

## Value Added Matrix

Complete One for Each Licensure Area

Name of Licensure Area: Educational Interpreter - Initial

<b>Courses/Field Experiences that incorporate Value-Added:</b>	<b>Assessments related to the Value-Added dimension:</b>
<p data-bbox="178 586 884 618"><b>EDPF 29525 Educational Psychology</b> 3 sem credits</p> <p data-bbox="178 716 1035 1284">EDPF 29525 Educational Psychology is one of the four required courses of all education majors. It is an overview of classical and modern theories of learning as they apply to classroom practice. Courses content includes an overview of key learning theories, lifespan development, current issues involving instruction, assessments, and theoretical application to problems of teaching and learning. The assessment section of the course includes Traditional Tests, Standardized Tests, Authentic Assessment, and Approaches to Value-Added Assessment. Value-added assessment will be covered using Module 1 again, this time with special emphasis on its relevance to understanding teaching and learning. The activities and assessments focus on the use of Value-Added Assessments in understanding student achievement and teaching strategies. Value-Added information will be included in course beginning Fall, 2008.</p>	<p data-bbox="1054 586 1829 651">EDPF 29525 (Educational Psychology) will concentrate on Value-Added Assessment as it pertains to student learning.</p> <p data-bbox="1054 756 1871 862">*A structured class discussion will be used to ensure that students are able to discuss the importance of measuring both achievement and progress in schools.</p> <p data-bbox="1054 967 1902 1073">*Students will work in groups to analyze value-added progress measures in order to modify future instructional strategies. Each group will report on their conclusions.</p> <p data-bbox="1054 1179 1913 1276">*Utilizing simplified value-added assessment data, students will decipher if a data shows that the student has displayed increased progression in his/her learning.</p>

<p><b>Courses/Field Experiences that incorporate Value-Added:</b></p> <p><b>SPED 43102 – Interpreting Processes 1 3 sem credits</b></p> <p>Interpreting Processes 1 will introduce the student to the cognitive aspects of the process of interpreting. Students will begin by exploring and developing an idea of our cognitive processing strategies. Throughout the semester students will apply these processes in a consecutive and simultaneous manner to ASL and English texts. Students will transition from having substantial time for analysis prior to the interpretation and this time will decrease as they move closer to simultaneous interpretation.</p> <p>The addition of knowledge about Value-Added Assessment will be incorporated into the course, using Module 1 from the ODE website under the umbrella of Standards-Based Education and Professionalization, and will include information on the history of Value-Added as a concept, as well as information on the process through which it became a part of the assessment system for Ohio schools. Value-Added information will be included in course beginning Fall, 2008.</p>	<p><b>Assessments related to the Value-Added dimension:</b></p> <p><b>SPED 43102 – Interpreting Processes 1 3 sem credits</b></p> <p><b>SPED 43102</b>, Interpreting Processes 1, will concentrate on Value-Added assessment in terms of the context of schooling and communities.</p> <ul style="list-style-type: none"> <li>• Students will be examine the results of Value-Added assessments in several school districts – both from the Case Studies and, as possible, from Ohio districts – looking particularly at reports about the use of Value-Added assessments with diverse learners</li> <li>• Students will be engaged in small group discussion of the effects of Value-Added assessments on the relation of schools to the communities in which they exist</li> <li>• A structured whole-class discussion will take place in which students’ work with the implementation of Value-Added assessment will be shared and discussed.</li> </ul>
<p><b>Courses/Field Experiences that incorporate Value-Added:</b></p> <p><b>SPED 43103 – Interpreting Processes 2 – 3 semester hours</b></p>	<p><b>Assessments related to the Value-Added dimension:</b></p> <p><b>SPED 43103 – Interpreting Processes 2</b></p>

<p><b>credit</b></p> <p>This course builds on concepts and skills learned in Interpreting Processes 1. Students will continue to develop skills in interpretation and transliteration. Strategies for improving language fluency and translating skills include a presentation in ASL; modeled quizzes; mock classroom interpreting and in-class work on texts both to be transliterated and interpreted. Emphasis on developing the ability to look at one's own work will continue.</p> <p>Value-Added information will be included in course beginning Fall, 2008.</p>	<p><b>SPED 43103</b>, Interpreting Processes 2 will concentrate on Value-Added assessment as it pertains to instruction and learning in both integrated and unique educational settings for students with Deafness and Hearing Impairments.</p> <ul style="list-style-type: none"><li>• Classes will examine data and explore the use of VA indices as additional measures of overall class and individual progress.</li><li>• Student groups will discuss evidence-based practices and response to intervention programming as indices of valued added assessment</li><li>• Students will examine correlations between value added performance measures and those of student IEP goal and objective achievement.</li></ul>
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