

[George Mason University](http://www.gmu.edu)
[College of Education and Human Development](http://www.gmu.edu/cehd)
DESIGNING AND ASSESSING TEACHING AND LEARNING
EDUC 614 section 001 and 002
Fall 2005
Fairfax Cohort

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Date:	Sept. 27	Oct. 4	Oct. 11	Oct. 18	Oct. 25	Nov. 1	Nov. 8	Nov. 15	Nov. 29
Time:	6:30-8:30	6:30-8:30	Virtual	6:30-8:30	5:00-8:00	5:00-8:00	5:00-8:30	5:00-8:30	6:30-8:30
Location:	JC, Rm. F	Thompson, Rm. 138	On-line	JC, Rm. C	JC, Rm. C	JC, Rm. C	JC, Rm. C	JC, Rm. C	JC, Rm. C

I. COURSE DESCRIPTION: This two-credit course explores the design and development of curricular, pedagogical, and assessment strategies that are effectively responsive to the needs and interests of students. It investigates the implications of a wide range of factors that affect teaching and learning, such as culture, politics, ethnicity, class, wellness, and gender. The course provides opportunities for studying the theoretical and practical arguments underpinning a variety of specific recommendations for improving teaching practice and student learning. In addition, the course will examine multiple ways of knowing that the academic disciplines, students, and teachers potentially bring to classrooms.

Prerequisite: Admission to Graduate School.

II. STUDENT OUTCOMES: This course is designed to enable participants to:

- A. Analyze the recommendations for improving teaching practice and student learning
- B. Study curriculum, pedagogy, and assessment strategies that are responsive to the needs and interests of a diverse population of learners
- C. Create a practical and effective assessment tool (rubric or performance checklist) to better assess student learning in a specific subject area and critique its effectiveness after use

D. Design a teaching portfolio that demonstrates effective teaching and assessment strategies

The performance-based assessments will include:

- Development of a teaching portfolio containing written commentaries on one's teaching accompanied by a video analysis of teaching practice
- Analysis of student work with the development of a rubric/performance assessment checklist to guide and assess student learning
- Blackboard forum responses that will reflect learning, showing the ability to analyze teaching experiences and reflect upon those experiences in order to determine implications for future teaching

IV. REQUIRED TEXTBOOKS:

Heacox, Diane (2002) *Differentiating instruction in the regular classroom*. Minneapolis, MN: Free Spirit Publishing, Inc.

McTighe, J. & Wiggins, G. (1998) *Understanding by design*. Alexandria, VA: ASCD.

Required journal readings: *The Articles listed below are found in GMU's Electronic Reserves: <http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi> When retrieving articles from the electronic reserves, choose **EDUC 614** and **Sprague, Debra** as the instructor.*

V.MODE OF COURSE DELIVERY: Course delivery will be through lecture, structured collaborative assessment groups based on teaching levels, and discussion groups based on topics aligned with national standards and program/student outcomes.

VI. COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA:

1.CLASS PARTICIPATION (20%)

This includes active participation in class discussions and online responses, in cooperative learning groups, and in the structured collaborative assessment groups. Regular and thoughtful evidence of and the initiation of higher order questions related to class readings and discussions; regular and thoughtful participation in both cooperative learning groups and in the structured collaborative sessions will be the criteria for evaluation. Evidence of application of course content to personal practice will be demonstrated through discussion and reflection in the public journal responses given on Blackboard.

2. TEACHING PORTFOLIO (80%)*

Develop a teaching portfolio to reflect your progression of thought regarding curriculum design and assessment. The portfolio will be a snapshot of personal growth and development as it pertains to the acquisition and application of the essential components of this course. It will include a written commentary and videotape. The portfolio is designed to reflect activities that teachers engage in naturally during their work. The portfolio entry captures teaching in real-time, real-life settings and yields valuable evidence. The contents of the portfolio will include:

1. A unit plan that includes relevant features of your teaching setting, content area with instructional goals/objectives, student outcomes, materials and resources, and sequences of learning experiences of students. The unit template found in the assignments section of Blackboard will serve as a guide to the portfolio development.
2. A rubric or performance checklist that guides and assesses student learning of one of the authentic performance task products along with a description and analysis of how it was used and tested in the classroom.
3. A 15-20 minute video clip of a portion of a lesson with a written analysis.
4. Two different authentic performance task products (work samples) from two students that will be described and analyzed with interpretative and reflective comments in the unit evaluation.
5. A discussion of your teaching experiences with the unit and implications for future teaching will be made in the reflection part of the unit evaluation.

This teaching portfolio represents the selective collection, documentation, analysis, and presentation of materials from one's own setting showing what was taught, why it was taught, and how it was taught. See the rubrics at the end of the syllabus for the criteria for evaluation. Different parts of the portfolio will be turned in at various times during the semester for instructor feedback. There will be a possibility to earn a total of 100 points for all assignments and those points will be used to determine your final grade for this course. Portfolios will be submitted in both hard copy format and electronic format to the instructor. Send the electronic format to the instructor via the Blackboard's drop box or as an email attachment to the instructor.

*NOTE: Partially meets the NBPTS' guidelines for portfolio entries.

Grading Scale:

| 98-100 =A+ | 95-97=A | 90-94 =A- | 86-89=B+ | 83-85=B | 80-82= B- | 70-79=C |
Below 70=F |

When choosing a particular unit, ask yourself:

- Does this particular unit provide me with ample opportunities to demonstrate my teaching proficiency?
- Does this unit offer me enough *depth* to write an analytic and reflective commentary?

Select two students whose work you will collect and analyze during this unit of study. The work will consist of two authentic performance task products (work samples) as well as a rubric or performance checklist that will guide and assess their learning when completing one of those tasks. Consider selecting two students who show a range of abilities. Remember that selecting only the “best” students does not always provide you with much to analyze in relation to your practice.

You should identify a unit that you must teach in your class. You will determine the enduring understandings and essential questions as well as the content goals/objectives (standards and/or benchmarks) of the lesson or unit. Once the instructional goals/objectives with expected outcomes have been planned, you will teach your unit in October and present your experiences to the class on the last class session on Nov. 29.

A WORD template entitled teachingunit.doc is posted in the assignments section of Blackboard for you to use. If you do not have WORD, then follow the list of items on the hard copy of the template that you will receive in the first class meeting and type the items into your word processing program of choice, but be sure to save the document in RTF.

For ideas on meeting the varying needs of students, creating flexible instructional groups, and giving students choices, you will be referring to Heacox’s *Differentiating Instruction in the Regular Classroom*, as well as articles found in the electronic reserves.

Proposed Class Schedule

Class One
Introduction to the course and overview of curriculum
<ul style="list-style-type: none"> • Discuss syllabus and class assignments. • Building a framework from previous ASTL Program courses. • Overview of philosophical viewpoints on reforming education to determine an understanding for the drive to reform education in order to meet standards. • Assess understanding of backward design.
Homework
<p>Read: <i>Understanding by Design</i>, Ch. 1 and 2. Read: <i>Invitations to Learn</i> by Tomlinson.</p>

Read: *Differentiating Instruction in the Regular Classroom*, Ch. 1.

Class Two A Focus on Designing Instruction

How can we plan for instruction so that we address required content standards and curriculum topics, but also plan meaningful ways to determine students' understandings?

- What is “understanding?” What are the six facets of understanding?
- Why is Backward Design so effective in identifying curriculum priorities? Why is selecting the big ideas worth understanding? An example of using the Backward Design Process unit plan, “You are What You Eat,” found in on pages 54-59 in *The Understanding by Design Handbook* will be reviewed and discussed in small groups.
- Jigsaw activity on Tomlinson
- Demonstration of [Digital Edge Interchange](#) and [Edutopia](#) websites.

Homework

Read: *You Can Teach for Meaning* by McTighe, Seif, and Wiggins.

Read: *Reconcilable Differences? Standards-Based Teaching and Differentiation* by Tomlinson.

Read: *Differentiating Instruction in the Regular Classroom*, Ch. 2 and 3.

Read: *Understanding by Design*, Ch. 4 and 5.

Brainstorm some essential questions and enduring understandings for your Unit Plan.

Participate in Essential Questions online discussion in [Blackboard](#).

Class Three A Focus on Designing Instruction

Examine the following [Digital Edge](#) online exhibits:

[Surfing the Solar System](#) (Elementary)

[Quilting and Geometry-Patterns for Living](#) (Middle School)

[Audio P.O.W.E.R. \(Paradigm of Writing Encouraging Reflection\)](#) (High School)

Examine the following [Edutopia](#) exhibits: (If you have trouble accessing these, click on the Documentaries tab. Click on Browse Videos by topics and choose Technology Integration. The videos will be listed on the right.)

[Leapin' Lizards!](#)

[Geo-Literacy: Forging New Ground](#)

Homework

Read: *Understanding by Design*, Ch. 3 and 6.
Read: *Differentiating Instruction in the Regular Classroom*, Ch. 4 and 5.
Read: *Teaching for Understanding* by Sherman and Kurshan.
Read: *Using Technology to Dig for Meaning* by Wiske.
Participate in Technology Integration online discussion in [Blackboard](#).
Work on first portion of Unit Plan

Class Four Integrating Technology Effectively

Discuss video exhibits.
Show Edutopia School Leadership vignettes.
Share and discuss first portion of Unit Plan.

Homework

Send first portion of Unit Plan to instructor for feedback.
Read: *Differentiating Instruction in the Regular Classroom*, Ch. 6, 7 and 8.
Read: *Curriculum, Technology, and Diverse Learners* by Bray, Brown, and Green.

Class Five Differentiated Instruction

- Differentiation by process, content, and product.
- We will discuss how teachers can plan for a range of assessment methods, including “authentic” assessments that will make evident students’ understandings throughout their learning experiences instead of just administering assessments at the “end” of instruction.
- Using curriculum frameworks and the first section of Unit Plan, address ways to differentiate instructional activities for your students.
- Review types of writing used in developing a teacher portfolio (descriptive, interpretive, reflective).

Homework

Read: *Differentiating Instruction in the Regular Classroom*, Ch. 9 and 10.
Read: *Understanding by Design*, Ch. 7 and 8.
Read: *Deciding to Teach Them All* by Tomlinson
Participate in Differentiation Instruction online discussion in [Blackboard](#).
View: [Assessment](#) - a Digital Edge online exhibit

Class Six Role of Assessment- Rubrics and Performance Checklists (Assessment Tools)

We will review how our plans are developing and discuss how rubrics, performance checklists, and performance assessments can be used to guide instruction as well as assess learning. We will:

- Discuss on authentic assessment, classroom assessment and portfolio assessments.
- Discuss with class members and the instructor the effectiveness of rubrics and performance checklists that participants and instructor share.
- Design a rubric or performance checklist for use in your unit. When using computers to design this tool, a spreadsheet program such as AppleWorks or Excel or using tables in Microsoft WORD or AppleWorks word processing can be used. Web sites such as <http://rubistar.4teachers.org/index.php> can also be used to create rubrics and performance checklists.

Homework

Read *Learning from Performance Assessments in Math* by Parke and Lane

Read: *Understanding by Design*, Ch. 9.

Continue working on assessment tools for Unit Plan

Send instructor assessment tools for feedback.

Participate in Performance Assessment online discussion in [Blackboard](#).

Read *Viewing Teaching on Videotape* by Sherin.

Read *Using Video to Reflect on Curriculum* by Finn.

Read [Tips for Videotaping](#) on National Board website. (Scroll down and click on **Getting Started**. Scroll to page 26.)

Reflect on ways to integrate technology into your Unit Plan. Bring to class #4.

Class Seven

Planning Learning Experiences and Instruction

This session will focus on completing planning learning experiences and instruction.

- Read and discuss WHERE Process.
- Working in small groups, complete your plan keeping the WHERE process in mind. Use Chapter four in Heacox's book to help you determine the unit activities that will fall into the matrix categories found on pages 82-83 in Heacox's book.
- Fill out sections A and B of the videotaping guide during this sixth class session. You will complete sections C-F of the video guide when you review the videotape with your small group members in session eight. Use the notations you make in the guide to help you complete the evaluation and reflection sections of the teaching portfolio.
- Review with group members your unit plan's statements of enduring understandings, essential questions, and the sections related to students demonstrating their knowledge and skills through the performance tasks, quizzes, tests, prompts, unprompted evidence and self-assessments.

Homework

You will implement your newly revised plan following this class session. During this time, you will videotape a lesson within the unit and test out the Assessment Tool (rubric or performance checklist) on one of the two authentic performance task products your students will complete related to the unit. Complete the description sections of the videotape and Assessment Tools sections found in the teaching portfolio template. The description sections will tell, from your point of view, what you observed happening when you taped your lesson and when students used the Assessment Tool to guide and/or assessed their learning.

Participate in Video Taping online discussion in [Blackboard](#).

Read: *Understanding by Design*, Ch. 10 and 11.

Class Eight Collaborative Review

Choose a meeting location where you and your small group members can discuss how your unit is going so far. Share your videotape with one another and discuss how your Assessment Tool is guiding student learning and assessing their understandings. Obtain feedback from your group members so that you can complete the analysis and reflection sections of your teaching unit pertaining to the videotape and the use of the Assessment Tools. Note: completing the video analysis portions of the video guide C-Fas you share your videotapes will help each person complete his/her own analysis in the evaluation and reflection sections of the teaching portfolio.

Homework

Finish your Unit Plan analysis and reflection portions.

Send Unit Plan to instructor.

Read: *Understanding by Design*, Ch. 12 and 13.

Class Nine What Have We Learned?

- Share highlights from your teaching portfolio with the class (ten to fifteen minute overview). Highlight your favorite parts of your unit by telling what you learned while implementing it.
- Complete course evaluations and discuss ASTL's second reflection point response that follows the completion of EDUC 614.