

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
DIVISION of EDUCATIONAL PSYCHOLOGY, RESEARCH METHODS
AND EDUCATION POLICY**

**EDUC 500
Section 6D1
Professional Development Course
Understanding Learning for Educational Improvement
For Stafford County Public Schools Cohort 1**

Professional Development Credits: 3

Semester & Year: Spring 2013

Dates: From January 31, 2013 to April 25, 2012

Meeting Time/Days:

Thursdays, 1:00 p.m. to 5:30 p.m. – see Schedule

Saturdays, 10:00 a.m. to 2:30 p.m. – see Schedule

Location:

Thursdays: UMW Graduate Center or Stafford PDC-Room 15 – see Schedule

Saturdays: on-line, asynchronous

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CATALOG COURSE DESCRIPTION: Provides an intellectual and practical framework for creating and understanding formative and summative assessments of student performance. Emphasis is placed on the learning principles, cognitive processes, and psychometric models as they pertain to assessment issues.

NATURE OF COURSE DELIVERY:

A variety of learning approaches will be used to engage students in classroom learning, including lecture, whole and small group discussion, and group interactive assignments. The primary mode will be problem-based learning. Class participants will identify specific areas of learner need within their job position or interest area. Problem-selection will focus on the inferences the class participants would like to make about learning. Class participants will develop lesson plans focused on the identified needs. Class participants will have the opportunity to work in groups or individually to complete in-class assignments. Mini-lectures will generally open each instructional period to set the focus for the class session. While the mini-lectures are relevant to specific chapters in the textbooks, they are not taken exclusively from this source. The final segment of the class period will be devoted to small group discussions or small group or individual work sessions designed to provide hands-on experiences.

LEARNER OUTCOMES:

This course will inform educators of the importance of understanding learning within in the context of current school reform initiatives (and policies) at the federal, state and local levels. This course provides an overview of the theoretical, intellectual and practical framework for:

- understanding learning
- teaching to engage cognition
- how to make instructional decisions based on the analysis of lessons and teaching

Emphasis is placed on the learning principles and cognitive processes as they pertain to instructional issues.

As a result of this course, educators will be able to:

- Understand how data-driven decision-making is implied or made explicit in federal statutes and state assessment programs, particularly for the state where employed.
- Understand and explain the cognitive bases for learning and their connections to various forms of assessments of learning.
- Analyze learning artifacts (e.g., lesson plans, assessment reports) in terms of its cognitive demands and determine an appropriate assessment of the expectations for students.
- Apply taxonomies (such as Bloom) to teaching and assessment of student progress.
- Explain the range of testing issues that educators confront and describe sound ways to handle those issues effectively.
- Discern critical issues related to learning in public school accountability including issues related to the CEHD core values of *social justice, innovation, collaboration, ethical leadership and research-based practice*.

PROFESSIONAL STANDARDS

The goal of the course is to facilitate each educator's reaching a level high of competence and professional-level understanding of assessment design practices used in making decisions related

to continuous improvement in student learning. Learner outcomes are consistent with the Educational Psychology Program standards. The standards, as expressed as learner outcomes for assessment for data-driven decision making, are:

- Educators will demonstrate an understanding of principles and theories of learning, cognition, motivation, and development as they apply to a wide variety of contemporary assessment contexts.
- Educators will use their knowledge, skills, and dispositions to apply principles and theories of learning, cognition, motivation, and development to analyze and develop instruction based on sound assessment principles.
- Educators will demonstrate an understanding of the basic concepts, principles, techniques, approaches, and ethical issues involved in educational assessment.

Student Outcomes and Relationship to Professional Standards

The student outcomes are informed by the Standards for Teacher Competence in Educational Assessment of Students (AFT, NCME, NEA, 1990), the Standards for Competence in Student Assessment (AASA, NAESP, NASSP, NCME, 1990), the Standards for Educational and Psychological Testing (AERA, NCME, & APA, 1999), and the InTASC Model Core Teaching Standards (CCSSO, 2011) guide the course content and emphasis for reaching the learning objectives.

Those standards deemed most relevant to addressing the learning targets for the course are those that state that *educators will have the knowledge, skill and disposition to:*

1. Apply basic principles of sound assessment practices for addressing specific educational needs
2. Recognize the implications of educational assessments for social justice in schools.
3. Discern critical issues related to the role of the design of assessments for school accountability and high stakes testing.
4. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

REQUIRED TEXTS:

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives*. New York : Longman.

National Research Council. (2005). *How Students Learn: History, Mathematics, and Science in the Classroom*. Washington, DC: National Academies Press. Available from: http://www.nap.edu/catalog.php?record_id=10126

WEBSITE RESOURCES

Students may find the following websites helpful:

Buros Center for Testing, including the Mental Measurements Yearbook,
<http://www.unl.edu/buros/>

National Center for Education Statistics, <http://nces.ed.gov>

National Research Center on Evaluation, Standards, and Student Testing (CRESST),
<http://www.cse.ucla.edu/>

Virginia Department of Education, <http://www.doe.virginia.gov/testing/index.shtml>

Wisconsin Center for Education Research, <http://www.wcer.wisc.edu/>
<http://www.wcer.wisc.edu/>

COURSE ASSIGNMENTS AND EXAMINATIONS

1. Assignment Descriptions

- a. **Class participation (10 percent)**
Because of the importance of lecture and class discussions to students' learning experience, I expect each student to come to class on time and participate in class discussions. Additionally, assigned readings are to be completed before class. Attendance, punctuality, preparation, and active contribution to small and large group discussions and individual, small, or large group activities are essential. All in class assignments are to be completed by the end of class, or by the start of the next class period. These elements reflect the professional attitude implied in the course goals. If you miss a class, you are responsible for completing all assignments and readings by the next class.
- b. **Analysis of an Existing Unit-level Lesson Plan (30 percent).** Each educator will analyze an existing lesson plan (preferably one that the educator already has in use) according to the cognitive demands for the learner and a tentative proposal of how the learner's knowledge can be assessed, using concepts covered in the course.
- c. **Revised and Annotated Lesson Plan (40 percent, selected PBA).** Based on the previous assignment, the educator will revise (where appropriate) that assignment and annotate the lesson plan based on principles of learning from at least one key perspective discussed in class (e.g., Krathwohl, Bloom, and modeled after the analysis from the Anderson and Krathwohl text book).

- d. **Long-term Teaching Unit and Assessment Plan (20 percent).** Each educator will create and submit plans for a long-term teaching and assessment program that illustrates key components of learning and assessment as covered in Popham's *Test Better, Teach Better: The Instructional Role of Assessment* and other readings assigned during the course. This assignment is designed to allow for application of the full range of concepts and principles covered in the course.

B. Taskstream Requirements

Every student registered for any Certificate in Data-Driven Decision-Making course with a required performance-based assessment (PBA) is required to submit the assessment to TaskStream (regardless of whether a course is an elective, a onetime course, or part of an undergraduate minor). For EDEP 592, the PBA is the Assessment Proposal. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks following the semester.

C. Assignment and Examination Dates, Points, and Percentage of Grade

The course is graded Pass/Fail. There are 100 percent distributed across the in-class assignments and classroom discussion expectations:

	Assignment	Percent	Due Date
1	Class Participation	10	On-going
2	Analysis of an Existing Unit Lesson Plan	30	2/21/13
3	Revised and Annotated Lesson Plan	40	3/21/13
4	Long-Term Teaching Unit and Assessment Plan	20	4/13/13
	Total	100	

D. Other Expectations (e.g., attendance, writing requirements)

Students are expected to:

- Use your GMU e-mail account for all correspondence with the instructor.
- Attend all class sessions on time and remain in class until dismissed by the instructor. Because class participation is a factor in grading, absences, tardiness, or early departure will be used as de facto evidence of

nonparticipation. [If an emergency prevents you from attending class, please call or e-mail the instructor in advance preferably, but as soon as possible.]

- Attend to and participate meaningfully in class lectures, discussions, individual assignments, and group activities. Responding to phone calls, texting, checking e-mails, Twitter, Facebook, or other electronic communication modes should not occur during class time.
- Submit a paper copy of all assignments to the instructor at the beginning of class on the due date.
- You must also e-mail the instructor a copy of the assignment using your GMU e-mail account before class begins on the due date.
- Submit all individual and group assignments and assessments on time.
- **If you have a medical issue that prevents you from attending class or completing assignments or coming to class on-time, please work with the Office of Disability Services.**
- APA Requirements:
 - Complete a reference list at the end of the assignment according to the *Publication Manual of the American Psychological Association, 6th Edition* (APA, 2009) for all assignments.
 - Reference assigned readings within the body of assignments according to the APA manual.
 - Use the APA Manual as a writing style guide.

E. **Grading Policies** (and grading scale appropriate for Graduate Level)

a. **Grading Scale**

Grading scale	
Grade Earned	Percent Earned
P	70-100 percent
F	0-69 percent

b. **Resubmission:**

- Assignments worth 10 or more points may be corrected and resubmitted once.

c. **APA:**

- I will deduct 10% of the total grade for failing to include a reference list as stated in the syllabus.
- I will deduct 10% of the total grade for not citing references within the body of the document.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See [http:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. 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.
- d. 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/>].
- e. 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/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. 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/>].

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

The College of Education and Human Development at George Mason University is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. For additional information about the core values, please visit our website. See <http://cehd.gmu.edu/values/>

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

For additional information on the Certificate in Data-Driven Decision-Making, please visit our website. See <http://gse.gmu.edu/programs/edpsych/academics/certificate>

For additional information about the advanced degrees in Educational Psychology, please visit our website. See <http://gse.gmu.edu/programs/edpsych/>

PROPOSED CLASS SCHEDULE:

Session and Location	Date and Day	Topic/Learning Experiences	Readings and Assignments BB=Readings on blackboard
1 UMW Grad Center	1/31/13 TH	Foundational Issues Pertaining to School Improvement Initiatives Foundations for Assessment	
2 On-line	2/2/13 S	Relationships: Standards, Learning, Teaching, Assessment, Decision-Making, and Performance Cognitive Dimensions of Assessment Standards-Based Tests Webb's Depth of Knowledge	BB: A Nation at Risk (1983) BB: VDOE Teacher Performance Standards VDOE Standards of Learning: 1 Grade Level, 1 Subject Area
3 On-line	2/9/13 S	What is Learning? Cognitive Processes in Learning How Students Learn	NRC (2005): Chapter 1; Part I, II, <u>or</u> III; Chapter 13
4 PDC, Room 15	2/14/13 TH	Taxonomies and Classification Systems (Bloom, Krathwohl)	Anderson & Krathwohl (2001). Section 1, 2, and Appendices.
5 UMW Grad Center	2/21/13 TH	Analyzing Instruction and Assessment for Learning	Anderson & Krathwohl (2001). Section 3. Analysis of Existing Lesson Plan Due
6 On-line	3/2/13 S	The Link Between Testing and Teaching How Tests Can Clarify the Curriculum	On Blackboard
7 PDC, Room 15	3/21/13 TH	Testing Assessment and Learning Validity, Reliability, and Bias Teaching and Test Building	Revised and Annotated Lesson Plan Due
8 On-line	4/13/13 S	Beyond Cognitive Assessment: The Value of Affective Assessment	On Blackboard Long-Term Teaching Plan Due
9 UMW Grad Center	4/18/13 TH	Uses and Misuses of Standardized Tests Collecting Credible Classroom Evidence	
10 PDC, Room 15	4/25/13 TH	Synthesizing Learning, Cognition and Assessment Principles Connecting Learning and Assessment to National and State Standards DDDM for Continuous Improvement	

Sample Rubrics: Attendance & Participation

Student participation is imperative to student learning and a successful class. The following rubric outlines how student participation scores will be determined in this course. All students are expected to demonstrate specific characteristics and actions throughout the semester. The quality and quantity of these actions will determine the points assigned for participation.

Students are expected to:

- a) Be punctual, present (in mind and body), and well prepared for class.
- b) Participate fully in class activities and assignments – take an active part in small and large group discussions (without dominating the conversations) and pay attention to class lectures.
- c) Make insightful comments, which are informed by required readings and demonstrate reflection on those readings. Specifically, students should come to class with questions, comments, and thoughts on the current readings.
- d) Treat class activities, group discussions, and class discussions as important components of the course, showing respect for fellow classmates and the course material.
- e) Complete individual and group class activities within the time allotted, ensuring full participation of all group members. Submit class activities to the instructor at the end of class.

Each of the 5 criteria will be assessed on a 4-point scale.

- 4 = Student *consistently* demonstrated the criterion throughout the semester.
- 3 = Student *frequently* demonstrated the criterion throughout the semester.
- 2 = Student *intermittently* demonstrated the criterion throughout the semester.
- 1 = Student *rarely* demonstrated the criterion throughout the semester.
- 0 = Student *did not* demonstrate the criterion throughout the semester.

The participation grade will be calculated as the sum of points for each criterion.

Annotated Lesson Plan Rubric

Criteria	Outstanding (4)	Competent (3)	Minimal (2)	Unsatisfactory (1)
Instructional Elements <i>Identify key instructional elements of the lesson plan and describe them.</i>	Description is complete and includes all required key instructional elements. The plan is clear, and no extraneous text is included. Use of the key instructional elements is appropriate, with no misunderstandings or misapplications.	Description is mostly complete, but lacks one key instructional element or minor parts of more than one element. There may be minor issues with clarity or extraneous text. There may be minor misunderstandings or misapplications of the instructional elements.	Description is incomplete, lacking more than one key instructional element or parts of more than one element. The plan has several issues with clarity and/or extraneous text. There are multiple misunderstandings or misapplications of the instructional elements.	Description is too brief to completely communicate the instructional elements, or too many elements are missing, or incomplete. The plan is unclear. The instructional elements are incorrect in understanding or application.
Cognitive Processes <i>Identify student expectations in the lesson plan and describe key cognitive processes students use.</i>	Description gives a complete analysis of the lesson plan from a cognitive perspective, providing specific examples. The analysis is accurate, with no misunderstandings.	Description gives a mostly complete analysis of the lesson plan from a cognitive perspective. The examples may be incomplete, missing one or two, or are somewhat inaccurate. The analysis may have minor inaccuracies or misunderstandings.	Description is limited, with few examples, or there may be many examples, but they are inaccurate. The analysis has several inaccuracies or misunderstandings.	Description of lesson plan is barely complete or lacks examples. The analysis is missing or inaccurate with major misunderstandings.
Analysis <i>Analyze primary elements of the lesson plan from the perspective of one</i>	Analysis is consistent with theory chosen and primary elements are related to that theory well.	Analysis is somewhat general, lacking key elements or in need of elaboration.	Analysis is general, lacking specific connections to the chosen theory.	Analysis provides few or no specifics related to the theory chosen and no examples.

<i>approach discussed in class.</i>				
APA Style <i>Use APA writing style, formatting, including citations within text and references.</i>	Writing is concise, coherent, well-organized, and with correct APA style. Citations and references are correct and complete.	Writing lacks some clarity or has minor organizational problems affecting the overall coherence, and/or there are some errors in APA style, citations, or references. There may also be a small number of missing citations or references.	Writing has multiple problems with clarity, coherence, and organization. There are many errors in APA style, citations, and/or references. Multiple references are missing or incomplete.	Writing lacks clarity, coherence, many errors, and/or no use of APA style. Citations and references are minimal or absent.