

**EDUC 674: “Assessing Learning and Teaching in Secondary School”**  
**Spring 2013**



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**Office Hours:** by appointment

**Course Dates/Times/Locations:** W 4:30-7:10 pm /Innovation Hall 135

**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' development and design of assessment practices for promoting student learning. The course focuses on individual differences, 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;
- Design, construct, and evaluate the following assessments [diagnostic, formative, summative, confirmatory, authentic performance task];
- 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;
- Design rubrics that will be used to evaluate student work;
- Create a formal classroom grading policy;
- Provide a rationale for assessment using the research on teaching and learning;
- Integrate subject matter across disciplines to impact curriculum, teaching, and assessment and collaborate in cross-discipline Professional Learning Teams to plan a unit of study;
- Examine the literature on teacher effectiveness and it's link to student learning;
- Understand teacher evaluation and the importance of teaching standards for professional growth; and
- Reflect on teaching effectiveness and student learning while developing a Philosophy of Learning and Teaching appropriate for a professional portfolio.

### Textbooks (all required)

Danielson\*, C. (2007). *Enhancing professional practice: A framework for teaching (2nd Ed.)*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Commonwealth of Virginia (1995). *Standards of learning for Virginia public schools*. Richmond, Virginia: Author. [available online]

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]

**\*Danielson and 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.

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## 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, projects, 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>

\*Access to the Internet to search for resources, lesson/unit plans, and to engage in online discussion is required at least 3x a week.

\*\*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 successfully complete 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.

#### ***I. Attendance/Participation (25%)***

Attendance at **all** classes, for the entire class period, is a course expectation. Absences will affect the attendance grade. If you miss the equivalent of more than one class session you must see the instructor about dropping the course. Being on time is also essential and lateness will affect the grade. Participation in discussions is integral to the theory/practice connections that will be made in this course [discussions online count as 1/3 of the participation grade]. The ‘**participation rubric**’ and point system posted on the course website will be used to assess in-class and online participation.

#### ***II. Philosophy of Learning and Teaching (25%)***

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 & assessment. Your philosophy should include your 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 {direct quotes from Wiggins or Ed Psych, etc.}.

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

#### ***III. Interdisciplinary Thematic Unit (PBA) (20%) TEAM grade***

Given the following scenario: Your school has decided to emphasize the interdisciplinary nature of subjects. Therefore, you have been asked to work with teachers in other disciplines at the same grade level to develop an interdisciplinary thematic unit for their students. The unit is an intensive interdisciplinary study that will span all four core curricular areas for four weeks. The unit includes an authentic culminating activity. Each professional learning team (PLT) will use the “Backwards Design Model” to plan a unit that includes:

- a theme related to **social justice** that will meaningfully support teaching of the core secondary subjects; i.e., history, English, science, and mathematics.
- **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 **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 grading of the culminating activity.

\*The rationale for the interdisciplinary thematic unit should include research and theory, such as levels of Bloom's Taxonomy and differentiation; a description of ways the unit is interdisciplinary; and the reasons for the culminating activity and its' assessment. Each PLT will present their curriculum and assessment plan to the class for feedback and approval. **The scoring rubric for this assignment will be developed in class.**

#### IV. UBD Assessment Plan (PBA) (30%) Individual grade

Using the "Backwards Design Model," each student will create all assessment instruments to be used with their students in their subject lessons throughout the interdisciplinary thematic unit (above). Students will use the thematic unit as a starting point and design an assessment plan for each part of the unit that will be completed in their content classes. NOTE: This is an **individual** project. You should use your unit teammates as a sounding board, as reviewer, and critic. Conversely, you will need to be a sounding board, reviewer, critic, etc. Each of you will submit your own written report and grades are assigned individually for this assignment.

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

The **UBD Assessment Plan** includes:

1. The **theme** and **essential questions** of the interdisciplinary 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 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.

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**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**,' '**Interdisciplinary 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.

## George Mason University Policies and Resources for Students

- a. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- b. Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- c. Counseling and Psychological Services – 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/>].
- d. Office of Disability Services – 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 <http://ods.gmu.edu/>.
- e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- f. The Writing Center (Optional Resource) – 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/>].
- g. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

**Core Values Commitment:** The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

### **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 [See <http://gse.gmu.edu/programs/gsemasters/> ]

### Course Overview—Assignments Due

Assignment		Due	Point Value	Percentile
Participation (online)	<b>POST Response: PoLT Prep Posted Online</b>	Week 3	25  (portion of attendance grade)	25  (portion of attendance grade)
	<b>Case analysis (Rhodes) Posted Online</b>	Week 4		
	<b>PoLT (draft 1) Posted Online</b>			
	<b>Case analysis (Hanover) Posted Online</b>	Week 11		
	<b>PoLT (draft 2) Posted Online</b>			
	<b>Grading Policy</b>	Week 12		
	<b>Case analysis (Watson)</b>	Week 13		
<b>Interdisciplinary Team Unit</b>	<b>Team Presentations (in class)</b>	Week 7	20	20
	<b>Posted</b>	Week 9		
<b>Philosophy Paper</b>	<b>PoLT Synopsis (in class)</b>	Week 14	25	25
	<b>PoLT Paper Posted Online</b>			
<b>UBD Assessment Plan</b>	<b>Assessment Plan (draft) Posted Online</b>	Week 15	30	30
	<b>Assessment Plan Posted Online</b>			

### EDUC674 “Assessing Learning and Teaching in Secondary School” Spring 2013 Tentative Course Schedule

Week	Date	Topic	Readings	Assignments
1	01/23/13	Introductory Activities, Standards, HOT/Bloom Assessment Metaphor, Course Overview, Backwards Design, Conceptual Framework/Themes <b>PLTs:</b> Opening activity	<ul style="list-style-type: none"> <li><b>UBD2: Intro</b></li> <li><b>Content Standards</b></li> </ul>	<b>None</b>
2	01/29/13	Ethical Bottom Line, Backwards Design, Essential Questions, Performance Task, Standards <b>PLTs:</b> Interdisciplinary Unit Planning	<ul style="list-style-type: none"> <li><b>UBD2: 1, 2, 3</b></li> <li><b>Content Standards</b></li> </ul>	<b>None</b>
3	02/05/13	‘Deep Understanding’, ‘Meta-Cognition,’ ‘Standards’ Graphic Organizers, Summative Assessment <b>PLTs:</b> Discussion & Interdisciplinary Unit <b>On your own:</b> Respond to PoLT prep questions Online	<ul style="list-style-type: none"> <li><b>UBD2: 8, 9, 11</b></li> </ul>	<b>POST Response: PoLT Prep</b>
4	02/12/13	<b>ON-line Case Study (Rhodes)</b>	<ul style="list-style-type: none"> <li><b>UBD2: 7, 9, 10</b> (article: Darling-Hammond &amp; Ifill-Lynch)</li> </ul>	<b>Case analysis (Rhodes) PoLT (draft 1)</b>

5	02/20/13	Assessment Criteria, Rubrics, Teacher Made Tests <b>PLTs:</b> Interdisciplinary Unit Prep for PoLT – overview & examples <b>Draft:</b> Rubric for Interdisciplinary Unit	<ul style="list-style-type: none"> <li>• <b>UBD2: 3, 4, 5, 6</b></li> <li>• <b>Content Standards</b></li> </ul>	None
6	02/27/13	Differentiated Assessment, Accommodations Formative/Summative Assessments, Standardized Tests <b>PLTs:</b> Interdisciplinary Unit Planning <b>Final:</b> Rubric for Interdisciplinary Unit <b>Draft:</b> Rubric for Philosophy of L&T	<ul style="list-style-type: none"> <li>• <b>UBD2: 7, 9, 10</b></li> <li>• <b>Tomlinson (article)</b></li> </ul>	None
7	03/06/13	Interdisciplinary Thematic Unit Presentations <b>Overview:</b> UBD Assessment Plan	<ul style="list-style-type: none"> <li>• Peer Review</li> </ul>	Interdisciplinary Unit Presentations
8	03/11/17	<b>No Class Meeting – Spring Break</b>		
9	03/20/13	<b>Online</b> Interdisciplinary Thematic Unit	None	Interdisciplinary Unit Posted
10	03/27/13	Effective Learning = Effective Teaching Portfolios, Teaching Standards <b>On your own:</b> UBD Assessment Plan	<ul style="list-style-type: none"> <li>• <b>UBD2: 7, 12</b></li> <li>• <b>INTASC</b></li> <li>• <b>Danielson</b></li> </ul>	None
11	04/03/13	<b>Online Learning Teams:</b> <b>Case Study (Hanover)</b> <b>On your own:</b> UBD Assessment Plan	<ul style="list-style-type: none"> <li>• <b>UBD2: 7, 9, 10</b></li> </ul>	se analysis (Hanover) <b>PoLT (draft 2)</b>
12	04/10/13	Teacher Assessment-Evaluation, Observation Checklists <b>PLTs:</b> Peer Review Assessments <b>On your own:</b> work on PoLT <b>Draft:</b> UBD Assessment Plan Rubric <b>Final:</b> Rubric for Philosophy of L&T	<ul style="list-style-type: none"> <li>• <b>Danielson</b></li> </ul>	Grading Policy
13	04/17/13	<b>Online PLTs:</b> <b>Case Study (Watson)</b> <b>On your own:</b> work on PoLT <b>On your own:</b> UBD Assessment Plan	<ul style="list-style-type: none"> <li>• <b>Danielson</b></li> </ul>	se analysis (Watson)
14	04/24/13	Mentoring + Support Groups Checking for Understanding, Next Steps <b>Philosophy of L&amp;T Synopsis</b> [1 minute] Philosophy of Learning & Teaching POSTED  <b>On your own:</b> UBD Assessment Plan	<ul style="list-style-type: none"> <li>• <b>Danielson</b></li> <li>• <b>Wiggins &amp; McTighe</b></li> </ul>	<b>PoLT Synopsis</b> <hr/> <b>Philosophy Paper</b> <hr/> <b>Assessment Plan (draft)</b>
15	04/30/13	UBD Assessment Plan POSTED		<b>UBD Assessment Plan</b>
16	5/7 5/15	Individual meetings with instructor		

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**Note: Before coming to class check the course website and GMU email for ANY notice regarding a change in the class schedule.**

**\*This class agenda (version 1.0) is tentative... Check our website regularly for any new version <<http://mymason.gmu.edu> >**

**\*\*A copy of the 'Philosophy of Learning & Teaching' paper or the '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.**



<b>Rubric for the EDUC 674 “Backwards Design Model” Social Justice Interdisciplinary Unit</b>				
<b>Components</b>	<b>5 exceeds</b>	<b>3 meets</b>	<b>1 does not meet</b>	<b>Points Earned</b>
Standards/ Objectives	State or National standards clearly listed and stated in objective terms Correlates all Unit activities/goals to National or State standards Both content and <i>INTASC standards</i> related objectives are listed.	State or National standards clearly listed, but not stated in objective terms, or Standards clearly listed in objective terms, but not listed by State or National Standards Correlates most Unit activities/goals to National or State standards	No correlation to National or State standards, or Generally refers to standards but doesn't explain them Standards only listed by numbers	
Interdisciplinary Teaching	Meaningful and effective connections that support teaching of the core secondary subjects; i.e., history, English, science, and mathematics. Contains a clear and complete description of ways the unit is interdisciplinary	Limited or forced connections to other disciplines	Few or no connections to other disciplines	
Rationale	<b>Includes research and theory</b> , such as levels of Bloom's Taxonomy and differentiation	Includes limited research and theory Includes limited differentiation	Little to no research and theory Little to no differentiation included	
Assessment/ Evaluation	Authentic and Integrated throughout Unit Includes <i>summative assessment (instruments and scoring rubrics)</i> Correlated to <b>essential questions</b> intended to guide student inquiry	Measures tasks and standards Includes several different strategies May or may not be integrated throughout the unit Some activities directly correlated to essential questions	Consists limited assessment strategies No correlation to essential questions	
Culminating Activity/ Project Authentic performance-based task	Includes the reasons for the culminating activity and its' assessment (grading). Includes authentic performance-based assessment) that requires students to demonstrate mastery of content and performance standards in the core subjects.	Contains reasoning for the culminating activity May or may not include authentic performance-based assessment	Contains limited reasoning for the culminating activity	
Group Presentation	5-7 minutes in length for group presentation of ITU. All members speak at least once about the plan			
<b>Total Points</b>				

<b>PoLT Scoring Rubric for EDUC 674</b>			
<b>5 exceeds</b>	<b>3 meets</b>	<b>1 does not meet</b>	<b>Points Earned</b>
Demonstrates knowledge of conceptual framework (metaphor) and philosophies of learning	Shows some evidence of a conceptual framework	Does not demonstrate knowledge of conceptual framework (metaphor) and philosophies of learning	
Addresses the question "How does your teaching philosophy influence (or will influence) your classroom practices?"	Shows some evidence of how the teaching philosophy will influence classroom practice	Fails to address the question "How does your teaching philosophy influence your classroom practices?"	
Gives examples of what intended classroom activities related to educative assessment	Shows some evidence of intended classroom activities as they relate to educative assessment	Does not give examples of intended classroom activities related to educative assessment	
Includes references to the INTASC and content standards, as well as a minimum of 1 outside source to support main idea	Shows some or incorrect reference to INTASC standards, content standards	Does not include references to INTASC and content standards. Does not include an outside source	
APA format, evidence of graduate level writing skills, 3-5 pages.	Paper in APA format with some errors.	Incorrect format, less than 3 pages in length, improper grammar.	
<b>Total Points</b>			

**EDUC 674**

**Rubric for Individual Assessment Plan**

	Plan Includes:	5-4	3-2	1-0	Points Earned
<b>Theme and Essential Questions</b>	<ul style="list-style-type: none"> <li>○ Standards of Learning</li> <li>○ National Content Standards</li> <li>○ INTASC</li> </ul>	The instructional goals and objectives are clearly and directly aligned to the standards, leading directly to the “big idea”	The instructional goals and objectives are vague and only loosely aligned to the standards, leading to the “big idea”	The instructional goals and objectives are vague and not aligned to the standards, may or may not lead to the “big idea”	
	Outline	Shows placement of <u>each</u> assessment within the unit in a clear, organized fashion The outline describes each type of instrument	Showa placement of each sssessment within the unit The outline describes each type of instrument	Shows placement of <u>most</u> assessments within the unit The outline describes most types of instruments	
	Description	References cited using APA format (if not general knowledge) Clear and precise description of why all instruments were chosen	References cited using APA format (if not general knowledge) Description of why all instruments were chosen	References cited (if not general knowledge) description of why most instruments were chosen	
	Grading Policy	lear and concise Includes: point value/weight of each assignment, scale for grading, information about special situations like absences and late work, etc	Includes: point value/weight of each assignment, scale for grading, information about special situations like absences and late work, etc	Includes most of the following: point value/weight of each assignment, scale for grading, information about special situations like absences and late work, etc	
	Response to the design standards	A reflective piece, thoughtful, well organized	Simple response	Vague response	
Appendices	<b>Diagnostic Assessment</b> Used to ascertain prior knowledge including strengths, weaknesses, knowledge, and skills	One or more carefully thought out instrument matching assessment criteria	One carefully thought out instrument matching assessment criteria	Instrument(s) missing aligned assessment criteria	
	<b>Formative Assessment(s)</b> Integral part of instruction, informs and guides teachers as they make instructional decisions	Three or more assessments that provide the opportunity for students to rethink, rehearse, revise, and refine their work	Two assessments that provides the opportunity for students to rethink, rehearse, revise, and refine their work	Assessments that provide minimal opportunity for students to rethink, rehearse, revise, and refine their work	
	<b>Summative Assessment</b> A test at the end of a chapter or unit	One or more carefully thought out instrument matching assessment criteria	One carefully thought out instrument matching assessment criteria	Instrument(s) missing aligned assessment criteria	
	<b>Confirmatory Assessment</b> Reaffirms previous test results—questions similar to VA SOL test format	One or more carefully thought out instrument matching assessment criteria	One carefully thought out instrument matching assessment criteria	Instrument(s) missing aligned assessment criteria	
<b>Column Total</b>					

Rubric Total \_\_\_\_\_