COURSE SYLLABUS

Course Prefix / Number: ECT 3367

Course Title: Instructional Evaluation

Course Credit Hours: 3

Instructor Name and Contact Information: Dr. Jill T. White, Building 70/106, Phone: (850) 474-3395; E-mail jwhite@uwf.edu

Prerequisites or Co-Requisites: None, but a background in Workforce Education will be helpful.

Course Description:

This course is required for the Bachelor of Science Degree in Workforce and Program Development. The course addresses key knowledge, competencies, and skills required by career and technical instructors or private trainers in constructing effective evaluation instruments (Gullickson, 1986). The need for valid and reliable teacher made tests is critical in career and technical instructional settings in the classroom, in the laboratory, on field experiences, and in on-the-job training. The competencies required in the course are identified by the National Center for Research in Vocational Education as critical tasks and duties required of the career and technical education instructor.

Reading from several textbooks will be referenced. Additional readings from professional journals will be required. Library and Internet time will be required to complete assignments.

Course Goals

1. To prepare students to meet the following accomplished practices mandated by the State of Florida: #1, #2, #3, #4, #5, #6, #7, #8, #9, #11, and #12. http://www.coedu.usf.edu/ap/

2. To prepare students to use appropriate Sunshine State Standards in teaching Applied Technology: http://etc.usf.edu/software/appliedTech.html
3. To prepare students to meet portions of the following National Board for Professional Teaching Standards: #1-12. ([www.nbpts.org/nbpts/standards/eaya-voced.html](http://www.nbpts.org/nbpts/standards/eaya-voced.html))

4. To prepare students to pass the items related to evaluating instruction on the Florida Department Professional Examination. http://www.fldoe.org/asp/ftce/

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**Program Goals**

ECT 3367 is one of the five courses required by the state of Florida for Workforce Education certification. The course is also required for individuals who are pursuing a four-year degree in Workforce Education. The Workforce and Program Development degree plan prepares individuals to enter the teaching profession, training and development, and completion of a four-year degree to enhance their opportunities in the workplace.

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**Student Learning Outcomes (SLOs)**

Upon completion of the course, students will be able to:

1. Differentiate between diagnostic evaluation, formative evaluation, and summative evaluation.

2. Relate mastery learning to competency-based adult and career education.

3. Relate measurement and evaluation to learning objectives.

4. Describe purposes of evaluation including principles of their usage.

5. Explain characteristics of measuring instruments including methods used to assess characteristics.

6. Differentiate between objectives representing each domain of learning.

7. Evaluate tests and test items to demonstrate knowledge of principles of test construction.

8. Create and modify an effective assessment instrument for objectives related to the vocational curriculum.

9. Design a performance test that measures identified skills.

10. Design an oral examination using proper procedures.

11. Plan an evaluation method that measures observed behavior.
12. Plan for personnel evaluation (beginning teacher, annual evaluation, peer evaluation, etc.)

13. Develop overall program evaluations and grading systems.

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Texts / Materials

Required texts:


Recommended texts (but not required):

Popham, "What Every Teacher Needs to Know about Assessment." (Not required, but an excellent resource). The textbook should also be available at any of the online bookstores.

Additional resources will be provided by the instructor.

Readings (Websites):


STEPS: http://www.ibinder.uwf.edu/STEPS/

OVVAE: Vocational Education: http://www.ed.gov/about/offices/list/ovae/index.html


National Center for CTE: http://nccte.org/

Florida DOE: http://fldoe.org/

Workforce Education Publications: http://www.fldoe.org/workforce/

Vocational Information Center: http://www.khake.com/

Assessment Training Institute: http://www.khake.com/

SearchEric: http://searcheric.org/
**Required Materials:**

- Internet Access (broadband is recommended)
- Activated UWF ArgoNet E-mail Account
- Textbook
- Participation in any scheduled Elluminate Sessions

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**Grading / Evaluation**

All written reports (assignments, papers, etc.) are to be keyed in MS Word and placed in the Dropbox section of D2L. Additional assignments and/or responses must be posted to the Discussion Section of D2L.

Biographical information

Completion of all Desire2Learn assignments

Participation in threaded discussions

Journal article summary/reflection

Select a journal article related to topics covered in this course, and submit a maximum two-page (double-space) summary of the article personal/professional reflection. An APA-style reference should be provided at the top of the first page with your name, the course name and date in the top right. If you have a difficult time finding an article, please contact your instructor or the university library services.

**Assessment Portfolio**

You will be required to submit a portfolio of your best practices by the end of the semester. Faculty at all levels of education are being held accountable, as never before, to provide clear and concise evidence of the quality of their classroom teaching. Artists, photographers, and architects all have portfolios in which they display their best work. The portfolio concept can be adapted to fit any level of education. A teaching portfolio enables faculty members to display their teaching accomplishments "for the record." You will be required to turn in a portfolio with the requirements for this course only. (Those of you in the Methods class had to turn in a portfolio, and this is a continuation of that portfolio; although, you do not have to submit the prior portfolio sections.)

The teaching portfolio is a factual description of your teaching strengths and accomplishments. It includes documents and materials which collectively suggest the scope and quality of your professional teaching performance. The portfolio is not an exhaustive compilation of all of the
documents and materials that bear on teaching performance. Instead, it presents selected information on teaching activities and solid evidence of their effectiveness.

Many of the portfolio elements will be created in the course of completing the session activities. Don't wait until the end of the course to begin to put items in the portfolio. See Schedule of Assignments and Due Dates for specific submission deadlines.

The portfolio should include:

- Coversheet
- Table of Contents
- Samples of various assessment Instruments created (teacher-created test, sample test in FCAT format, sample process rubric, sample product rubric)
- Reflection regarding assessment (classroom and high stakes) from how you perceived assessment from the time you started this class through the last session. Create a weekly entry reflecting on the session's topic.
- Teacher evaluation instrument (for your students to evaluate your course)
- Annotated list of 10 useful assessment websites

Discussions:

Through the website, we will be having weekly discussions. For each weekly session, you will find topics for discussion posted to our D2L site. The assignment may deal with an issue, current trend in education, an article in a journal, or a "situation" to evaluate. A response from each student is expected. In other words, have an opinion or solution to share with your colleagues. Criteria for evaluation of discussion submissions is found in the Discussions Rubric posted in the Important Course Information module.

Grading Criteria:

All assignments must be completed in a scholarly and timely manner. Participation in Desire2Learn is mandatory. Failure to submit assignments or post discussions by due date will result in decrease in points awarded.

Letter grades will be assigned as follows: (edit to fit your grading scheme)

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93% or better</td>
<td>A</td>
</tr>
<tr>
<td>90% to 92%</td>
<td>A -</td>
</tr>
<tr>
<td>87% to 89%</td>
<td>B +</td>
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<tr>
<td>83% to 86%</td>
<td>B</td>
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<tr>
<td>80% to 82%</td>
<td>B -</td>
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<tr>
<td>77% to 79%</td>
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<tr>
<td>73% to 76%</td>
<td>C</td>
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<td>70% to 72%</td>
<td>C -</td>
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<td>60% to 69%</td>
<td>D</td>
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<tr>
<td>50% or less</td>
<td>F</td>
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</table>
Attendance Policy

While this is an online class, you are still expected to access the site at least two or three times a week, complete all assignments in a timely fashion, and respond to Discussion questions posted by your colleagues. Being present is required to receive all points for assignments. If you have personal problems or aren't able to actively participate in any portion of the course, please contact your instructor at (850) 474-3395.

Minimum Technical Skills and Special Technology Utilized by Students

This course is totally online. All instructional content and interaction takes place over the WWW. In addition to baseline word processing skills and sending/receiving email with attachments, students will be expected to search the Internet and upload / download files. In addition, students may need one or more of the following plug-ins:

- For students' using Screen Readers: Download Elluminate's Java Bridge: [https://www.elluminate.com/Support/Other_Resources/Java_Accessibility_Bridge/?id=368](https://www.elluminate.com/Support/Other_Resources/Java_Accessibility_Bridge/?id=368)
- eLearning’s Accessibilty Resource Guides for users: [http://www.desire2learn.com/access/resources/](http://www.desire2learn.com/access/resources/)

Expectations for Academic Conduct / Plagiarism Policy

Academic Conduct Policy: ([Web Site](#)) | ([PDF Format](#))
Plagiarism Policy: ([WORD Format](#)) | UWF Library [Online Tutorial: Plagiarism](#)
Student Handbook: ([PDF Format](#))
Assistance for Students with Disabilities

The Student Disability Resource Center (SDRC) at the University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, such as time-limited exams, inaccessible web content, or the use of non-captioned videos and podcasts, please notify the instructor or the SDRC as soon as possible. You may contact the SDRC office by e-mail at sdrc@uwf.edu or by phone at (850) 474-2387. Appropriate academic accommodations will be determined based on the documented needs of the individual.

TurnItIn

UWF maintains a university license agreement for an online text matching service called TurnItIn. At my discretion, I will use the TurnItIn service to determine the originality of student papers. If I submit your paper to TurnItIn, it will be stored in a TurnItIn database for as long as the service remains in existence. If you object to this storage of your paper:

1. You must let me know no later than two weeks after the start of this class.
2. I will utilize other services and techniques to evaluate your work for evidence of appropriate authorship practices.

Weather Emergency Information

In the case of severe weather or other emergency, the campus might be closed and classes canceled. Official closures and delays are announced on the UWF website and broadcast on WUWF-FM.

- WUWF-FM (88.1MHz) is the official information source for the university. Any pertinent information regarding closings, cancellations, and the re-opening of campus will be broadcast.
- In the event that hurricane preparation procedures are initiated, the UWF Home Web Page and Argus will both provide current information regarding hurricane preparation procedures, the status of classes and the closing of the university.

Emergency plans for the University of West Florida related to weather or other emergencies are available on the following UWF web pages:

- Information about hurricane preparedness plans is available on the UWF web site: [http://uwfemergency.org/hurricaneprep.cfm](http://uwfemergency.org/hurricaneprep.cfm)
- Information about other emergency procedures is available on the UWF web site: [http://uwfemergency.org/](http://uwfemergency.org/)