Summer 2012
EDUC 674 Session B
Assessing Learning and Teaching in Secondary School

Instructor:	Kathleen Reilly
Day and Time:	MW 4:30-7:10 pm
Class Location:	West Building, 1004
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Office hours:	Email to set appt.

Prerequisites: Completion of the teacher licensure coursework for the Secondary Education Program [minimum of EDUC522 and 672, EDCI5xx methods, and EDCI6xx methods].

Course Description and Relationship to Program Goals
EDUC 674 is a graduate course that supports beginning teachers' design of assessment practices to promote student learning. The course focuses on the individual, classroom, teacher, school, and cultural factors that impact assessment; different types and purposes of assessment; and the relationship of assessment to national and state content standards. In this course teachers will integrate their knowledge from licensure courses and classroom practices to understand, develop, and implement assessment plans. This course highlights national standards for assessing teaching and learning in the content areas as outlined by the National Council for Accreditation of

Teacher Education (NCATE) and the Interstate New Teacher Assessment and Support Consortium (INTASC). EDUC674 introduces concepts and methods used in action research in EDUC 675.

Learning Outcomes
By the completion of this course students will:
- Plan formal and informal assessments of student understanding of content area knowledge identified in state and national standards (**RESEARCH-BASED PRACTICE, INNOVATION**)
- Design, construct, and evaluate an array of assessment types, including: diagnostic, formative, summative, confirmatory, and authentic performance task (**RESEARCH-BASED PRACTICE**)
- Create multiple formats and strategies of assessment to target the diverse nature of learning in students and to encourage a variety of ways for students to exhibit understanding (**SOCIAL JUSTICE; INNOVATION**)
- Design rubrics that will be used to evaluate student work (**RESEARCH-BASED PRACTICE**)
- Provide a rationale for assessment using the research on teaching and learning (**RESEARCH-BASED PRACTICE**)
- Examine the literature on teacher effectiveness and its link to student learning (**RESEARCH-BASED PRACTICE**)
- As a member of a team, design a subject matter unit with appropriate assessments (**COLLABORATION**)
- Reflect on teaching effectiveness and student learning while developing a Philosophy of Learning and Teaching appropriate for a professional portfolio, (**ETHICAL LEADERSHIP**)

Textbooks (all required)
Commonwealth of Virginia (1995). Standards of learning for Virginia public schools. Richmond, Virginia: Author. (available online)

Fisher, D., & Frey, N (2007). *Checking for Understanding: Formative Assessment Techniques for your Classroom.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

McTighe & Wiggins*, G. (2005). *Understanding by design, expanded 2nd ed.* Alexandria, Virginia: Association for Supervision and Curriculum Development.

National Content Standards in your discipline (NCSS, NCTE, NCTM, NSES) (available online).

*McTighe & Wiggins can be accessed through Mason libraries. The link is: http://magik.gmu.edu/cgi-bin/Pwebrecon.cgi?BBID=2018116. Scroll down to "Links: Electronic resource available..." and click on the link.

Articles Provided:

Fluckiger, J., Vigil, Y., Pasco, R., & Danielson, K. (2010). Formative Feedback: Involving Students as Partners in Assessment to Enhance Learning. *College Teaching*, 58(4), 136-140. doi:10.1080/87567555.2010.484031

Guskey, T. R. (2003). How Classroom Assessments Improve Learning. *Educational Leadership*, 60(5), 6.

O" Connor, K. (2010). Grades: When, Why, What Impact and How? *Education Canada*, Spring, 50(2), 38-41.

Online Resources:
- National Assessment of Educational Progress http://nces.ed.gov/nationsreportcard/
- Sample NAEP Questions, http://nces.ed.gov/nationsreportcard/about/booklets.asp
- State of Virginia Standards of Learning Test Information, http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml
- TIMSS Achievement Items, http://nces.ed.gov/timss/educators.asp
- National Content Standards, http://nsta.org/ http://ncss.org/ http://nctm.org/
- http://www.ncte.org/

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations
Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources
The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a

wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

GSE Secondary Education Program Resources:
For additional information about the Secondary Education Program in the College of Education and Human Development, Graduate School of Education, please visit our website,
http://gse.gmu.edu/programs/gsemasters/

Course Delivery
In addition to classroom attendance and participation, students are expected to complete readings, whole class and small group discussions, group and individual projects, internet research, analyses of case studies in learning teams, and reflections on practice. GMU's BlackBoard course framework will be used regularly throughout the course (familiarity with BlackBoard is expected). The course can be accessed at **http://mymason.gmu.edu**

Out-of-Class Sessions and Use of the Internet
Some class sessions will be held out-of-class (online). Online classes are considered regular instructional time and the assignments given are the equivalent of a full in-class session. The online classes involve research; use of professional web sites; asynchronous discussions (during a specified time frame); email with the instructor and learning teammates; readings; project preparation; writing chronicles/blogs; exploring plans; and other assignments. GMU's Blackboard course framework will be used regularly throughout the course. Online discussions and collaborative work will take place at: **http://mymason.gmu.edu**

*Your GMU email address is required for communication with the course instructor – your GMU email account must be active by the first week of class.

Assignments & Performance-Based Assessments (PBA)
Since this is a professional course (post licensure), high quality work (i.e., "A" work) is expected on all assignments. A mastery approach is implemented in this course. All assignments must be completed to earn credit for the course. Each assignment will be assessed using a scoring rubric, created by the class, and known to each student. **All assignments are due on the date designated in the Class Agenda. Attendance at each class is mandatory.** Full in-class and online participation is expected.

Written and Oral Assignments:
All written assignments are to be word-processed (Times New Roman 12 and double spaced) and submitted electronically. Some of them will be posted on the course Blackboard site for others to see. On the cover page include your name(s), course title, project title, date, and as appropriate describe the target student population including the grade level, subject, and unit of study. Make each project something that you could eventually use in your teaching. Oral

presentations need to be professional and should include effective use of media/technology and stay within the time frame allocated for the presentation/oral report.

1. Reading, Participation, Leadership of Chapter Discussion, and Attendance **(20%)**
Participation in discussions is integral to the theory/practice connections that will be made in this course, and so your investment in reading and class discussions forms an important component of the course as a whole. It is expected that students are prepared to discuss and/or write about all assigned readings for each class meeting. Quality of contributions regarding readings will significantly affect the participation grade.

Students, in pairs or small groups, will devise an active-learning activity to engage class members in a discussion of chapters covering the types of research. Assigned chapters will be determined at the start of the course.

Attendance at all classes, for the entire class period, is a course expectation. Absences (including absences for partial classes, i.e., tardiness) will affect the attendance grade.

2. Philosophy of Learning and Teaching **(20%)**
You will write a paper that serves as your philosophy of learning & teaching. You should use knowledge of all your licensure course work, readings, and classroom experience to address your beliefs about learning, teaching, and assessment. Your philosophy should include a metaphor or a conceptual framework for learning, and must incorporate references to the INTASC standards and content standards. The paper should express (1) how your philosophy influences (or will influence) your classroom practices, (2) examples of what you intend to do or have done related to educative assessment, and (3) research to support your ideas.

3. Thematic Unit **(PBA) (30%)**
Working collaboratively with another student in your subject area, use the "Backwards Design Model" to plan a unit that includes:
- a *theme* (e.g., social justice) that will meaningfully support teaching
- *essential questions* to guide student inquiry
- a *rationale** to justify the unit plan using research and theory
- the *Standards of Learning* and *national content standards* that match up with the theme in each of the core subjects and the *INTASC standards* covered in the unit
- a *culminating project* (authentic performance-based assessment) that requires students to demonstrate mastery of content and performance standards in the core subjects
- *summative assessment (instruments and scoring rubrics)* for the culminating project/authentic performance-based task which link to your essential questions

The scoring rubric for this assignment will be developed in class.

*The rationale for the thematic unit should include research and theory, such as levels of Bloom's Taxonomy and differentiation and the reasons for the culminating activity and its assessment. Each team will present its curriculum and summative assessment plan to the class for feedback and approval.

4. UBD Assessment Plan (PBA) (30%)

Using the "Backwards Design Model," you will work collaboratively with another student in your subject area to design the assessment plan for a unit of instruction. You will identify a topic and corresponding standards that you may be teaching this fall or later in your teaching career. You will use your thematic unit as a starting point and design an assessment plan for each part of the unit that could be completed in your classrooms.

This is considered to be an *individual* project, but one of your most valuable planning and design references is the other teacher with whom you partner. You should use this teacher as a sounding board, as a reviewer, a critic, a friend. Conversely, you need to be a sounding board, reviewer, critic, and friend. Although you will work collaboratively with a partner on this project, each of you will submit your own written/oral report and grades will be assigned individually. The scoring rubric for this assignment will be developed in class.

The UBD Assessment Plan includes:
1. The theme and essential questions of the unit, and include the following:
     a) Standards of Learning, national content standards, and INTASC standards
     b) an outline that shows the placement of each assessment within the unit,
     c) a brief description of why each instrument was chosen and how it assesses student learning,
     d) a grading policy for the unit, and
     e) a response to the Design Standards (Wiggins & McTighe).
2. Appendices*:
     a) *Diagnostic assessment instrument and assessment criteria.
     b) *Formative assessment instruments and assessment criteria or rubrics.
     c) *Summative assessment instrument and assessment criteria or rubric.
     d) *Confirmatory assessment instrument and assessment criteria.

*All appendices (assessment instruments, rubrics, and grading policy) must be submitted in 'camera ready' format.

POSTNOTE: Retain copies of all course products to document your progress through the Secondary Education Program. Products from this course (the 'Philosophy of Learning & Teaching,' 'Thematic Unit,' and 'Assessment Plan') could be included in the Best Practice Showcase for the M.Ed. program and can also become part of your professional portfolio used for job placement.

Tentative Schedule

Date	Topic	Assignment /Readings Due
1. Mon. 6/4	Introductions, course overview, Backwards Design, assessment metaphor, Philosophy of teaching, learning, and assessment	**UBD2: Intro, 13** **Content Standards** Read the National and State Standards for your content area (what do they say about assessment?)
2. Wed. 6/6	Essential questions, unit planning, content standards Teams for unit development	**UBD2: 1, 2** **Content Standards** Read Fluckiger Article
3. Mon. 6/11	Six Facets of Understanding Unit work: Themes	**UBD2: 3, 4** Read Guskey Article
4. Wed. 6/13	Identifying essential questions and understandings, Unit work: essential understandings	**UBD2: 5, 6**
5. Mon. 6/18	Work on Philosophy of Learning, Teaching, and Assessment	**Online** discussion DUE: MIDNIGHT
6. Wed. 6/20	Validity Developing rubrics	**UBD2: 7, 8**
7. Mon. 6/25	Formative assessment and teaching for understanding	**CFU: 1, 2, 3** **UBD2: 10**
8. Wed. 6/27	Formative assessment, the design process, and curriculum	**CFU: 4, 5** **UBD2: 11, 12**
9. Mon. 7/2	Work on Unit Plan	**Online** collaboration, Web-search: authentic assessments
Wed. 7/4	Happy 4th!	No class
10. Mon. 7/9	Authentic assessment Peer and instructor feedback on unit development	Read O'Connor Article
11. Wed. 7/11	Grading and Reporting; Tests, common assessments, Teacher evaluations	**CFU: 6, 7, Afterword**
	All final assignments due on **Sunday, 7/15, at midnight**	
12. Mon. 7/16	Presentations and feedback	Post final by 7/15, midnight
13. Wed. 7/18	Presentations and feedback	Post final by 7/15, midnight
14. Mon. 7/23	Negotiable: Wrap-up, course evaluations	