

**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:**

Dr. Janice Carson

**Instructor Phone:**

208-885-6104

**Instructor Email:**

[janicec@uidaho.edu](mailto:janicec@uidaho.edu)

**Technical Assistance - Idaho Training Clearinghouse:**

[itc@uidaho.edu](mailto: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.

**University of Idaho Learning Objectives:**

1. **Learn and integrate:** Through independent learning and collaborative study, attain, use and develop knowledge in the arts, humanities, sciences and social sciences, with disciplinary specialization and the ability to integrate information across disciplines.

2. **Think and create:** Use multiple thinking strategies to examine real-world issues, explore creative avenues of expression, solve problems and make consequential decisions.
3. **Communicate:** Acquire, articulate, create and convey intended meaning using verbal and non-verbal methods of communication that demonstrate respect and understanding in a complex society.

### 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)

### **Learning Civility Clause & Academic Integrity:**

In any learning environment, it is essential that all members feel as free and safe as possible in their participation. It is expected that everyone in this course will treat each other with mutual respect and courtesy, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning. Should you feel course interactions do not reflect an environment of civility and respect, you are encouraged to contact the instructor to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (208-885-6757), the UI Counseling & Testing Center's confidential services (208-885-6716), or the UI Office of Human Rights, Access, & Inclusion (208-885-4285).

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

### **University of Idaho (UI) Nondiscrimination Policy:**

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on

the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at <http://www.webs.uidaho.edu/fsh>. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

### **Accommodations for Students with Disabilities:**

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through the Center for Disability Access and Resources (CDAR) in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- Phone: 208-885-6307
- Email: [cdar@uidaho.edu](mailto:cdar@uidaho.edu)
- Website: <https://www.uidaho.edu/current-students/cdar>