

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		06-14	App-11-14-06	App-12-5-06

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Roger L. Briscoe	Email Address Briscoe@iup.edu
Proposing Department/Unit Educational & School Psychology	Phone 724-357-3789

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) ☒ New Course ☐ Course Prefix Change ☐ Course Deletion ☐ Course Revision ☐ Course Number and/or Title Change ☐ Catalog Description Change		
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u> EDSP 257 Understanding and Taking Standardized Tests
2. Additional Course Designations: check if appropriate ☐ This course is also proposed as a Liberal Studies Course. ☐ Other: (e.g., Women's Studies, Pan-African) ☐ This course is also proposed as an Honors College Course.		
3. Program Proposals ☐ New Degree Program ☐ Program Title Change ☐ Program Revision ☐ New Minor Program ☐ New Track ☐ Other		
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)	Victoria B. Darneman	Date 3/2/06
Department Chair(s)	Edward Leven	3/2/06
College Curriculum Committee Chair	Joseph Demarcelli	4/24/06
College Dean	Mary Ann Rafath	4/24/06
Director of Liberal Studies *		
Director of Honors College *		
Provost *	Chad Sells	7/6/07
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sechrist	11-14-06

Received

Received

* where applicable

SEP 22 2006

NOV - 1 2006

Liberal Studies

Liberal Studies

Syllabus of Record

I. Catalog Description

EDSP 257 Understanding and Taking Standardized Tests

1 class hours

0 lab hours

1 credit hours

(1c-0l-1cr)

Prerequisites: none

Designed for teacher education majors to promote their understanding of the principles of successfully mastering standardized tests such as the PRAXIS I Exam. There is particular emphasis on practicing the skills necessary for understanding the assessments. The course highlights the application of skill-based decision making in preparing for test taking. Implications of individual differences and variables that affect performance on standardized tests are also discussed.

II. Course Objectives

Students will be able to:

1. Use the skills needed to successfully reply to standardized question formats.
2. Describe the procedures necessary for taking a standardized test.
3. Analyze the impact of individual differences and variables when preparing for a standardized test.
4. Recognize and react appropriately to the emotional issues related to high stakes testing.
5. Utilize metacognitive strategies effectively to prepare for and complete standardized tests.
6. Demonstrate writing skills necessary to successfully complete essay assessment questions.
7. Demonstrate necessary computer skills to successfully complete computerized assessments within the allotted time.
8. Demonstrate competence in the mathematics skills necessary to successfully complete professional standardized assessments.

III. STUDENT OUTCOMES AND ASSESSMENT MATRIX

Course Objectives	Assessment Techniques
1	Completion of the reading test.
2	Completion of the math test.
3	Class discussion
4	Class discussion
5	Completion of the writing test. Essay Assignment *
6	Completion of the writing test. Essay Assignment *
7	Completion of PLATO.
8	Completion of the math test.

***Key Assessments**

IV. Course Outline

Class 1	Orientation Discussion of syllabus, requirements and group scheduling
Class 2	Writing requirements of standardized assessments Guidelines and skill building activities for sample writing assessments
Class 3	Computer use in standardized assessments Hands-on activities to increase student competence and comfort with use of computerized standardized tests
Class 4	Mathematics skills for standardized assessment Review of the mathematic concepts necessary to successfully pass professional standardized testing.
Class 5	Group Assignments
Class 6	Group Assignments
Class 7	Debriefing Review and synthesis of learned skills emphasizing direct application

B-23 Davis (Computer Lab)

B-32 Davis (Lab)

IV. Evaluation Methods

The final grade will be determined as follows:

Class Participation	25%
Assignments	50%
Classroom Activities	25%

Grading Scale

A=90-100

B=80-89

C=70-79

D=60-69

F=59 Below

ASSIGNMENTS:

Write two essays which you will take to the Writing Center during the course of the workshop. A tutor will help you to edit the essays. You are to **return** to the instructor the “Report for Faculty” form after you complete your session.

Complete the Writing Test, (Part A & Part B) in your textbook at home covering pp. 209-216. **Turn** in the Answer Sheet with your answers after completing the test. Use 30 minutes to complete the 38 multiple choice questions (Part A & Part B).

V. Attendance Policy

1. Students are expected to attend all class sessions, participate in class discussions, activities, and homework assignments.
2. Absences are to be reported to the instructor through email prior to the start of class. If an emergency situation arises, the student must contact the instructor.
3. Each student will be expected to take the practice tests on the assigned dates.

VI. Required textbooks, supplemental books and readings

Textbook: Study Guide (2003). 2nd Edition *PPST Pre-Professional Skills Tests: Reading, Writing & Mathematics*. Princeton, NJ: ETS.

Other readings as assigned

VII. Special resource requirements

none

VIII. Bibliography

Davis, A. P. (2005). *The best teachers' test preparation for PRAXIS PLT test: Second edition*. Piscataway, NJ: Research and Education Association, Inc.

Eggen, P., & Kauchak, D. (2001). *Educational psychology: Windows on classrooms*. Upper Saddle River, NJ: Merrill Prentice Hall.

Jones, V., & Jones, L. (2004). *Comprehensive classroom management: Creating communities of support and solving problems*. New York: Pearson Education Inc.

Linn, R. L., & Miller, D. M. (2005). *Measurement and assessment in teaching: Ninth edition*. Upper Saddle River, NJ: Merrill Prentice Hall.

Nitko, A. J. (2001). *Educational assessment of students: Third edition*. Upper Saddle River, NJ: Merrill Prentice Hall.

Postman R. D. (2001). *How to prepare for PRAXIS: Third edition*. Hauppauge, NY: Barron's Educational Series.

Preparation for the PRAXIS I / PPST exam (2003). Lawrenceville, NJ: Thomson Learning, Inc.

Professor's guide to the PRAXIS II tests (2000). Princeton, NJ: Educational Testing Service.

Rozakis, L. (2005). *McGraw-Hill's praxis I & II*. New York, NY: McGraw-Hill.

Santrock, J. W. (2004). *Educational Psychology: Second edition*. New York, NY: McGraw-Hill.

Sternberg, R. J. & Williams, W. M. (2002). *Educational psychology*. Boston, MA: Allyn & Bacon.

Walker, J. E., Shea, T. M., & Bauer, A. M. (2004). *Behavior management: A practical approach for educators*. Upper Saddle River, NJ: Merrill Prentice Hall.

Course Analysis Questionnaire

A. Details of the Course

- A1. This course is a one credit elective designed for interested students in teacher education. Existing courses do not focus on taking and understanding standardized tests to this extent.
- A2. This course does not require changes in any other course in the department.
- A3. This course was offered as a special topic during Fall 2005. (68 students). In Spring 2006 (94 students.)
- A4. This course is not intended to be dual level.
- A5. This course is not to be taken for variable credit.
- A6. This course was developed at IUP.
- A7. No professional society, accrediting authority, law or other external agency recommends or requires the content or skill of this proposed course.

B. Interdisciplinary Implications

- B1. The course utilizes resources from the Writing Center, the Department of Developmental Studies, and the math department.
- B2. The content of this course does not overlap with any other courses at the University.
- B3. This course is not cross listed.
- B4. Not available.

C. Implementation

- C1. No new faculty member is required to teach this course. However faculty from the Writing Center, Learning Enhancement Center, and math department will serve as consultants and guest lecturers. Honorarium will be paid to the consultants. There is no load implication for these departments.
- C2. Other resources:
 - a. Current space allocations are adequate to offer this course.
 - b. No special equipment is needed for this course. A computerized practice test software program is required. The title of the software program is PLATO. The College of Education and Educational Technology teacher education office will assume the cost of the software.
 - c. No laboratory supplies are necessary for this course.

- d. Library holdings are adequate.
- e. No travel expenses will be incurred for this course.

- C3. No grant funding is involved in this course.
- C4. This course will be offered during the 1st and 2nd 7 weeks during the Spring and Fall Semesters / 2 times per semester.
- C5. One section will be offered at a time.
- C6. Seventy-five students per session to allow for reasonable group size.
- C7. No professional society recommends enrollment limits or parameters for this course.
- C8. This course does not involve the use of distance education.

D. Miscellaneous

No additional information is necessary.

To My Teachers in Training: To better serve your needs, I want to have an idea of where you stand in terms of your preparation for the PRAXIS I. This would include your level of skill, as well as confidence. Please answer each question as honestly and thoroughly as you can. By doing this, I will have a sense of direction according to your needs, and what I should to focus on throughout the workshop.

What are you expecting to get out of the workshop?

1.) Have you taken the PRAXIS I before? ☐ Yes ☐ No
If yes, how many times. ☐ Once ☐ Twice ☐ Three Times

2.) How *confident* are you- that you could pass the PRAXIS I if you were to take it today?
☐ Not at all confident ☐ A little confident ☐ Somewhat confident ☐ Very confident

Explain your level of confidence:

3.) Do you feel as though you have the *skills* necessary to pass PRAXIS I?

☐ Not at all skilled ☐ A Little skilled ☐ Somewhat skilled ☐ Very skilled

4.) What is your preceived area of *weakness*? (**Check only one**).

☐ Math ☐ Reading ☐ Writing ☐ Don't have a weakness

5.) What is your preceived area of *strength*? (**Check only one**).

☐ Math ☐ Reading ☐ Writing ☐ Don't have a strength

6.) What degree of *preparation* do you have for PRAXIS I?

☐ None ☐ Very Little ☐ Some ☐ A great deal

If any, what did you do to acquire it?

7.) If any, what is your *fear* concerning PRAXIS I? _____

8.) What advice would you give to someone preparing for PRAXIS I? _____

9.) Would you prefer to take PRAXIS I on the *computer* or as a *paper-pencil* test?
☐ On the Computer ☐ As a paper-pencil test

Explain your preference: _____

10.) Do you experience **test anxiety**? ☐ Yes ☐ No
If yes, to what extent? (Please check only one.)

☐ No anxiety ☐ A little anxiety ☐ Some Anxiety ☐ A great deal of anxiety

11.) Are there any other debilitating conditions you are aware of (i.e. depression, fear of failure, etc.) that would hinder your maximum performance when testing?
☐ Yes ☐ No

If yes, explain: _____

12.) Is there any other information that you would like for me to be aware of as you participate in this workshop?
☐ Yes ☐ No

If yes, explain: _____

Marcia McCarty

From: "Carmy Carranza" <carmycgc@iup.edu>
To: "Marcia McCarty" <MMCCARTY@iup.edu>
Cc: "Roger L Briscoe" <briscoe@iup.edu>
Sent: Tuesday, October 24, 2006 11:10 AM
Subject: Fw: Fw: PRAXIS EDSP 257 Corrections

Marcia,
 Per the request to department chairs regarding proposal EDSP 257:

>> I am aware that our department has been providing assistance through
 >>a faculty member to the course proposed as a special topics in the
 >>past and now proposed as EDSP267. We have supported this
 >>arrangement in the past and will continue to do so as needed.

>>
 >> Let me know if you require any additional information.

>>
 >> Dr. Carmy Carranza, Professor
 >> Chairperson, Developmental Studies Dept.
 >> Director, Learning Enhancement Center & Act 101
 >> 202 Pratt Hall
 >> IUP
 >> Indiana, PA 15705
 >> Phone: 724-357-2729
 >>Fax: 724-357-6940
 >> carmy.carranza@iup.edu
 >> ----- Original Message ----- From: "Roger L Briscoe"
 >><briscoe@iup.edu>
 >> To: "Carmy Carranza" <Carmycgc@iup.edu>
 >> Sent: Monday, October 23, 2006 9:31 PM
 >> Subject: Fwd: PRAXIS EDSP 257 Corrections

>>
 >>
 >>> Carmy,
 >>>
 >>> I was asked by the UWCC to have a letter forwarded indicating that
 >>>you
 >>> know there is a faculty member from the Developmental Studies
 >>> department work with the workshop which is soon to become a course.
 >>>
 >>> I am not sure of the compensation to Arden.
 >>>
 >>> I have attached the proposal and these two questionnaires.
 >>>
 >>> Hopefully this will clarify everything.
 >>>
 >>> Roger
 >>>
 >>>
 >>> Dr. Roger Briscoe

>>> Associate Professor
>>> Department of Educational and School Psychology
>>> IUP
>>> 246 Stouffer Hall
>>> Indiana, PA 15705-1087
>>> 724-357-3789
>>> Briscoe@iup.edu

>>>
>>>
>>> --- the forwarded message follows ---
>>>

>
>
>
>
> Dr. Roger Briscoe
> Associate Professor
> Department of Educational and School Psychology
> IUP
> 246 Stouffer Hall
> Indiana, PA 15705-1087
> 724-357-3789
> Briscoe@iup.edu
>

• **Marcia McCarty**

From: "Ben Rafoth" <brafoth@iup.edu>
To: "Roger L Briscoe" <briscoe@iup.edu>
Cc: <perdue@iup.edu>; <MMCCARTY@IUP.EDU>
Sent: Friday, October 20, 2006 4:26 PM
Subject: Re: Support for my proposed class

Hello Roger,

I can't speak about the Learning Center, but as for the Writing Center, it provides one-on-one tutorial assistance for the Writing Test of the PRAXIS I Exam, which is required for Pennsylvania teaching certification. Tutors follow a planned tutorial that includes writing a sample essay and then reviewing its strengths and weaknesses with the student. I think a number of students need to prepare themselves for this exam in order to pass it, and that the instruction they get from your course, in combination with the academic support they receive from places like the Writing Center, is essential for them.

Please note that Dr. Tina Perdue is now directing the Writing Center and that I am now directing the Composition & TESOL program, effective August 2006.

Ben Rafoth

On Fri, 20 Oct 2006 13:07:52 -0400

"Roger L Briscoe" <briscoe@iup.edu> wrote:

> Hello All,

>

> I have been asked by the UWCC to have you send a letter of support
 >to Marcia McCarty (110 Gordon Hall) (MMCCARTY@IUP.EDU) in support of
 >my workshop that is being converted to a class.

>

> The reason why you have been chosen is because your departments
 >offer assistance in the workshop and the UWCC wants to make sure that
 >the chairs of the department are aware of this assistance. Here are
 >the folks who offer assistance from the various departments...

>

> In the Learning Center it is Dr. Ben Rafoth
 > In Developmental Studies it is Dr. Arden Hamer
 > In math it is Dr. Janet Walker.

>

> So if the three of you could please write a one paragraph letter of
 >support that would be greatly appreciated. We are under a very tight
 >time frame so your prompt attention would be greatly appreciated.

>

> Roger

>

>

> Dr. Roger Briscoe
 > Associate Professor

> Department of Educational and School Psychology
> IUP
> 246 Stouffer Hall
> Indiana, PA 15705-1087
> 724-357-3789
> Briscoe@iup.edu

Ben Rafoth
Professor of English
Graduate Studies in Composition & TESOL
110 Leonard Hall
Indiana, PA 15705
E-mail: brafoth@iup.edu
Phone: 724-357-3029