

**George Mason University**  
**College of Education and Human Development**  
**DESIGNING AND ASSESSING TEACHING AND LEARNING**  
**EDUC 614**  
**Fall 2005**  
**Prince William Cohort**

**Class Dates:** Tuesday 10/25, 11/1, 11/8, 11/15, 11/29, 12/6, 12/13

**Class Time:** 4:30PM – 8:00PM

**Location:** PW Bull Run Hall room #248

**Instructor:** Shanon D. Hardy, Ph.D.  
Email: [shardy1@gmu.edu](mailto:shardy1@gmu.edu); [shandhardy@aol.com](mailto:shandhardy@aol.com)  
Phone: 703-250-3733

**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.

### **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, D. (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, Darrene** 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 PORTOLIO (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 |

#### GSE Syllabus Statements of Expectations:

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

1. Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.
2. Students must follow the guidelines of the University Honor Code. See [http://www.gmu.edu/catalog/apolicies/#TOC\\_H12](http://www.gmu.edu/catalog/apolicies/#TOC_H12) for the full honor code.
3. 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.
4. 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](http://www.gmu.edu/student/drc) or call 703-993-2474 to access the DRC.

### **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 end of November or December and present your experiences to the class on the last class session on Dec. 13.

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**.....

<b>Class/Session Date</b>	<b>Session Subject</b>	<b>Due</b>
Class 1 – Oct. 27	<p><b>Introduction to the course and overview of curriculum</b></p> <ul style="list-style-type: none"> <li>- Discuss syllabus and class assignments.</li> <li>- Building a framework from previous ASTL Program courses.</li> <li>-</li> <li>- Overview of philosophical viewpoints on reforming education to determine an understanding for the drive to reform education in order to meet standards.</li> <li>- Assess understanding of backward design.</li> <li>- Introduction to Differentiating Instruction</li> </ul>	<p>Begin thinking about a unit you will be teaching in November that you would like to revise, refine, streamline, or create!</p> <p>Read: <i>Understanding by Design</i>, Ch. 1 and 2. Read: <i>Invitations to Learn</i> by Tomlinson. Read: <i>Differentiating Instruction in the Regular Classroom</i>, Ch. 1.</p>
Class 2 – Nov. 1	<p><b>A Focus on Designing Instruction</b></p> <p>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?</p> <ul style="list-style-type: none"> <li>• What is “understanding?” What are the six facets of understanding?</li> <li>• 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 <i>The Understanding by Design Handbook</i> will be reviewed and discussed in small groups.</li> <li>• Jigsaw activity on Tomlinson</li> <li>• Demonstration of Digital Edge</li> </ul>	<p>Read: <i>You Can Teach for Meaning</i> by McTighe, Seif, and Wiggins. Read: <i>Reconcilable Differences? Standards-Based Teaching and Differentiation</i> by Tomlinson. Read: <i>Differentiating Instruction in the Regular Classroom</i>, Ch. 2 and 3. Read: <i>Understanding by Design</i>, Ch. 4 and 5. Brainstorm some essential questions and enduring understandings for</p>

	Interchange and Edutopia websites	your Unit Plan. *Participate in Essential Questions online discussion in <a href="#">Blackboard</a> .
Class 3 – Nov. 8	<p><b>Differentiated Instruction and Integrating Technology Effectively</b></p> <ul style="list-style-type: none"> <li>• Differentiation by process, content, and product.</li> <li>• 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.</li> <li>• Using curriculum frameworks and the first section of Unit Plan, address ways to differentiate instructional activities for your students.</li> <li>• Discuss video exhibits.</li> </ul> <p>Review types of writing used in developing a teacher portfolio (descriptive, interpretive, reflective). Show Edutopia School Leadership vignettes. Share and discuss first portion of Unit Plan</p>	<p>Read: <i>Differentiating Instruction in the Regular Classroom</i>, Ch. 9 &amp; 10.</p> <p>Read: <i>Understanding by Design</i>, Ch. 7 &amp; 8.</p> <p>Reflect on ways to integrate technology into your Unit Plan. Bring to class #4.</p> <p>Participate in Technology Integration/or Differentiating Instruction online discussion in <a href="#">Blackboard</a>.</p> <p>Work on first portion of Unit Plan. Send first portion of Unit Plan to instructor for feedback.</p>
Class 4 – Nov. 15	<p><b>Role of Assessment- Rubrics and Performance Checklists (Assessment Tools)</b></p> <p>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:</p> <ul style="list-style-type: none"> <li>• Discuss authentic assessment,</li> </ul>	<p>Read <i>Learning from Performance Assessments in Math</i> by Parke and Lane.</p> <p>Read: <i>Understanding by Design</i>, Ch. 9.</p> <p>Continue working on assessment tools for Unit Plan.</p>

	<p>classroom assessment and portfolio assessments.</p> <ul style="list-style-type: none"> <li>• Discuss with class members and the instructor the effectiveness of rubrics and performance checklists that participants and instructor share.</li> <li>• 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 <a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a> can also be used to create rubrics and performance checklists.</li> </ul>	<p>Send instructor assessment tools for feedback.</p> <p>Participate in Performance Assessment online discussion in <a href="#">Blackboard</a>.</p> <p>Read <i>Viewing Teaching on Videotape</i> by Sherin. Read <i>Using Video to Reflect on Curriculum</i> by Finn. Read <i>Tips for Videotaping</i> on National Board website. (Scroll down and click on <b>Getting Started</b> – scroll to page 26.</p> <p>Reflect on ways to integrate technology into your unit plan. Bring to class #5</p>
<p>Class 5 – Nov. 29</p>	<p><b>Planning Learning Experiences and Instruction</b></p> <p>This session will focus on completing planning learning experiences and instruction</p> <ul style="list-style-type: none"> <li>• Read and discuss WHERE Process.</li> <li>• 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.</li> <li>• Fill out sections A and B of the videotaping guide during this sixth class session. You will complete</li> </ul>	<p>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</p>

	<p>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.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>the unit.</p> <p>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.</p> <p>Participate in Video Taping online discussion in <a href="#">Blackboard</a>.</p> <p>Read: <i>Understanding by Design, Ch. 10 &amp; 11</i></p>
<p>Class 6 – Dec. 6</p>	<p><b>Collaborative Review</b></p> <p>Choose a meeting location where you and your small group members can discuss your unit. 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 you can complete the analysis and reflection sections of your teaching unit pertaining to the video 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.</p>	<p>Finish your Unit Plan analysis and reflection portions.</p> <p>Send Unit Plan to instructor, via Digital Drop Box in Blackboard.</p> <p>Read: <i>Understanding by Design, Ch. 12 and 13.</i></p>

Class 7 – Dec. 13	<p><b>What Have We Learned?</b></p> <p>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.</p> <p>Complete course evaluations and discuss ASTL’s second reflection point response that follows the completion of EDUC 614.</p>	Portfolio Due
-------------------	---	---------------

**Rubric for The Teaching Portfolio**

<b>Teaching Portfolio</b>	<b>Pts 80</b>	<b>No Evidence</b> (little or no evidence)	<b>Beginning</b> (Limited evidence)	<b>Developing</b>  (Just evident)	<b>Accomplished</b>  (Clear, convincing, substantial evidence)
<b>Unit Plan</b>	<b>20</b>	<b>&lt;14</b>	<b>14-15</b>	<b>16-17</b>	<b>18-20</b>
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	Plan clearly identifies desired results, determines acceptable evidence of learning, and outlines learning experiences and instruction that will take place.
<b>Assessment Tool</b>	<b>20</b>	<b>&lt;14</b>	<b>14-15</b>	<b>16-17</b>	<b>18-20</b>
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 of 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.
<b>Student</b>	<b>10</b>	<b>&lt;5</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>

<b>Work Samples</b>					
These two task products are authentic products/ samples 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 performances.
<b>Video Analysis</b>	<b>20</b>	<b>&lt;14</b>	<b>14-15</b>	<b>16-17</b>	<b>18-20</b>
This analysis reveals an understanding 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 teachings 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.
<b>Future Teaching</b>	<b>10</b>	<b>&lt;5</b>	<b>5-6</b>	<b>7-8</b>	<b>9-10</b>
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.