

COURSE PLANNING TEMPLATE: WEEKLY ORGANIZATION

Course Description: This semester-long course will examine the key concepts in educational assessment, their applications in both Tennessee and nationally, and provide tools to improve assessment as a teacher or instructional leader within the school. A variety of assessment theories, models, and practices are presented with a focus on student and school improvement. Applications of current data assessment methods are evaluated.

The instructor started by identifying course goals and then created more specific learning objectives that will serve as milestones to keep both the instructor and students on track to meet those goals. Follow the arrows to see the alignment between the course goals and learning objectives.

Course Goal(s)	Learning Objective(s)	Assessment(s)	Learning Activities and Content <small>(e.g., readings, videos, Zoom meetings, homework)</small>		Module Title and Duration
			Synchronous	Asynchronous	
Students will be able to: 1. Demonstrate an understating of federal and state assessment law and Value Added Assessment System.	Students will be able to: A. Recall federal and state assessment law. B. Define TVAAS and explain how it works C. Explain school level growth data.				
2. Explain the types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.	Students will be able to: A. Define the principles of assessment and explain their importance. B. Describe the different types of assessments, including how and when they should be used and give examples of each. C. Apply the principles of assessment to analyze an assessment.				
3. Analyze assessment data independently and collaboratively to identify patterns and gaps in learning, guide planning and instruction, and provide meaningful feedback to all learners.	Students will be able to: A. Interpret and present assessment scores using classroom data. B. Use assessment data to create an instructional plan to improve student outcomes using the Continuous Improvement Model.				

4. Design assessments aligning learning objectives and assessment methods.					
5. Make appropriate accommodations in assessments and learning conditions, especially for learners with disabilities and language learning needs					