Murray State University
COURSE SYLLABUS
Revised Summer 2007

DEPARTMENT: ACS COURSE NUMBER: CTE 563 CREDIT HOURS: 3

I. TITLE: Evaluation of Instruction in Industrial Technical Education

II. CATALOG DESCRIPTION:
A course designed to provide instruction in the process of instructional evaluation. Emphasis is given to the establishment of student performance criteria, the assessment of student performance in the cognitive, affective, and psychomotor domains, and the assigning of grades. An independent study project or research report is required.

III. PURPOSE:
The purpose of this course is to prepare teachers to evaluate students in an objective manner and to correctly interpret the results and to provide those evaluation skills to objectively evaluate student performance that is both valid and reliable.

IV. COURSE OBJECTIVES:
Class activities will be centered on the attainment of the course objectives listed below. These objectives are understood to be reflective of, but not limited to those behaviors advocated by the Kentucky Education Reform Act (KERA) guidelines. Following each objective, and enclosed in parentheses, are numbers that reference the Kentucky Experienced Teacher Standards for Preparation and Certification (ETS). Upon successful completion of this class, students will be able to:

A. Both investigate and practice the design of various assessment methods, including portfolios, task events, open-ended questions and more traditional objective methods, utilizing the KERA Initiatives—Learner Goals and Academic Expectations, Program of Studies, and Core Content. (ETS #6)
B. Prepare assessment-focused objectives and a variety of assessment activities that will address Kentucky Learner Goals and Academic Expectations, Program of Studies, and Core Content. (ETS #6)
C. Reflect on the uses of assessment in instruction, in relationship to their own learning and their development as reflective decision-makers. (ETS #6, 7)
D. Understand the importance of quality student assessment, evaluation, and feedback. (ETS #6)
E. Begin construction of a test item bank appropriate to the discipline. (ETS #5, 6)

The COE Theme of Educator as Reflective Decision-Maker is addressed in this course by urging students to consider the teacher’s role in the assessment cycle.

The EPSB Themes of Diversity and Assessment are explored in the course through planning multifaceted assessment options. Students learn to assess the learning and achievement of all learners, regardless of gender, ethnicity, learning styles, or exceptionalities.
V. CONTENT OUTLINE:
   A. Achievement Assessment and Instruction
   B. Preparing and Using Achievement Tests
   C. Writing Selection Items: Multiple Choice
   D. Writing Selection Items: True-False, Matching, and Interpretive Exercise
   E. Writing Supply Items: Short Answer and Essay
   F. Performance Assessments
   G. Portfolio Assessment

VI. INSTRUCTIONAL ACTIVITIES:
   A. Students will complete daily assignments and participate in large and small group
      discussions and activities. Participation includes active listening, contributing to
      group discussions, and working on in-class activities.
   B. Student-initiated activities include preparation for and participation in class
      discussions, and cooperative activities related to course goals and objectives,
      including:
      1. Reading assigned materials and identifying pertinent questions and concerns.
      2. Participating in large and small group discussions, cooperative activities, and
         presentations.
      3. Performing successfully on written assignments.

VII. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
      none

VIII. RESOURCES:
   A. Waterfield Library at Murray State University
   B. RACERtrak, ERIC, and the Internet
   C. Self-selected books, articles, and activities
   D. MSU Computer Centers
   E. Media/Resource Center Alexander Hall 341
   F. Public library
   G. Kentucky Department of Education

IX. GRADING PROCEDURES:
   Grades will be awarded for performance in accordance with the MSU scale. Students’
   attendance and successful completion of chapter and cooperative class activities such as
   unit plan with appropriate assessment will be considered when calculating the final grade.

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<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>70-79%</td>
<td>C</td>
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<tr>
<td>60-69%</td>
<td>D</td>
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<tr>
<td>59% - below</td>
<td>E</td>
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Graduate students must also develop 3 complete lesson plans with assessment as a part of their unit plan project.

X. ATTENDANCE POLICY:
This course adheres to the attendance policy published in the current MSU Graduate Bulletin.

XI. ACADEMIC HONESTY POLICY:
This course adheres to the academic honesty policy stated in the current MSU Graduate Bulletin.
Note: Faculty reserve the right to invalidate any examination or other evaluative measures if substantial evidence exists that the integrity of the examination has been compromised.

XII. TEXT AND REFERENCES:

XIII. PREREQUISITES:
none

XIV. STATEMENT OF AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY:
Murray State University does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For information regarding nondiscrimination policies, contact the Office of Equal Opportunity, 270-809-3155.

XV. FLAG SYSTEM/CONTINUOUS ASSESSMENT:
Student progress is continuously assessed throughout the teacher preparation program. Appropriate professional characteristics and dispositions, in addition to academic achievement, are assessed. Positive and negative flags are submitted by faculty to Teacher Education Services and then presented to admissions committees. Negative flags are carefully reviewed to make a determination as to whether a student should be denied admission OR if a professional development plan will be designed for the student’s progress towards program completion. NEGATIVE FLAGS MAY BE GROUNDS FOR DENIAL OF ADMISSION TO TEACHER EDUCATION AND/OR STUDENT TEACHING.

*****ALL STUDENTS (MALE AND FEMALE) MUST NOT WEAR HATS, CAPS, OR HEAD “DRESSINGS” DURING CLASS MEETINGS.
*****ALL CELL PHONES, BLACKBERRIES, LAPTOP COMPUTERS, PAGERS, AND OTHER ELECTRONIC DEVICES MUST BE TURNED OFF DURING CLASS MEETINGS AND FIELD EXPERIENCES.

Note: The instructor of this course recognizes that in today’s world cell phones, blackberries, laptop computers, pagers, and other electronic devices are a familiar and many times needed form of communication for students. It is the policy of this instructor that any of the above mentioned devices shall not be allowed in class and/or labs without the prior consent of the course instructor. This shall include verbal calling, incoming calls, e-mail, text message, and use of cell phone calculator on tests and quizzes. All electronic devices must be powered off and out of the sight and use (i.e. kept in a bag or purse). Should any of these devices be visible, ring, or other form of unauthorized usage which is interruptive to the class or lab, the student may be asked to leave class and not return for that class/lab period. Upon prior consent of the instructor a student may obtain permission to use any of these devices in case of emergency or in family critical situations.

Note: The instructor reserves the right to make any changes in course activities deemed necessary during the semester.