

George Mason University
College of Education and Human Development
DESIGNING AND ASSESSING TEACHING AND LEARNING
EDUC 614 section 617
Fall 2004
Prince William Cohort

Class Dates: Session one will be held on Tuesday Aug. 31 from 4:30-6:30 PM at PW-1 in room 218; Sessions two and three will be held on Saturday Sept. 11- 8:30 AM-4PM at PW-1 (check-in by Verizon Auditorium located by the cafeteria by 8:45 AM) ; Session four will be held on Tuesday Sept. 14- 4:30 PM-8:30 PM; Session five will be held on Tuesday Sept. 21- 4:30 PM-8:30 PM; Session six will be held on Tuesday Sept. 28 4:30 PM-8:30 PM; and session eight will be held on Friday Oct. 29- 4:30 PM-8:30 PM at PW-1 in room 218. Note: Session seven will be held as an independent study group session at a location and time of the students' choosing. This will be a 4-hour collaborative review of unit plan implementations and can be held anytime during the weeks of Oct. 12 or 19.

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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. Completion of EDUC 612 and 613 and concurrent enrollment in EDU 606 Culture and Education in the Advanced Studies in Teaching and Learning (ASTL) program.

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

III. RELATIONSHIP OF EDUC 614 TO ASTL PROGRAM GOALS AND NBPTS PROFESSIONAL ORGANIZATION

EDUC 614 is one of the five courses in the 12-hour, year long ASTL CORE. It is aligned with the following GSE Priorities: Diversity and Equity; Children, Families, and Communities; High Standards and Research-Based Practices; and Effective Use of Technology. EDUC 614 is also aligned with the National Board for Professional Teaching Standards' (NBPTS) five core propositions, which provide the guiding principles for *what teachers should know and be able to do*. Specifically, this course is aligned with Proposition II: Teachers know the subjects they teach and how to teach them to students and Proposition III: Teachers are responsible for managing and monitoring student learning. The focus of EDUC 614 is to increase students' ability to: 1) articulate, reflect on, and question how best to create and assess positive learning experiences appropriate for diverse student identities both collective and individual; and 2) effectively teach knowledge emanating from the various academic disciplines. This course provides opportunities for participants to challenge, hone, and refine their ability to create constructive learning environments and appropriate assessment strategies for children.

As a result of participating and completing the requirements for the course, participants will engage in these learning experiences:

- Analyze student work to monitor student learning and achievement and provide feedback to students
- Analyze one's practice through videotaped classroom interactions
- Develop a teaching portfolio

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. Order from: <http://www.freespirit.com> (appropriate for gr. 3-12).

McTighe, J. & Wiggins, G. (1999) *The Understanding by Design Handbook*. Alexandria, VA: ASCD. Order from <http://www.ascd.org>.

Supplemental Readings: (These texts are recommended to help develop lesson plan unit)

Jensen, E. (1998) *Teaching with the brain in mind*. Alexandria, VA: ASCD.

Hill, B.C., Ruptic, C. & Norwick, L. (1998). *Classroom based assessment* Norwood, MA: Christopher-Gordon Publishers, Inc.

Tomlinson, Carol Ann (1999) *The Differentiated Classroom: Responding to the needs of all learners*. 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 *Fox, Rebecca* as the instructor.

Finn, L. (March 2002). Using video to reflect on curriculum. *Educational Leadership*, 59(6), 72-74.

Goodrich, Heidi (1997). Understanding rubrics. Originally published in *Educational Leadership*, 54(4). Retrieved September 1, 2003, from <http://learnweb.harvard.edu/alps/thinking/docs/rubricar.htm>

Meisels, Samuel (Dec.96/Jan.97). Using work sampling in authentic assessments. *Educational Leadership*, 54(4), 60-65. This article can also be found at http://www.ascd.org/publications/ed_lead/199612/meisels.html

O'Neil, John (March 1999). Core knowledge and standards: A conversation with E.D. Hirsch, Jr. *Educational Leadership*, 56(6), 28-32.

Pettig, Kim L. (September 2000) On the road to differentiated practice. *Educational Leadership*, 58(1), 14-19.

Sherin, Miriam (May 2000). Viewing teaching on videotape. *Educational Leadership*, 57(8), 36-38.

Tomlinson, Carol A. (Sept. 2000). Reconcilable differences? Standards-based teaching and differentiation. *Educational Leadership*, 58(1), 6-11. This article is in the electronic reserves and also at http://www.ascd.org/ed_topics/el200009_tomlinson.html.

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 |

INTEGRATED TEACHING PORTFOLIO LESSON OR UNIT PLAN GUIDELINES

The unit plan you choose does not have to be elaborate. The unit should be a strong sample of what you do on a regular basis that demonstrates *what teachers should know and be able to do*.

Your unit should indicate that you know the subject you teach and how to teach it to students. According to the National Board for Professional Teaching Standards:

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

Your unit should also indicate that you are responsible for managing and monitoring student learning. According to the National Board for Professional Teaching Standards:

Accomplished teachers command a range of generic instructional techniques, know when each is appropriate, and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice. They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow the schools' goals for students to be met. They are adept at setting norms for social

interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary failure. Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

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. 8.

For a unit plan example, refer to Wiggins and McTighe’s *Understanding by Design Handbook* pgs. 54-59 and for unit ideas, access *Intel Teach to the Future* <http://www97.intel.com/education/teach/index.htm>. 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.

Maintaining a personal journal will be extremely important in order for you to document your teaching and learning so that the written commentary section of your portfolio will be rich, authentic, and complete. *You will not turn in this personal journal to your instructor.*

Developing and Assessing an Assessment Tool

You will create a rubric or performance assessment checklist that will guide your students through a particular assignment or activity and help evaluate their understandings. Your evaluation of its use will include a brief description of the device and how it was used and its effectiveness in guiding and assessing learning; student feedback about its use (if possible); and any changes and reasons for changes that need to be made in the instrument before using it again.

Videotape Analysis

You will make a 15 to 20 minute video of a lesson within your unit that will take place in your classroom. A homework guide for class seven will help you complete an analysis of that video. That guide is posted in the documents section on Blackboard. You will be given an opportunity to meet with a small group of classmates to obtain additional feedback in order for you to complete the analysis. Your responses to the forum questions will also help you respond to the specific descriptive, interpretive and reflective questions in the written commentary portion of your final teaching portfolio.

Authentic Performance Task Products

During the implementation phase of your unit, plan for two different authentic performance task products (see pg. 151 in *The Teaching by Design Handbook* for ideas) your students will create. 2) Collect the two different products from each of two students. You will use the four products to help you determine student understandings. 3) Include copies of these products in an appendix of your unit plan portfolio and complete the descriptive, interpretive and reflective questions in the written commentary portion of your final teaching portfolio. If your products are not practical to include in the portfolio, incorporate digital or photo images of the products in an appendix.

Proposed Class Schedule

Class One Introduction to the course and overview of curriculum:
<ul style="list-style-type: none">• Building a framework from previous ASTL Program courses.• The importance of keeping a journal.• Review types of writing used in developing a teacher portfolio (descriptive, interpretive, reflective)• Overview of philosophical viewpoints on reforming education to determine an understanding for the drive to reform education in order to meet standards.• Using On Purpose Associates discussion cards, we will review seven different theories of learning and the types of learning environments that are designed to meet student learning needs and educational standards.
Homework: 1) Read the following articles and respond on Blackboard to forum question one: <ul style="list-style-type: none">• Tomlinson, C. (Sept. 2000). <i>Reconcilable differences? Standards-based teaching and differentiation</i>.• O’Neil, John (March 1999). <i>Core Knowledge and Standards: A Conversation with E.D. Hirsch, Jr.</i> Access both articles through the electronic reserves.• Respond to <u>Forum Question One</u>: According to O’Neil, E.D. Hirsch, Jr. believes that “all students must have access to core knowledge if they are to be successful in school and in life.” Tomlinson states in her article, “To examine the dichotomy between standards-based teaching and differentiation, we must ask questions about how standards influence the quality of teaching and learning. What is the impact of standards-based teaching on the quality of education in general?” React to both articles, stating how you feel about the views expressed in both articles, relating those views to your own teaching situation. 2) In preparation for Sept. 11, read chapters 3, 4 and 6 in Heacox’s <u>Differentiating Instruction in the Regular Classroom</u> . Next, read McTighe & Wiggins pgs. 1-30 (overview of what is understanding). Think about how you see Bloom’s Taxonomy and multiple intelligences from Heacox’s pg. 78-79 relating to the six facets of learning.

Classes Two and Three (All-Day Sessions) 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? <ul style="list-style-type: none">▪ 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? Portions of a video will be shown, followed by smaller break out groups that will discuss the movie. An example of using the Backward Design Process unit plan, “You are What You Eat,” found in on pages 54-59 in <i>The Understanding by Design Handbook</i> will be reviewed and discussed in small groups.▪ We will have an opportunity to review other lesson plans that were created using Backward Design will be given through an online learning activity on Blackboard.▪ We will review the Integration Matrix in <u>Differentiating Instruction in the Regular Classroom</u> by Heacox pg. 78-79, focusing on the relationship between multiple intelligences and Bloom’s Taxonomy. Examples of lesson activities that incorporate aspects of MI and Bloom’s Taxonomy will be shared and discussed.▪ In what ways are we meeting the needs of our students? We will discuss what it means to tier assignments and how tiered assignments can address differentiated needs. We will refer to chapter 6 in Heacox’s <i>Differentiating Instruction in the Regular Classroom</i> to guide our discussions.
Homework: 1) Read Modules 4 through 6 found on pgs. 69-122 in the handbook by McTighe & Wiggins. These modules will help you understand and identify enduring understandings related to the unit you will be re-designing. The modules address topics and skills, and framing units around essential questions. 2) Respond to <u>Forum Question Two</u> : What is the relationship between understanding, knowledge and skill? What purpose do you see Backward Design having in your practice in terms of building enduring understandings? 3) Begin planning, identifying a unit you’ll be teaching in your classroom during the month of October. Identify the enduring understandings that you will want to emphasize in that unit. <u>Note</u> : Bring the curriculum guide related to that unit to class four.

Class Four

What Makes In-Depth Understanding Evident?

How can we determine evidence of understanding?

- 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. McTighe & Wiggins definition on pg. 274-275 and *On Purpose Associates* discussion cards and the article, *Get Real* by Giselle O. Martin-Kniep that we will read in class will guide discussions on authentic assessment, classroom assessment and portfolio assessments.
- Using the curriculum guides participants brought to class and Modules 7-9 in McTighe and Wiggins, pgs. 125-159, participants will work in small groups to write targeted understandings and core performances- what students should understand and be able to do. Participants will brainstorm types of evidence that might be most useful, insightful and fair for rounding out the picture to produce sufficient evidence of understanding. Refer to *Differentiating Instruction in the Regular Classroom* pgs. 32-35 to get ideas for projects, presentations and performances that can be used as evidence to determine student learning. Use the instructor’s performance checklist to design performance tasks related to your unit.

Homework: 1) As a follow-up to this fourth session, read Meisels, Samuel (Dec.96/Jan.97). This article discusses work sampling in authentic assessments. It is found in the electronic reserves and also online at http://www.ascd.org/publications/ed_lead/199612/meisels.html 2) Then take your emerging unit plan and compare it to your existing unit plan. Talk with your teammates at your school to get ideas and feedback with regard to materials that will support the revised unit, and logistics in terms of implementing the unit plan (i.e. timeline) during this course. 3) Complete the following parts of your unit plan: enduring understandings, essential questions and how you will determine students’ knowledge and skills through the performance tasks, quizzes, tests, prompts, unprompted evidence and self-assessments. Bring this draft plan to class five. 4) Make your third Forum Response: When reacting to these statements made by Wiggins & McTighe, 1998, tell how you would reply to them in context of your own teaching situation: *Thinking like an assessor boils down to two basic questions: 1) Where should we look to find hallmarks of understanding? And 2) What should we look for in determining and distinguishing degrees of understanding?* 5) In preparation for our next session on rubrics, read pgs. 161-166 in McTighe & Wiggins and Goodrich, Heidi (Dec. 1996/Jan. 1997). *Understanding Rubrics*. This article is found in the electronic reserves and also online at <http://learnweb.harvard.edu/alps/thinking/docs/rubricar.htm>.

Note: For session 5, bring your rubric or performance checklist that you will be revising *if you have one*. You will be sharing this instrument with your small group members and discussing its merits and limitations.

Class Five

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:

- 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.
- Use Blackboard’s Assessment Tool learning activity to learn about different rubrics and performance checklists.
- 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://www.4teachers.org/> can also be used to create rubrics and performance checklists.

Homework: 1) Share your Assessment Tool with your teammates at your school and discuss its applicability to your unit plan. 2) Complete stage 2 of your plan to include your rubric or performance checklist. Be ready to share your Assessment Tool with your small group in class six. **Drop an electronic version of this tool into the drop box and be sure to hit the send button to send it to the instructor. Your instructor will provide feedback to you on the tool by your next class meeting.** 3) In preparation of planning learning experiences and instruction in session six, read McTighe’s and Wiggins’ Modules 12 through 19 on pgs. 183-237 with particular focus on Modules 14 and 15 (Misunderstandings and the WHERE process). 4) To help you plan differentiated activities, read Heacox’s chapter 5 (on flexible instructional grouping) and Heacox’s chapter 7 (on student choices) and the article by Pettig, Kim L. (September 2000) *On the road to differentiated practice*. Check the electronic reserves for other articles that are specific to your unit plan. 5) Complete Forum Response Four: When referring to design guidelines and self-assessment criteria, Wiggins & McTighe (p. 209-210) state, “they alert teachers from thinking only about what *they* want to do and need to accomplish to thinking about what *students*- end users of their design- will need to achieve understanding.” How does this either differ or support the way you have traditionally designed units of instruction?

Class Six

Planning Learning Experiences and Instruction

This session will focus on completing stage 3, planning learning experiences and instruction.

- Review your Assessment Tool (the rubric or performance checklist that you began to create in class five) with your small group and revise it based on the input you receive from group members and teammates at your school. Your instructor will give you feedback as well.
- Working in small groups, complete your plan keeping the WHERE process in mind. Use page 214 in Wiggins & McTighe handbook, as well 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 seven. Use the notations you make in the guide to help you complete the evaluation and reflection sections of the teaching portfolio.
- 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.

Homework: Stage 3 of your unit plan should now be completed and ready to implement. Read both Sherin's & Finn's articles on videotaping (articles are found in GMU electronic reserves online library). Complete Forum Question Five: Now that you have gone through the process of planning a unit using the Backward Design process, discuss how this process compares to the traditional way of planning a unit that teachers have traditionally followed that first identifies goals/objectives, materials needed, the sequence of activities and then finally, a plan for assessment. Then share your thoughts or concerns about implementing your newly revised unit.

Class Seven

Collaborative Review

Choose a meeting location where you and your small group members can discuss how your unit is going thus 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-F as you share your videotapes will help each person complete his/her own analysis in the evaluation and reflection sections of the teaching portfolio.

Homework: By session 8, complete the rest of the teaching portfolio's evaluation and reflection sections (i.e. pertaining to authentic performance task products and the reflection section.) **Use the portfolio checklist that is included in the portfolio unit template to make sure you have included all the required appendix pieces:** assessment tool (rubric or performance checklist), the four authentic performance task products (i.e. work samples) and your videotape. You will hand in the entire portfolio in session 8 and share highlights of your project with the class during this session (i.e. ten to fifteen minute overview). Drop into the digital drop box an electronic version of the teaching unit and be sure to hit the send button to send it to your instructor.

Class Eight

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.

Rubrics for Grading Assignments

Class Participation and Forum Responses (Public Journal)

	Pts 20	No evidence (Little or no evidence)	Beginning (Limited evidence)	Developing (Just evident)	Accomplished (Clear, convincing and substantial evidence)
		<14	14-15	16-17	18-20
Forum Responses and Class Participation		Inconsistently makes forum responses and/or does not regularly engage in discussions in class. Rarely if ever participates in learning group activities.	Responses are retelling of major points only. Participates in class activities but shows little, if any, evidence of higher order thinking related to class readings and discussions. Lacks clear evidence of application of course content to personal practice. Does not state implications for future teaching.	Responses analyze and apply major points of articles but the writer does not relate points the unit design process and/or to own teaching. Regularly participates in learning groups, demonstrating some higher order thinking related to class readings and discussions, but lacks clear evidence of application of course content to personal practice or state any implications for future teaching.	Responses synthesize information presented in articles and discussions in class. They are connected to the unit design process and teaching situations. The writer also reflects on implications for future teaching. Regularly participates in learning groups, showing thoughtful evidence of and initiation of higher order questions related to class readings and discussions. Clear evidence of application of course content to personal practice.

How class participation and discussions points will be assigned:

Forum Responses= 10 points	In Class Sessions= 10 points
Five forum responses (2 points each)	<ul style="list-style-type: none"> • Theories of learning and types of learning environments that are designed to meet student learning needs and educational standards during session one- 2 pts. • Targeted understandings and core performances during session four- 2 pts. • Development of an assessment tool in session five- 2 pts. • Completion of the WHERE guide to plan learning activities in session six- 2 pts. • Sharing of the unit implementation experiences in session eight- 2 pts.

The Teaching Portfolio

Teaching Portfolio	Pts 80	No evidence (Little or no evidence)	Beginning (Limited evidence)	Developing (Just evident)	Accomplished (Clear, convincing, substantial evidence)
Unit Plan	20	<14	14-15	16-17	18-20
This lesson or unit plan will be the framework for guiding student learning.		Lacked a lesson or unit plan that reflects the teacher's decision-making with respect to the needs of learners.	Lesson plan reflects the teacher's decision-making with respect to the needs of learners, but includes some, but not all the necessary components.	Plan states desired results, acceptable evidence of learning, and the learning experiences and instruction that will take place, but lacks either good organization or clarity.	Plan clearly identifies desired results, determines acceptable evidence of learning, and outlines learning experiences and instruction that will take place.
Assessment Tool	20	<14	14-15	16-17	18-20
This rubric or performance checklist will guide instruction and be used as one of the assessment components to determine student learning.		Tool was developed but not used and/or assessed.	Tool was developed and used in the classroom, but not all of the guidelines were followed.	All guidelines were followed: Tool uses clear, concise language; each skill or learning is assessed separately; both student and teacher assess the skill; but the written evaluation demonstrates just adequate precision, order, and clarity of ideas.	Tool was created using a technology application and expresses clear, concise language; each skill or learning is assessed separately; both student and teacher assess the skill; written evaluation demonstrates outstanding precision, order, and clarity of ideas.

Teaching Portfolio Continued

Two Products	10	<5	5-6	7-8	9-10
These two task products are authentic products created by the students as part of the learning unit.		Two product samples for two students were included with only a description of how they were used.	The narratives included a description of the two samples used for evaluation purposes, but did not include an analysis of student performance or how practice can be modified based on the results of the samples.	The narratives included a description of the two samples used for evaluation purposes, but lacked clarity of thought in analyzing student performance and how practice can be modified based on the results of the samples.	The narratives included a description of the two samples used for evaluation purposes and showed outstanding thought in analyzing and interpreting student performance.
Video Analysis	20	<14	14-15	16-17	18-20
This analysis reveals understandings about what actually occurred during a lesson.		Videotape was completed but the analysis does not include all the required components.	Analysis includes statements that predicted what might happen prior to the taping, and an analysis of what actually happened and why the events occurred. However, reflective statements or implications for future teaching are lacking.	Analysis includes adequate statements that predicted what might happen prior to the taping, and an analysis of what actually happened, and why it happened.	Analysis includes well-developed statements that reflect both teaching and student learning. These statements include predictions about what might happen prior to the taping, and an interpretive analysis of what actually happened, and why the events happened.
Future Teaching	10	<5	5-6	7-8	9-10
The evaluative and reflection components of the portfolio reflect the teacher's thought regarding curriculum design and assessment for future teaching.		Written comments were descriptive only, not reflective.	Descriptive, interpretive comments were made, but not reflective statements.	There is a lack of clarity in the reflective statements based on student responses to the unit, and in reflective statements of how practice can be modified based on those student responses to their learning.	The future teaching section of the portfolio contains reflective statements that are expressed well, showing how practice can be modified for future teaching based on the student responses to learning experiences.

GSE Syllabus Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.