in the course EDUC365 Integrating Curriculum in Block 3.
	
	• Most materials will be accessible in CANVAS.
	• CANVAS will be utilized to facilitate your online learning. You will need access to a computer with the following capabilities:
	   o Microsoft Office 365
	   o Internet access
	   o Adobe
	   o Latest Version of an Internet Browser
	   o High Speed Internet Connection - Not having access to the internet is NOT an excuse for missing deadlines for your coursework.
	   o Camera and mic to record video discussions.

Course Goals and Objectives:	**This class addresses the following aspects of the PSU Knowledge base:** **THE LEARNER AND LEARNING** Professional educators must understand that learning and development patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. 1. The candidate knows how learning occurs (how learners construct knowledge, acquire skills, and develop disciplined thinking processes) and how to use instructional strategies that promote individual growth. 2. The candidate understands that cognitive, linguistic, social, emotional, and physical development influences learning. 3. The candidate understands and identifies differences in approaches to learning and performance and designs experiences that incorporate individuals' strengths to promote growth. 4. The candidate understands students with exceptional needs and knows how to use strategies and resources to meet these needs. 5. The candidate knows how to access information about the values of diverse cultures and communities and how to incorporate languages, experiences, cultures, and community resources into practice. 6. The candidate understands how to manage the learning environment by organizing, allocating, and coordinating the resources of time and space.

7. The candidate knows how to design experiences using strategies that enhance learner motivation and engagement.
8. The candidate understands the processes needed to foster a respectful learning community.

CONTENT

Professional educators must have a deep and flexible understanding of the field and be able to draw upon the central concepts and structures of their discipline as they work with learners. They integrate cross-disciplinary skills (e.g., critical thinking, problem-solving, creativity, and communication) to help learners apply content, propose solutions, forge new understandings, solve problems, and imagine possibilities. Professional educators connect information to local, state, national, and global issues.

9. The candidate understands that learners should question, analyze, and understand concepts from diverse perspectives.
10. The candidate has a deep knowledge of student content standards and learning progressions in the discipline(s).
11. The candidate knows how to use supplementary resources and technologies effectively to ensure accessibility and relevance for all.
12. The candidate understands how disciplinary knowledge can be applied as a lens to address local and global issues.
13. The candidate realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and best practices in the field.
14. The candidate knows major concepts, assumptions, and debates that are central to the discipline.

INSTRUCTIONAL PRACTICE

Professional educators understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways for effective practice. They know how to design, implement, interpret, and communicate results from a range of assessments.

15. The candidate knows how to engage learners in multiple ways of demonstrating knowledge and skills as part of the assessment process.
16. The candidate understands the positive impact of effective descriptive feedback and knows a variety of strategies for

communicating this feedback.

17. The candidate knows how to engage learners actively in the assessment process and to develop each learner's capacity to reflect on and communicate about their individual progress.

18. The candidate understands the theories and processes of curriculum design (appropriate sequencing, developmentally appropriate instruction, builds on learners' prior knowledge and experiences). 19. The candidate understands the process for aligning instruction and assessment with learning targets.

20. The candidate understands how theory, research, and best practices impact ongoing planning and instructional practice.

21. The candidate knows how to engage learners in using technology tools and a range of skills to access, interpret, evaluate, and apply information.

22. The candidate knows how to incorporate a variety of strategies that stimulate the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization, and recall).

23. The candidate knows how to apply a variety of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning targets.

24. The candidate knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback

PROFESSIONAL RESPONSIBILITY

Professional educators create and support safe, productive learning environments. They must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. Professional educators contribute to achieving their school's mission and goals, demonstrating leadership by modeling ethical behavior, driving positive changes in practice, and advancing their profession.

20. The candidate knows how to use information and technology ethically, legally, and safely.

21. The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

22. The candidate understands laws related to learners' rights and teacher responsibilities (e.g., IDEA, FERPA,

	mandated reporting, etc.). 23. The candidate understands schools as organizations within a historical, cultural, political and social context and knows how to work with others across the system to support learners. 24. The candidate knows how to contribute to a common culture that supports high expectations for student learning. 25. The candidate understands the expectations of the profession, including codes of ethics, professional standards of practice, and relevant law and policy. 26. The candidate knows how to communicate effectively with all members of the learning community.
Kansas Elementary Professional Standards	**Kansas Elementary Professional Standards** **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, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences. **Standard 2: Learning Differences.** The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards. **Standard 3: Learning Environment.** The teacher collaborates with others to create learning environments that support both individual and collaborative learning, incorporating teacher and student use of technology, and fostering positive social interaction, active engagement in education, and self-motivation. **Standard 4: Content Knowledge**. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to ensure mastery of the content. **Standard 5: Application of Content.** The teacher understands how to engage learners through interdisciplinary lessons that utilize concept-based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking. **Standard 6: Assessment.** The teacher understands how to utilize multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to inform decision-making.

	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, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. **Standard 8: Instructional Strategies.** The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways. **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. **Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.
Turning in Assignments:	Assignments are to be submitted through Canvas; feedback and grades are also posted using Canvas, the learning management system.
Time Requirements	For college courses of 3 hours, there is a 3-hour in-class time expectation with an additional time expectation out of class for completing assignments. If this is an online or Hybrid course, be prepared to devote the same amount of time required for traditional classes to complete weekly assignments and course projects. • This is a 3-credit-hour course. We will meet on campus once a week for 1 hour and 15 minutes. Along with that class time, **you should expect to spend at least 5-8 hours per week working on this class.** (Of course, some weeks will take less time, and some may take more) • Taking a hybrid course means you, as a student, are going to have to exercise discipline when working on lessons for this course. Hybrid courses are not "easy." Waiting until Saturday to access the course and work on lessons will result in subpar work on your part. Your success in this course depends on your willingness to dedicate the necessary time to actively participate in the class. • Be prepared to log into your Canvas course at least 3 times per week for additional class announcements and

	emails. It is the responsibility of the student to consult the course syllabus and the course schedule to keep up with all content, assignments, discussions, and quizzes.

Course Policies

CANVAS LMS	Canvas is the Internet-based learning management system used to deliver online course instruction, distribute information, submit completed assignments, post grades, and communicate with students. This course utilizes Canvas, so it is essential to learn how to navigate the system. Student support is provided through the OIS Gorilla Geeks Help Center. Hours of operation are 8:00 am to 4:30 pm. More information can be found at http://www.pittstate.edu/geeks, or contact us at 109 Whitesitt, 620-235-4600, or email geeks@pittstate.edu. Access the Canvas 101 Tutorial at the bottom of the login page http://pittstate.instructure.com and review the modules listed in the course navigation. The tutorial includes information about Canvas and explains how to use the system.
Attendance Policy	Regular attendance and participation in class activities are essential for successful completion of this course. Students are expected to be in attendance for each class session, except in the event of an emergency. Please notify your instructor via email before class if you will be absent. **ATTENDANCE AND PARTICIPATION** As a teacher candidate, you are expected to demonstrate a high level of professionalism, including consistent attendance and punctuality. These habits are essential in the teaching profession and will be closely monitored in this course. This hybrid class meets once per week, making each class session critical to your learning and success in the course. Because of the limited in-person meeting time, students may not miss more than two (2) class periods during the semester. If you must be absent, please notify me in advance via email. **Remote Participation Option** Some assignments and class activities are completed during class time and cannot be made up. If you are ill, traveling, or otherwise unable to attend in person, you may still participate by: Arranging to Zoom or FaceTime with a classmate during the scheduled class

	time. Making these arrangements before class. Actively participating in real time to receive participation or in-class points. Failure to follow this procedure will result in an absence and loss of any in-class credit for that day. **Tardiness and Excessive Absences** Misses two (2) or more class absences Three (3) or more tardies You will be required to meet with me during office hours to discuss concerns related to professionalism and commitment. Following this meeting, a Growth Form may be filed with the Office of Teacher Education if improvement is necessary. This is to support your development as a future educator and ensure readiness for the professional expectations of the classroom. **Support for Students Facing Challenges** If you are experiencing ongoing illness, personal difficulties, or other challenges that may affect your attendance or participation, please arrange a time to meet me. We will work together to find a solution to help you remain engaged and successful in the course.
Participati on Policy	As a Teacher Education Major, it is expected that you will actively engage in class participation, cooperate with your peers, show enthusiasm and a good attitude, be able to follow instructions, and complete assignments on time. **Attendance/Participation** Consistent engagement with online activities is expected. You may be dropped from the course for • Non-participation after a whole week without instructor contact or email response, and/or • Missing two assignments (in accordance with the Teaching and Leadership departmental procedure). **Weekly Assignments** • Each week, you will be required to complete specific assignments. • To give you more time, all weeks will run Tuesday through the following Tuesday. • Assignments must be **submitted on or before the due date**. • Initial posts in discussion boards, Harmonize, or Flip are due on Friday before 11:59 p.m. • Replies to classmates are due by Sunday at 11:59 p.m. • **No late work** will be accepted unless prior arrangements have been made with the instructor. If an emergency arises, please reach out to discuss before the due date. Effective communication skills are essential for pre-service teachers. Start early in your profession by communicating professionally and promptly when situations come

up.

- Assignments submitted early will not be graded before the assigned due date. To provide you with meaningful and timely feedback on assignments, grades will be issued within one to two weeks of the due date, unless extenuating circumstances arise.

Course Communication – Communication is critical in an online course, and I welcome questions regarding the content and assignments. After reviewing the weekly materials, please feel free to ask me any questions via Canvas email, Outlook email, or during **an office visit**. You must allocate sufficient time during the week to explore the topic, complete the assignment/activity, and ask any clarifying questions.

- During the workweek, I regularly check my email daily and will try to answer within 24 hours.
- On weekends, I practice self-care and will not answer emails.
- Please allow adequate time for a response to your questions, based on the above schedule.
- When discussion posts or Harmonize videos are used, the instructor will monitor but not participate in the forum. The purpose of the discussion posts is to have a conversation about your thoughts and reflections on the current topic. Thus, I do not want to influence you to think the way I do inadvertently, so I try not to impose my thoughts.
- Discussion posts will be evaluated using a rubric. The rubric will be found in Canvas.

Professional Level Communication Skills

- All written work submitted should represent the student's best writing skills at a Collegiate academic proficiency level.
- Spelling, punctuation, grammar, and sentence structure will be evaluated in each assignment and graded accordingly. Please ensure that you use software such as Grammarly to edit your work before submission.
- All email correspondence and discussion board posts should be done professionally. Work submitted without proper netiquette will result in a reduction in grade.
- Online professional interaction has its own specific kinds of etiquette, nuance, and meaning. Communication without correct salutations, upper case letters, major typos, use of slang, or written in such a way that the tone could be called into question communicates far more about the sender than they often intend. When crafting electronic communications, please consider the following before hitting the send button: 1) Would I say in person what these words specifically state? 2)How could this communication be misconstrued? 3)Does this communication represent my highest self?

	• Students are expected to maintain professionalism at all times. The instructor holds high expectations for each student to demonstrate professional dispositions (behavior/characteristics) and skills as per the Teacher Ed Handbook https://www.pittstate.edu/education/_files/documents/teacheredhandbook2223.pdf
Cancelled Class Policy	In the event of inclement weather or any other issue (i.e. building is flooded, pandemic mitigation concerns etc.) that may cancel class for the day, instructions and assignments will be sent out via CANVAS. If this is an online class, you will continue as normal.
Late Work Policy	Due dates for individual assignments and projects will be clearly communicated with instructions in Canvas. Due dates are subject to change at the discretion of the instructor. All assignments uploaded after the assigned time will be designated as LATE by the Canvas system. If you need to submit an assignment late. Contact your instructor for written approval.
Academic Honesty Policy	Candidates are expected to follow the PSU Academic Honesty Policy, which addresses unethical acts related to coursework or grades. Full text of the policy can be found in the PSU University Catalog at the following link: http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot As professional educators, academic honesty is paramount to developing and maintaining high ethical personal standards. Any breach of these policies will not be tolerated. **Academic Honesty and Integrity** **Please BE AWARE that Academic Honesty and integrity are taken very seriously!** Each student is expected to do their **own work.** Penalties for academic misconduct or dishonesty include, but **are not limited to** • a score of zero for the assignment in question, • a final grade below the letter grade earned, • and/or dropped from the course with an XF for a final transcript grade. Please refer to the Pittsburg State University Academic Honesty & Integrity Policy - specifically Article 30 at https://studentlife.pittstate.edu/code-of-student-rights-and-responsiblities.html. Carefully review the following **Plagiarism Policy** information, *"Plagiarism is defined as using ideas or writings of another and claiming them as one's own. Copying any material directly (be it the*

	work of other students, professors, or colleagues) or copying information from print or electronic sources (including the internet) without explicitly acknowledging the true source of the material is plagiarism. Plagiarism also includes paraphrasing another individual's ideas or concepts without acknowledging their work, or contribution. To avoid charges of plagiarism, students should follow the citation directions provided by the instructor and/or department in which the class is offered." Violations will be handled as indicated in the written policy.
Generative AI Policy	**Use of Generative AI in Course Assignments** In this course on Curriculum and Instruction, students are encouraged to engage critically with all available resources, including generative AI tools. These tools, which include but are not limited to language models and AI-driven content generators, can be valuable for brainstorming, drafting, and refining ideas. **Guidelines for Use:** 1. **Transparency:** If you use generative AI tools to assist with any part of your work, including assignments, projects, or discussions, you must clearly disclose this in your submission. This includes detailing how the tool was used and how it contributed to your work. 2. **Academic Integrity:** While generative AI can assist in the creative process, the work you submit must be your own. Do not submit content that is entirely generated by AI as your original work. Proper citation and acknowledgment are required where applicable. 3. **Critical Evaluation:** Use these tools as a supplement to your own knowledge and skills, not as a substitute. Always critically evaluate the accuracy and relevance of AI-generated content and be mindful of potential biases or inaccuracies. 4. **Ethical Considerations:** Be aware of ethical issues related to AI use, including data privacy, plagiarism, and intellectual property rights. Ensure that your use of these tools aligns with ethical standards and academic policies. The objective of this policy is to encourage thoughtful and responsible use of AI in your learning process while maintaining academic integrity and fostering genuine skill development. **Reference** OpenAI. (2024). *ChatGPT* (Aug 5 version) [Large language model]. https://chat.openai.com/chatLinks to an external site.
Grading Scale	A = 90% - 100% B = 80% - 89.99% C = 70% - 79.99% D = 60% - 69.99%

	F 59.99% and lower **Weighted Grades: = 100%** Assignments 75% Discussions 20% Attendance 5% **Score Posting and Grades** • Assignments are returned to individual students via CANVAS and posted to an online gradebook. • It is the students' responsibility to check grades and contact the instructor within 1-2 days of assignment grading with any questions. This allows the instructor an opportunity to address any issues while the content and application scoring are still fresh. • Assignments will generally be returned, with feedback/rubric scoring, one to two weeks after the assigned due date. • The instructor holds the right to return assignments earlier or later than this time frame, depending on extenuating circumstances. • The instructor reserves the right to make changes to meet the specific learning needs of the class.
Evaluation Criteria	***** All assignments and weekly lessons are subject to change.** **Assignments:** **Discussions/ Harmonize:** **In-Class Tasks:** **Class Attendance:** **TOTAL GRADE = 100%.**

Evaluation and Assignments

Week/ Modules	Professional Standards Alignment	Topic/ Class Focus	Readings	Assignments
1 -	**S3: Learning Environment** **S9: Professional Learning & Ethical Practice**	**Course Intro**	Course Canva Materials Chapman & King, Ch 1-2 Canvas Readings	• DQ - Introduction Video Discussion • Syllabus Quiz • Assessment Letter • 3 Things About Me

2 –	**S6: Assessment**	**History of Assessments**	Chapman & King, Ch 3-5 McTighe/ Ferrara, Ch 1-2 Canvas Readings	• History Notes for Jigsaw • DQ Week 2
3 –	**S4: Content Knowledge** **S6: Assessment**	**Standards and Objectives**	Chapman & King, Ch 6-8 Canvas Readings	• Standards and Objectives Practice • DQ Week 3 • Two Things that Surprise You Exit Ticket
4 –	**S4: Content Knowledge** **S6: Assessment** **S8: Instructional Strategies**	**Questioning**	Chapman & King, Ch 12 McTighe/ Ferrara, Ch 3-4 Canvas Readings	• Grade Level Standards Choice Task • DQ Week 4
5 –	**S2: Learning Differences** **S6: Assessment**	**Formative Assessment**	Chapman & King, Ch 9 McTighe/ Ferrara, Ch 5-6 Canvas Readings	• Formative Assessments w/ Questions • Formative Assessments Outline • DQ Week 5
6 –	**S3: Learning Environment** **S6: Assessment** **S8: Instructional Strategies** **S9: Professional Learning & Ethical Practice**	**Feedback**	Chapman & King, Ch 10-11 Canvas Readings	• Peer Review Outline, Assessment, & Questions • Lesson Plan Template • DQ Week 6
7 –	**S1: Learner Development** **S3: Learning Environment** **S6: Assessment** **S7: Planning for Instruction** **S10: Leadership & Collaboration**	**Create Lesson Part I** **Teach**	Canvas Readings	• Formative Assessment Feedback: Micro-Lesson • 3-2-1 Reflection • DQ Week 7

8 –	**S1: Learner Development** **S3: Learning Environment** **S6: Assessment** **S7: Planning for Instruction** **S10: Leadership & Collaboration**	**Create Lesson Part II** **Reteach**	Canvas Readings	• Formative Assessment Checklist Feedback Review • 3-2-1 Reflection: 2nd Attempt • DQ Week 8
9 –	**S1: Learner Development** **S6: Assessment** **S8: Instructional Strategies**	**Learner Types & Dr. Barnes' Model**	Canvas Readings	• Modeling & Scaffolding Rough Draft/ Outline (Class/ DQ responses) • DQ Week 9
10 –	**S5: Application of Content** **S6: Assessment** **S7: Planning for Instruction** **S8: Instructional Strategies** **S9: Professional Learning & Ethical Practice** **S10: Leadership & Collaboration**	**Model and Scaffolding Part I**	Canvas Readings	• Revised Modeling & Scaffolding Rough Draft/ Outline with Lesson Plan Template Clearly Presented • DQ Week 10
11 –	**S5: Application of Content** **S6: Assessment** **S7: Planning for Instruction** **S8: Instructional Strategies** **S9: Professional Learning & Ethical Practice** **S10: Leadership & Collaboration**	**Model and Scaffolding Part II**	Canvas Readings	• 1st Round or 2nd Round of Modeling & Scaffolding Feedback Forms • Lesson Plan Self-Reflection • DQ Week 11
12 –	**S5: Application**	**Model and**	Canvas Readings	• DQ Week 12

	of Content **S6: Assessment** **S7: Planning for** **Instruction** **S8:** **Instructional** **Strategies** **S9: Professional** **Learning &** **Ethical Practice** **S10: Leadership** **& Collaboration**	**Scaffolding** **Part III**		• Academic Vocabulary Chart Activity
13 –	**S5: Application** **of Content** **S6: Assessment** **S9: Professional** **Learning &** **Ethical Practice** **S10: Leadership** **& Collaboration**	**Performance** **Tasks &** **PLC**	Canvas Readings	• Performance Assessment Rating Criteria • Formative Assessment Analysis DQ • DQ Week 13
14 –	**S2: Learning** **Differences** **S6: Assessment**	**Learner** **Explanations**	Canvas Readings	• Formative Assessments List • What I Wish My Professor Knew • ELL, Gift SPED modified Assignment • PARTY SIGN UP • DQ Week 14
15 –		**Dead Week**		**Finish any** **PREVIOUSLY** **ASSIGNED Tasks/** **assignments – NO** **NEW CONTENT.**
16 –	**S6: Assessment**	**Final** **Reflections**		Final Projects/ Assessments

Additional considerations

As a professional educator, your assignment will also be graded for your use of APA (7) formatting. (12-point font, double-spaced, references correctly cited, etc.).

You will need to use at least FOUR references or readings to support your philosophy/ rationale.

Rubrics for all assignments are attached to the assignments in Canvas.

EDUC 371 Assessment in Education

Final Audit Report   2025-12-11

Created:	2025-12-04
By:	Karen Lasota (KLASOTA@PITTSTATE.EDU)
Status:	Signed
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"EDUC 371 Assessment in Education" History

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