

**George Mason University**  
**College of Education and Human Development**  
**DESIGNING AND ASSESSING TEACHING AND LEARNING**  
**EDUC 614**  
**Fall 2012**  
**(Distance Education)**

**Professor:**

**Shanon Hardy, Ph.D.**

GMU Graduate School of Education

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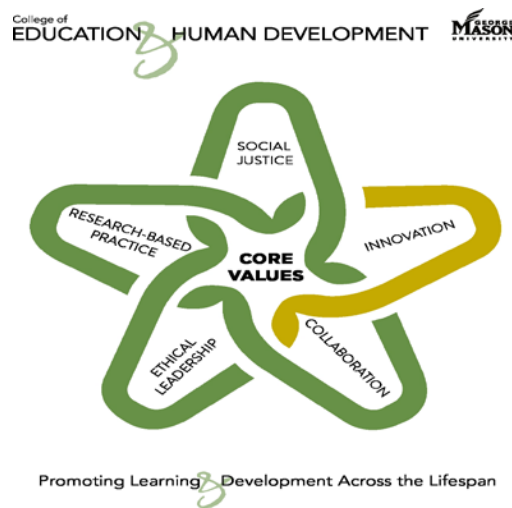
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**Office Hours:** telephone, email, or chat)

**COURSE DATES/TIMES/LOCATIONS:**

Online Dates: Week runs Monday-Sunday - starting the Week of October 22 -28 thru Week of December 10-16

**CEHD Information:** <http://cehd.gmu.edu>



**I. COURSE DESCRIPTION:**

Explores design and development of curricular, pedagogical, and assessment strategies responsive to needs and interests of students. Investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms.

Prerequisite: Admission to Graduate School and ASTL Program

## II. LEARNER OUTCOMES:

This course is designed to enable participants to:

- A. Examine different curricular frameworks to plan and deliver appropriate instruction, design valid assessment tasks and strategies, and ensure that curriculum, instruction and assessment are aligned.
- B. Illustrate the various Models of Teaching and appropriate use of the models to respond to the needs and interests of a diverse population of learners through appropriate lesson design and differentiated instruction.
- C. Differentiate and implement multiple measures of assessment of student learning.
- D. Analyze the effective use of technology as a tool to design, implement, and assess instruction to analyze impact on student learning.

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

EDUC 614 is one of the five courses in the 12-credit, yearlong ASTL CORE. It is aligned with the following GSE Core Values: Research-Based Practices, Collaboration, Ethical Leadership, Innovation, and Social Justice. 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*.

### PROFESSIONAL STANDARDS

National Board for Professional Teaching Standards II – Teachers know the subject they teach.

National Board for Professional Teaching Standards III – Teachers are responsible for managing and monitoring student learning.

National Board for Professional Teaching Standards IV – Teachers think systematically about their practice and learn from experience.

### Advanced Studies in Teaching and Learning Outcomes

Outcome #6 - Teachers account for the needs of culturally, linguistically, and cognitively diverse learners

Outcome # 8 - Teachers use technology to facilitate student learning and their own professional development.

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The focus of EDUC 614 is to increase learners' 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 a current lesson plan and adapt appropriately for inclusion of diverse learners, technology implications, model of teaching, and instructional design.
- Create a practical and effective assessment tool (rubric or performance checklist) to better assess student learning.
- Analyze current educational setting and practices by videotaping classroom interactions and synthesizing current research on effective instruction
- Respond in MyMason forums that will reflect learning, showing the ability to analyze teaching experiences and reflect upon those experiences in order to determine implications for future teaching.
- Using a WIKI, learners will collaboratively explore one model of teaching

The performance-based assessment for EDUC 614 is the following:

- Summative videotape and analysis of classroom practices, interactions, lesson plan, and objectives based on two different teaching lessons

***The performance-based assessment (PBA) MUST be uploaded and submitted to Taskstream for evaluation when the assignment is due. Only PBAs posted to Taskstream will be graded. NO final grades will be posted until all materials are on Taskstream.***

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#### IV. 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/>].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

NOTE: To determine whether the campus is closed due to inclement weather, call 703-993-1000 or go to [www.gmu.edu](http://www.gmu.edu).

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## **V. NATURE OF COURSE DELIVERY**

This course will be delivered in asynchronous (not “real time”) format using Blackboard 9.1 course management system on the MyMason portal. Course delivery will be through mini-PowerPoints, structured collaborative reflective groups on model of teaching, videotape analyses, and discussion forums based on topics aligned with national standards and program/learner outcomes.

To participate in this course, students will need the following resources:

- Internet access (Check the list of compatible, supported Web browsers at [https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp?tab\\_group\\_id=230\\_1](https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp?tab_group_id=230_1))
- GMU email account
- MS Office 2007 or later, or OpenOffice 2007 or later desktop software
- Adobe Flash Player, available for free downloading at <http://get.adobe.com/flashplayer>

- A Learning Guide Module for each session can be found on MyMason/Blackboard.

The Blackboard course site will be open to students October 22, 2012. To access the course, go to the MyMason portal login page at <https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>. **Your GMU email user name is also your MyMason Portal ID and your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of course, then select EDUC 614 Fall Course – Designing and Assessing Teaching and Learning.**

**VI: Required Text:**

None – E-Reserves readings required

Optional Texts:

American Psychological Association (2001). *Publication manual of the American Psychological Association 6<sup>th</sup> ed.*. Washington, DC: Author

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**VII: Required journal readings:** *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 Hardy, Shanon as the instructor. Password: Classroom*

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**VIII: GENERAL REQUIREMENTS:**

- A. Class attendance is both important and required. If, due to an emergency, you will not be in class, you must contact your instructor via phone or email. Learners with more than two absences may drop a letter grade or lose course credit.
- B. All assignments are due no later than **11:59 PM EDT** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on the *Calendar* of our Bb course site.
- C. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%. No late submissions will be accepted after the course end-date.** Early submissions are always welcome!
- D. Please adhere to the assignment submission instructions listed in this Syllabus. **Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.**

## **IX: SPECIFIC COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA:**

### **1. Blackboard Discussion Forums – 10%**

Learners will reflect on their learning, their students and/or practice and respond to the readings and discussions online. This includes active participation in class discussions and in cooperative learning groups. Regular and thoughtful evidence of and the initiation of higher order questions related to class readings and discussions; regular and thoughtful participation in cooperative learning groups, and reflection to classroom practices will be the criteria for evaluation. Class discussion rubric in syllabus.

### **2. Videotaped Lessons and Analyses (55 %)**

Each learner will videotape two class sessions, approximately 15-20 minutes duration, of a content lesson. The purpose for videotaping lessons is for the learner to understand what took place and try to explain why it occurred; an inquiry toward teaching – unlocking the knowledge of practice. This assignment includes 3 parts – classroom demographics, videotape, and analysis of videotape.

- A. Each learner will create a classroom description and set-up of the classroom that will be used in the videotapes. Included in the description will be student demographics and location of students' desks in the classroom (do not use names). The classroom description may be narrative or be a visual representation (i.e., classroom map). Information to be included (if available):
  - a. Race/ethnicity
  - b. Gender
  - c. IEP
  - d. English language learners
  
- B. **Formative Videotape Analysis (20 points):** A videotape of a content lesson. The first videotaped lesson will provide a baseline of current teaching practices and teacher behaviors. The lesson can be of any lesson or activity in the learner's current classroom. After viewing the videotape, the learner will:
  - a. Analyze interactions in the classroom.
  - b. Create a two column "T Chart." In the left column, learners will note what went well with the lesson and why - POSITIVES; in the right column, learners will include incidences or learning experiences that appeared to negatively impact student learning of content – CHALLENGES. The videotape and T column will be shared with a peer and a copy of T-chart to instructor.
  - c. Self-assess the designed lesson plan of the videotaped content lesson (some examples of questions to consider in assessment):

- i. Does the lesson project a coherent approach to the topic of lesson?
- ii. Do the activities for students engage them in conceptual understanding?
- iii. Do the activities represent appropriate variety and the best that we know regarding how students learn that discipline?
- iv. Does the lesson address the different learning styles and background knowledge of the students described in classroom demographics?

You may also use the self-assessment checklist on p. 20 of the syllabus for the self-assessment or write a one-two page narrative of the rationale for lesson plan design. Handed into instructor also **(5 points)**

- d. For the formative videotaped self-assessment, identify areas you may want to focus on changing and what evidences might you collect to indicate progress. For example, “I noted that only ten students really participated in the discussion. I will implement a response technique so all students will be engaged in the next Socratic seminar.” One to two page narrative – may be included in the discussion of self-assessment of lesson design **(5 points)**

**C. Summative Videotape Analysis – Performance Based Assessment (35 points):**

A second videotape of a content lesson. The second lesson to be selected for videotaping and analysis should demonstrate a lesson where the learner has altered some teaching practices based on the analysis and reflection of the previously taped lesson and peer discussion. After viewing the second videotape, the learner will:

- a. Note changes occurring from first videotaped lesson in student participation, teaching practices, student-teacher interactions, or student understanding;
- b. Write a three-five page analysis of the videotaped lesson *using at least two references from class readings and discussions* to support statements in analysis (total of 3 references required for summative videotape analysis). Videotape and lesson plan will be turned in with written analysis. Embedded within the analysis should be statements related to design of the lesson; rationale for model of teaching employed, Bloom’s level of objectives, and other relevant planning issues.
- c. A rubric can be found on p. 18-19 of syllabus to assist with the analysis of teaching event and lesson plan.
- d. The videotaped lesson will be turned in with written analysis.

Criteria for evaluation will include ability to analyze instructional lesson based on rubric. Analysis should include attention to description (context of content lesson), analysis/interpretations (questioning techniques, issues related to gender bias, responsiveness to linguistic and ability diversity, technology, feedback techniques,

classroom discourse style, model of teaching, differentiated instruction, and student assessment/engagement). The video analysis must demonstrate graduate level writing and the inclusion of class resources and references. All relevant demographics for the classroom must also be included with analysis.

**The performance-based assessment (summative videotape analysis) MUST be uploaded and submitted to Taskstream for evaluation when the assignment is due. Only PBAs posted to Taskstream will be graded. This means NO final grades will be posted until all materials are on Taskstream. VIDEOTAPE DOES NOT NEED TO BE UPLOADED – ONLY WRITTEN ANALYSIS.**

#### **4. Model of Teaching (20%)**

Learners will work collaboratively with a small group to develop and design a WIKI on a selected Model of Teaching. The WIKI will describe the strengths and weaknesses of the Model of Teaching, when the Model of Teaching is appropriately used in the classroom, and group reflection on Model of Teaching, i.e. used in classroom, student response to the Model, responsive to diverse populations. Criteria for this assignment will be the accurate description of the Model of Teaching and group reflection.

#### **5. Technology (15%)**

Learners will select one of the following options to demonstrate knowledge and understanding of the effective use of technology for diverse learners. Rubrics will be provided for each of the choices. Learners will select one assignment that illustrates the effectiveness of technology for student learning. Criteria for this assignment will be thoughtful reflection and application of readings and discussions to assessment.

- Two-three page critique of an article on technology effectiveness in classroom. Learners will state purpose of article, summary of content and critical comments/reflection on the article's implication for classroom practices.
- Join a blog relating to technology in K-12 classrooms. At end of the class, write a brief summary (one-two pages) of a) the topic of blog, b) synthesis of comments, and c) contribution to the blog. Include reflection on how the blog's topic impacts student learning.
- Create a "You Tube" or "Podcast" about how you use technology in your classroom to improve student learning.
- Learner may suggest a technology based alternative to the above options with instructor approval.

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GRADING SCALE:

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



***ASTL Reflection Point 2:***

In this section, you will focus on how coursework, related readings, and products in EDUC 614 have led you to focus more carefully on the teacher as designer of curriculum and assessment and how you are incorporating technology into your teaching practice and your Core experience. Please reflect on your own learning and your growth and change at this point in the Core. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of your knowledge.

**Suggested course products which may be provided as evidence of knowledge:**

1. Video analysis of teaching practice with analysis of teaching and impact on student learning (EDUC 614)
2. Rubric/Performance/Alternative Assessments (EDUC 614)
3. Other, as selected by individual (be specific)

## Tentative Class Schedule

This schedule may be changed at the discretion of the professor or as needs of the students or the ASTL Program dictate.

Class Session/Date	Session Subject	DUE
<p>Class 1 – Week of October 22 thru 28</p> <p><b>Learning Guide on MyMason</b></p>	<p><b>Introduction and Overview of Theoretical Framework of Curriculum and Instructional Design</b></p> <p><i>What we teach and why?</i> Curriculum is what is designated to be taught and learned – an <i>individualized process of how curriculum is acquired</i> through instruction. How is this exhibited in the classroom?</p> <ul style="list-style-type: none"> <li>- Review syllabus and class assignments</li> <li>- Introduction to History of Curriculum</li> <li>- Curriculum Terminology</li> </ul>	<p>Begin thinking about a lesson you will be teaching</p> <p>teaching that you could use as your first videotaped lesson assignment</p> <p><b>READINGS DUE:</b></p> <p>Quiz on terminology</p>
<p>Class 2 – Week of October 29 thru November 4</p> <p><b>Learning Guide on MyMason</b></p>	<p><b>Instructional Design – Taxonomies</b></p> <p><i>How does our planning change based on needs of diverse learners?</i> <i>Differentiating instruction is an approach and philosophy that proactively plans for learners with different needs.</i> <i>When we plan do we align goals/objectives, assessments, and activities to promote student learning?</i></p> <ul style="list-style-type: none"> <li>• Analysis of Videotape (Bennett)</li> <li>• Revised Bloom’s</li> </ul>	<p><b>DUE:</b> Email a current lesson plan –</p> <p><b>READINGS DUE:</b></p> <p>Finn - Using video to reflect on curriculum. <i>Educational Leadership</i>, 59(6), 72-74</p> <p>Krathwohl - A revision of Bloom’s Taxonomy: An overview.</p> <p><a href="http://edorigami.wikispaces.com/Bloom">http://edorigami.wikispaces.com/Bloom</a></p> <p><b><u>%27s+and+ICT+tools</u></b></p>

	<p>Taxonomy</p> <ul style="list-style-type: none"> <li>Analyze current lesson plan</li> </ul>	
<p>Class 3 – Week of November 5 thru November 11</p> <p><b>Learning Guide on MyMason</b></p>	<p><b><u>Differentiation of Instruction #1:</u></b></p> <p><i>Gardner’s theory of multiple intelligences and the integration of the revised Bloom’s taxonomy can be important instructional design tools to assist with differentiation of instruction. Numerous definitions consist that relate to differentiation of instruction – what framework is most effective for diverse classrooms.</i></p> <ul style="list-style-type: none"> <li>Revised Bloom’s taxonomy continued</li> <li>Frameworks of differentiation</li> </ul> <p><a href="http://nerds.unl.edu/layered">http://nerds.unl.edu/layered</a></p> <p>(Example of adapting lesson plan for differentiation of instruction, technology, etc.)</p>	<p><b>READINGS DUE:</b></p> <p>Noble - Integrating the revised Bloom’s taxonomy with multiple intelligences: A planning tool for curriculum differentiation.</p> <p>Tomlinson – Goals of differentiation</p> <p><b><u>ALSO Choose ONE article from below:</u></b></p> <p>Wehrmann “Baby steps: A beginning guide.</p> <p>Grimes &amp; Stevens “Glass, Bug, and Mud”</p> <p>Small “Beyond One Right Answer”</p> <p>Dweck “Even Geniuses Work Hard</p>
<p>Class 4 – Week of November 12 thru November 18</p> <p><b>Learning Guide on MyMason</b></p>	<p><b><u>Assessment #1: Assessment Literacy</u></b></p> <p><i>To be assessment literate is to have the necessary knowledge, skills, and dispositions regarding the full array of assessment processes that will both monitor and promote our students’ mastery of the learning expectations. Rubrics, performance checklists, and performance assessments are important tools in our repertoire of</i></p>	<p><b>DUE: Formative Videotape &amp; T-Chart Analysis and T-Chart</b></p> <p><b>READINGS DUE:</b></p> <p>Sternberg - Assessing what matters.</p> <p>Tucker – The next generation of testing</p> <p>Wiggins &amp; McTighe - Put understanding first.</p> <p><a href="http://jfmuller.faculty.noctrl.edu/toolbox/index.htm">http://jfmuller.faculty.noctrl.edu/toolbox/index.htm</a></p>

	<p>monitoring student learning and guiding instruction. How can we plan to include a range of assessment methods, including “authentic” assessments, which will make evident students’ understandings throughout their learning experiences?</p> <ul style="list-style-type: none"> <li>• How assessment literate are you?</li> <li>• Discuss types of assessments, including authentic assessments and rubrics</li> </ul>	<p>merlott.org authentic assessment</p>
<p>Class 5 – Week of November 19 thru November 25</p> <p><b>Learning Guide on MyMason</b></p>	<p><b><u>Revisiting How Students Learn and Models of Teaching</u></b></p>	<p><b>DUE WIKI Model of Teaching</b></p> <p><b>READINGS DUE:</b></p> <p>Lattimer &amp; Riordan -Project Based Learning engages students in meaningful work</p> <p>Richardson, W. - Preparing students to learn without us.</p> <p>Longo - Designing inquiry-oriented science lab activities</p>
<p>Class 6 – Week of November 26 thru December 2</p> <p><b>Learning Guide on</b></p>	<p><b><u>Instructional Coaching</u></b></p> <p><i>The unprecedented demands being placed on schools today that require leadership at every level make teacher leadership a necessity. Teacher leaders can be</i></p>	<p><b>READINGS DUE:</b></p> <p>Lipton, L., &amp; Wellman, B.- How to talk so teachers listen.</p> <p>Rock, Zigmund, Gregg and Gable- The power of virtual coaching.</p>

<p><b>MyMason</b></p>	<p><i>formal leaders who fill such roles as department chair, master teacher, or instructional coach or informal leaders who take the initiative to address a problem or institute a new program and whose influence stems from the respect they command from their colleagues through their expertise and practice.</i></p> <ul style="list-style-type: none"> <li>• Introduction to Instructional Coaching</li> <li>• How can I develop as a teacher leader?</li> <li>• What role of a teacher leader fits with my learning style: resource provider, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader, data coach, catalyst for change, and learner.</li> </ul>	<p>Teemant et al -Effects of coaching on teacher use of sociocultural instructional practices.</p> <p>Skiffington, Washburn, and Elliott - Instructional coaching. Helping preschool teachers.</p>
<p>Class 7 – Week of December 3 thru December 9</p> <p><b>Learning Guide on MyMason</b></p>	<p><b><u>Instructional Design and Technology</u></b></p> <p><i>The use of technology in the classroom has impacted both student and teacher learning and understanding. How are teacher’s beliefs and practices developed and transformed by technology What are the pros and cons of new technology?</i></p> <ul style="list-style-type: none"> <li>• Debate on</li> </ul>	<p><b>DUE: Technology Assignment</b></p> <p><b>READINGS DUE:</b></p> <p>Bonk - For openers: How technology is changing schools</p> <p>Cennamo, Baum, Newbill &amp; Finn - Teaching to develop critical and creative thinking skills</p> <p>Scherer -Transforming education with technology.</p>

	Technology	
lass 8 – Week of December 10 thru December 16  <b>Learning Guide on MyMason</b>	<b>What Have We Learned?</b> Share highlights from your summative videotaped analysis – note changes you implemented in second videotape.  Complete course evaluations.	<b>Summative Videotaped Analysis Due</b>
Dec. 21		<b>Second Reflection Point Due to Instructor and Dr. Fox rfox@gmu.edu</b>

**READINGS—*Online at Electronic Reserves:***

- Bondy, P. (2008). The teacher as warm demander. *Educational Leadership*, 66(1), 54-58.
- Bonk, C. J. (2010). For openers: How technology is changing schools. *Educational Leadership*, 67(7), 60-65.
- Boulware, B. J., & Crow, M. L. (2008). Using the concept attainment strategy to enhance reading comprehension. *The Reading Teacher*, 61(6), 491-495.
- Cennamo, K., Baum, L., Newbill, P., & Finn, T. (2012). Teaching to develop critical and creative thinking skills. PDF.
- Colombo, M. W., & Colombo, P. D. (2007). Blogging to improve instruction in differentiated science classrooms. *Phi Delta Kappan*, 89(1), 60-64.
- Corbett, D., & Wilson, B. (2002). What urban students say about good teaching. *Educational Leadership*, 60(1), 18-22.
- Cruickshank, D. R., & Haeefe, D. (2001). Good teachers, plural. *Educational Leadership*, 58(5), 26-30.
- Deuel, A., Nelson, T. H., Slavit, D., & Kennedy, A. (2009). Looking at student work. *Educational Leadership*, 67 (3) 69-72.
- Dweck, C. S. (2010). Even geniuses work hard. *Educational Leadership*, 68 (1), 16-20.

- Finn, L. E. (2002). Using video to reflect on curriculum. *Educational Leadership*, 59(6), 72-74.
- Grimes, K. J., & Stevens, D. D. (2009). Glass, bug, and mud. *Phi Delta Kappan*, 90(9), 677-680.
- Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: An overview. *Theory Into Practice*, 41(4), 212-218.
- Lattimer, H., & Riordan, R. (2011). Project-based learning engages students in meaningful work: Students at High Tech Middle engage in project-based learning. *Middle School Journal*, 43(2), 18-23.
- Lipton, L., & Wellman, B. (2007). How to talk so teachers listen. *Educational Leadership*, 65(1), 30-34.
- Longo, C. (2011). Designing inquiry-oriented science lab activities: Teachers can create inquiry-oriented science lab activities that make real-world connections. *Middle School Journal*, 43(1), 6-15.
- Noble, T. (2004). Integrating the revised Bloom's taxonomy with multiple intelligences: A planning tool for curriculum differentiation. *Teachers College Record*, 106(1), 193-211.
- Parke, C. S., & Lane, S. (1997). Learning from performance assessments in math. *Educational Leadership*, 54(4), 26-29.
- Powell, W. (2005). Using observation to improve instruction. *Educational Leadership*, 62 (5), 52-55.
- Richardson, W. (2012). Preparing students to learn without us. *Educational Leadership*, 69(5), 22-26.
- Rock, M. L., Zigmond, N. P., Gregg, M., & Gable, R. A. (2011). The power of virtual coaching. *Educational Leadership*, 69(2), 42-47.
- Scherer, M. (2011). Transforming education with technology. *Educational Leadership*, 68(5), 16-21.
- Shea, L. M., & Shanahan, T. B. (2011). Talk strategies: How to promote oral language development through science. *Science and Children*, 49(3), 62-66.
- Skiffington, S., Washburn, S., & Elliott, K. (2011). Instructional coaching: Helping preschool teachers reach their full potential. *Young Children*, 66(3), 12-19.

- Small, M. (2010). Beyond one right answer. *Educational Leadership*, 68 (1), 28-32.
- Sternberg, R. J. (2008). Assessing what matters. *Educational Leadership*, 65(4), 20-26.
- Teemant, A., Wink, J., & Tyra, S. (2011). Effects of coaching on teacher use of sociocultural instructional practices. *Teaching and Teacher Education*, 27(4), 683-693.
- Tomlinson, C. (2008). Goals of differentiation. *Educational Leadership*, 66(3), 26-30.
- Tucker, B. (2009). The next generation of testing. *Educational Leadership*, 67 (3), 48-53.
- Wehrmann, K. S. (2007). Baby steps: A beginning guide. *Educational Leadership*, 58(1), 20-23.
- Wiggins, G., & McTighe, J.(2008). Put understanding first. *Educational Leadership*, 65(8), 36-41.
- Wolk, S. (2008). School as inquiry. *Phi Delta Kappan*, 90(2), 115-122.

### **Technology Articles for Technology Literature Review Assignment (Select one)**

#### **On-line e-reserves**

- Caskey, M. (2003). Using parent-student pairs for internet instruction. *Journal of Research on Technology in Education*, 34(3), 304-317.
- Chen, P., & McGrath, D. (2003). Moments of joy: Student engagement and conceptual learning in the design of hypermedia documents. *Journal of Research on Technology in Education*, 35(3), 402-422.
- Christensen, R. (2002). Effects of technology integration education on the attitudes of teachers and students. *Journal of Research on Technology in Education*, 34(4), 411-433.
- Garthwait, A., Weller, H. G. (2005). A year in the life: Two seventh grade teachers implement one-to-one computing. *Journal of Research on Technology in Education*, 37(4), 361-377.
- Groenke, S. L., Paulus, T. (2007). The role of teacher questioning in promoting dialogic literary inquiry in computer-mediated communication. *Journal of Research on Technology in Education*, 40(2), 141-164.
- Gros, B. (2007). Digital games in education: The design of games-based learning environments. *Journal of Research on Technology in Education*, 40(1), 23-38.



- Larson, E. C. (2010). Digital readers: The next chapter in E-book reading and response. *The Reading Teacher*, 64(1), 15-22.
- Liu, M., Moore, Z., Graham, L., Lee, S. (2003). A look at the research on computer-based technology use in second language learning: A review of the literature from 1990-2000. *Journal of Research on Technology in Education*, 34(3), 250-273.
- Page, M. S. (2002). Technology-enriched classrooms: Effects on students of low socioeconomic status. *Journal of Research on Technology in Education*, 34(4), 389-409.
- Staples, A., Pugach, M. C., Himes, D. J. (2005). Rethinking the technology integration challenge: Cases from three urban elementary schools. *Journal of Research on Technology in Education*, 37(3), 285-311.

## Video Analysis Rubric

Criteria	Accomplished	Competent	Evolving
<b>Introduction: Description of Classroom Lesson – NBPTS Learning Outcome 3 ASTL Learning Outcome 3 (3 Points)</b>	<p>The analysis thoroughly describes 1) the classroom setting, 2) student demographics, and 3) lesson content (i.e. new material, previously taught lesson, special activity).</p> <p style="text-align: center;"><i>3 points</i></p>	<p>The analysis includes 2 out of the 3 aspects to be included in description of classroom.</p> <p style="text-align: center;"><i>2 points</i></p>	<p>The analysis includes one aspect of the classroom description. No description of the lesson content in student learning.</p> <p style="text-align: center;"><i>1 point</i></p>
<b>Analysis, Interpretation of Classroom Lesson – NBPTS Learning Outcome 2 ASTL Learning Outcomes 2,6  (10 points)</b>	<p>The analysis thoroughly discusses strengths and weaknesses of the lesson. Strong interpretation and analysis of the importance/meaning/significance of the lesson on student learning. Best practices are noted (pace of instruction, differentiated instruction, multiple assessments) and rationale for use of practices.</p> <p style="text-align: center;"><i>10 points</i></p>	<p>The analysis discusses only a strength or weakness of the lesson. Provides limited interpretation of the importance/meanings/significance of the lesson on student learning. Two or fewer best practices noted.</p> <p style="text-align: center;"><i>5 points</i></p>	<p>The analysis was simplistic with little or no interpretation; basically a statement of what was taught. No best practices noted in analysis.</p> <p style="text-align: center;"><i>2 points</i></p>
<b>Self- Reflection NBPTS Learning</b>	<p>Rich, thorough discussion of videotaped lesson and what was learned about teaching practices and lesson design, and impact on student learning. *Future changes in</p>	<p>Cursory discussion of videotaped lesson and what was learned about teaching practices and lesson design, and impact on student learning. *No</p>	<p>Reflection was minimally discussed and showed lack of understanding of one's practices and</p>

<b>Outcome 4 ASTL Learning Outcome 4 (15 points)</b>	instruction, assessment, and/or lesson design discussed.  <i>15 points</i>	changes noted in instructional design and/or assessment.  <i>10 points</i>	impact on student learning. Future changes not included.  <i>5 points</i>
<b>References NBPTS Learning Outcome 4 ASTL Learning Outcome 4 (5 points)</b>	The analysis integrates a minimum of 3 course readings and/or current, authoritative relevant literature to support teaching practices. References are properly referenced in APA style.  <i>5 points</i>	Fewer than 3 course readings and/or other current readings are referenced, and are not integrated thoughtfully. References contain minor APA errors.  <i>3 points</i>	No evidence of references OR references are not in APA style.  <i>1 point</i>
<b>Overall Writing NBPTS Learning Outcome 4 ASTL Learning Outcome 4 (2 points)</b>	Grammatically and stylistically well written with few errors or error patterns.  <i>2 points</i>	Grammatically and stylistically well written but contains some errors or error patterns.  <i>1 point</i>	Contains many grammatical errors or error patterns.  <i>.5 point</i>

**Lesson Plan Self-Assessment Checklist**  
**Try to Avoid Lake Wobegon Syndrome\***

Components	Accomplished	Developing	Beginning
<b>Standards</b> – the standards have guided the development of the content and are aligned with the objectives of lesson and reflect current standards of county/state			
<b>Objectives</b> – the objectives are aligned with the topic of lesson; a variety of Bloom’s objectives are clearly evident. Objectives guided the creation of the activities and assessments.			
<b>Assessments</b> – a variety of assessments are included in lesson design; both formative and summative			
<b>Pedagogical Content Knowledge (PCK)</b> – evidence of knowledge of content and specific PCK practices are present in lesson design; for example awareness of concepts that may hinder student understanding is addressed in planning.			
<b>Model of Teaching</b> – a specific model of teaching is evident in lesson design and is appropriate for instruction of topic			
<b>Activities</b> – the activities are clearly aligned with the objectives and standards in lesson. The activities support the topic and provide practice for student understanding of topic. Both individual and group activities are included in lesson. Real-life activities, if appropriate, were included in lesson design.			
<b>Differentiation of Instruction</b> – the lesson design includes differentiation of instruction appropriate to backgrounds of students; for example for second language learners background knowledge is ascertained prior to instruction in order to include students in discussion.			
<b>Technology</b> – if appropriate to lesson, was technology considered as instructional resource.			

- Based on Garrison Keillor’s books/radio show – everyone in Lake Woebegone is above average

**Technology Assignment Article Critique Rubric (15 points)**

	Accomplished (Clear, convincing, and substantial evidence)	Developing (Clear evidence)	Beginning (Limited evidence)
<b>APA References 1 point</b>	References are done in APA style (6 <sup>th</sup> Edition) (1 point)	References are in APA style, but contain some minor errors. (.5 point)	
<b>Description 2 points</b>	Describe and synthesizes the key points of article accurately and concisely (2 points)	Describes the article accurately  (1.5 points)	Does not describe the article's key points accurately.  (1 point)
<b>Analysis, Application, and Interpretation 5 points</b>	Includes analysis, application, and interpretation by addressing strengths and weaknesses of the article, tells why points are strengths and weaknesses; compares and contrasts points from articles, synthesizes major concepts, includes two or more supporting sources from related readings. (5 points)	Section includes interpretation by addressing strengths and weaknesses of the article, compares and contrasts points from articles to related readings; includes one supporting sources from related readings.  (3 points)	Section includes interpretation by addressing only strengths of the article, does not compare and contrast points from articles to related readings, and includes no supporting sources from related readings.  (1 point)
<b>Reflection 5 points</b>	Includes a strong reflective statement that connects journal articles to classroom practice and clear statement of personal connections to the article and technology in general. (5 points)	Includes reflective statement with connections to classroom practice; needs to delve more deeply into the application to the classroom or personal connections to the article.  (3 points)	Includes only a short reflective statement or does not make personal connections to the article.  (1 point)
<b>Clarity of Writing 2 points</b>	Grammatically and stylistically well written with few errors or error patterns. (2 points)	Grammatically and stylistically well written, but contains some errors or error patterns. (1.5 point)	Lacks in grammatical or stylistic form OR contains many errors or error patterns. (1 point)

