

Course Title:

Maximizing Instruction: Formative Assessment, Evaluation and Feedback

Number of Credits:

1

Course Location/Format:

Course Location(s): Attend a 1-day Maximizing Instruction training conducted by Idaho SESTA.

- Coeur d'Alene: February 21, 2019
- Boise: February 26, 2019
- Nampa: February 28, 2019
- Idaho Falls: March 6, 2019
- Twin Falls: March 12, 2019

This is blended course with a face-to-face element and an online course element using the Idaho Training Clearinghouse Learning Management System (LMS) at the Center on Disabilities and Human Development at the University of Idaho. The web link for the LMS is: <https://idahotc.com/lms>

Instructor Name:

Nichole Kristensen, M.Ed., Instructional Coordinator
Whitney Schexnider, M.Ed., Instructional Coordinator

Instructor Phone:

Nichole Kristensen: 208-426-3035
Whitney Schexnider: 208-426-3257

Instructor Email:

nicholekristensen@boisestate.edu
whitneyschexnider@boisestate.edu

Technical Assistance - Idaho Training Clearinghouse:

itc@uidaho.edu

Course Description:

This course is designed for Special Education teachers that would like to expand their knowledge in understanding components of using Formative Assessment, Evaluation and Feedback as an evidence-based practice. Following the face-to-face training, participants will further explore using formative assessment within instruction, adjusting instruction based on assessment data, assisting students in setting their own goals and providing effective feedback to students.

Maximizing Instruction: Formative Assessment, Evaluation, and Feedback is a credit course consisting of readings, development and implementation of a lesson plan, lesson observation, and a reflection paper, in addition to a one-day face-to-face training in February/March 2019.

Boise State University Learning Objectives:

1. Critical Inquiry – Engage in effective critical inquiry by defining problems, gathering and evaluating evidence, and determining the adequacy of argumentative discourse.
2. Innovation and Teamwork – Think creatively about complex problems to produce, evaluate, and implement innovative possible solutions, often as one member of a team.
3. Social Sciences – Apply knowledge and the methods of inquiry characteristic of the social sciences to explain and evaluate human behavior and institutions.

Course Objectives:

1. Increase participants' knowledge and confidence in using formative assessment while planning and implementing a lesson to inform instructional practices, promoting flexibility and responsiveness based on student responses.
2. Increase participants' knowledge of providing effective feedback to students, which includes answering the three major questions: Where am I going? How am I going? and Where to next?
3. Increase participants' confidence in tying their instruction to the students' IEP goals, which are based on progress monitoring, assessment and grade-level standards.

Required Materials:

All materials are provided at the face-to-face 1-day training and in the online course.

Course Requirements:

To receive a grade of pass participants must complete the following. Items 2-8 are located inside the online course.

1. Attend 1 (7-hour) face-to-face training, Maximizing Instruction
2. Read [Formative Assessment for Students Disabilities, CCSO](#)
3. Write and submit a [lesson plan](#) which incorporates the formative assessment process
4. Create an [observation form](#) to prepare for someone to use while observing your lesson. This tool will gather information for you to use while reflecting on your own use of the formative assessment process.
 - a. **Preparation:** Complete the *Elements and Indicators* section for each component found on the observation tool. Within each element, describe what you have planned for the observer to see during your lesson. For example, you might describe how you plan to share the Learning Targets and Success Criteria during your lesson within the **Clarifying learning targets and success criteria** component of the observation tool.
 - b. **Reflection:** Use the notes within the observation tool to reflect on the implementation of the formative assessment process. Incorporate this reflection into your final reflection paper.
5. Complete observation/reflection
 - a. Ask someone to observe your lesson using the observation form you prepared. If you cannot find someone to observe you, consider recording your lesson to complete the observation yourself. (Be sure to have the appropriate video parent permissions before recording.)
6. Submit completed observation form
7. Write and submit final reflection paper of at least 300 words that addresses the following prompts:
 - a. Discuss two take-aways from Formative Assessment for Students with Disabilities in

- relation to the planning and implementation of your lesson plan.
- b. State the evidence gathered during the lesson that helped you understand what your students know and don't know, and what evidence you have to support this.
 - c. How did you know what your students knew and didn't know throughout the lesson? What evidence do you have to support this?
 - d. Did your feedback to your students support their learning? What type of feedback did you provide (task, process or self-regulation) and how did this feedback support your students in moving forward to next steps?
8. Submit course satisfaction survey

All items (2-8, above) must be completed and submitted by Monday, April 29, 2019 or they will be considered late.

Grading:

This is a Pass/Fail course. No incompletes will be given. Late work will not be accepted. All requirements listed below must be a 'yes' to pass the course.

1. Attend 1 face-to-face training, Maximizing Instruction, sign-in required (yes/no)
1. Submit lesson plan (yes/no)
2. Submit completed observation form (yes/no)
3. Submit final reflection paper (yes/no)
4. Submit course satisfaction survey (yes/no)

Student Conduct & Academic Integrity:

In order to create a safe space for learning, I expect all of us (peer mentors, students and myself) to exhibit behavior that reflects Boise State's Statement of Shared Values <https://president.boisestate.edu/values/> and is characterized by Academic Excellence, Caring, Citizenship, Fairness, Respect, Responsibility, and Trustworthiness.

In addition, students in this course are expected to uphold standards outlined in the Boise State University Student Code of Conduct (<https://deanofstudents.boisestate.edu/student-code-of-conduct/>). Any work submitted by a student in this course for academic credit will be the student's own work.

Boise State University Inclusivity Statement:

We understand that students in this class represent a rich variety of backgrounds and perspectives. The Center for school Improvement and Policy Studies is committed to providing an atmosphere for learning that respects diversity. While working together to build this community we ask all members to:

- Share their unique experiences, values and beliefs
- Be open to the views of others
- Honor the uniqueness of their colleagues
- Appreciate the opportunity that we have to learn from each other in the community
- Value each other's opinions and communicate in a civil manner
- Keep confidential discussions that the community has of a personal (or professional) nature
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the campus community

Accommodations for Students with Disabilities:

Students with disabilities needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. To learn more about the accommodation process, visit the EAC's website at <https://eac.boisestate.edu/new-eac-students/>.