



George Mason University
College of Education and Human Development
Secondary Education Program

Summer 2013
EDUC 674 B03

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Class Location: **Thompson Hall L003**

COURSE DESCRIPTION

EDUC 674 is a graduate course that supports teacher development and design of assessment practices for promoting student learning. The course focuses on the individual difference, classroom, teacher, school, and cultural factors that impact assessment. The course also focuses on different types and purposes of assessment; and the relationship of assessment to national and state standards. Teachers enrolled in the course will integrate their knowledge from licensure courses and classroom practices to understand, develop, and implement assessment strategies. This course focuses on implementing state and 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). EDUC 674 introduces teachers to ideas and methods they will need to complete action research in EDUC 675.

COURSE LEARNING OUTCOMES

This course is designed to enable students to:

- Plan formal and informal assessments of student content area knowledge identified in state and national standards. **Core Value: Research-Based Practice**
- Design, construct, and evaluate the following types of assessments [diagnostic, formative, summative, confirmatory, and authentic performance task]. **Core Value: Innovation**
- 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. **Core Value: Social Justice**
- Design rubrics that will be used to evaluate student work. **Core Value: Research-Based Practice**
- Create a formal classroom grading policy. **Core Value: Ethical Leadership**
- Provide a rationale for assessment using the research on teaching and learning. **Core Value: Research-Based Practice**
- 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. **Core Value: Collaboration**
- Examine the literature on teacher effectiveness and its link to student learning. **Core Value: Research-Based Practice**
- Understand teacher evaluation and the importance of teaching standards for professional growth. **Core Value: Ethical Leadership**
- Reflect on teaching effectiveness and student learning while developing a Philosophy of Learning and Teaching appropriate for a professional portfolio. **Core Value: Research-Based Practice**

RELATIONSHIP TO PROFESSIONAL STANDARDS

At the end of this course students will demonstrate an understanding and application of subject area standards aligned with the *National Content Standards* and identified by their Specialized Professional Association (SPA); and an understanding and application of teaching and learning standards as outlined by *INTASC*.

National Content Standards for student's respective discipline: NCSS, NCTE, NCTM, NSTA

National Council for the Social Studies <http://www.ncss.org/>

National Council of Teachers of English <http://www.ncte.org/>

National Council of Teachers of Mathematics <http://www.nctm.org/>

National Science Teachers Association <http://www.nsta.org/>

<http://books.nap.edu/readingroom/books/nses/>

INTASC: Interstate New Teacher Assistance and Support Consortium

<http://www.ccsso.org/content/pdfs/corestrd.pdf>

Virginia State Standards

- Virginia Department of Education <http://www.pen.k12.va.us/>
- State of Virginia, SOL Resources <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>
- State of Virginia Standards of Learning Test Information <http://www.pen.k12.va.us/VDOE/src/SOLassessments.shtml>

NATURE OF COURSE DELIVERY

We will work to create a professional teaching and learning community that includes peer feedback. The course delivery will occur through a variety of on-line, face-to-face, and individualized instructional approaches. Online sessions will be conducted in an asynchronous format, but you will be expected to post your own reflections and assignments and respond to peers' and instructors' postings and feedback by the end of each designated class day (midnight US Eastern Standard Time each Monday). 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.

*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.

Participation and Attendance

Attendance at all classes, for the entire class period is a course expectation. Successful completion of this course requires attendance at all classes and active participation in the discussions. Please notify instructor ahead of time if you must miss class and work with peers for missed material.

Required Texts:

Commonwealth of Virginia (2007) Standards of Learning for Virginia Public Schools.
Richmond, Virginia: Author.

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.

Popham, J. W. (2003). *Test Better, Teach Better*. Alexandria, Virginia: Association for Supervision and Curriculum Development.

National Standards in your discipline (NCSS, NCTE, NCTM, NSTA).

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/>

COURSE MATERIALS ONLINE

The “My Mason/ Blackboard” site can be found at <http://mymason.gmu.edu>. Use the same login as your GMU email. Web-based documents and correspondence are accessible through a course Blackboard page which you must assess and use regularly throughout the course and which require you to be able to post and access. You must have access to GMU email. **Please inform of any accessibility problems the first day of class.**

Grades:

Since this is a professional development course (post licensure), high quality work (i.e., “A” work) is expected on all assignments and in class participation. All assignments must be completed. The graded assignments (Preparation of Assessments and Web Search) will be assessed using a scoring rubric, created by the class, and known to the student. All assignments are due at the beginning of class on the day they are due, unless otherwise announced.

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. Preparation of Assessments (25% of grade): As we complete the traditional forms of assessment, you will prepare a sample assessment of three items for each type that indicate to me you understand the concepts underlying each form. We are trying out each one because you will

need a variety of forms of assessment to ensure fairness and equity across the student population you teach. You will complete one set each for:

- 1) selected-response, e.g., matching, true/false or fact/opinion;
- 2) multiple choice;
- 3) completion and constructed response with a sample “scoring guide.”

Each item needs to be aligned to the VA SOL and must incorporate references to the INTASC standards and content standards. Also, indicate how the item could be used as a diagnostic assessment, formative assessment, or summative assessment.

2. Web search (25% of grade): You will prepare an annotated bibliography of seven authentic and performance assessments in your discipline. Select a unit topic that is included in the Virginia Standards of Learning (VA SOL) widely taught in your discipline, and with which you are comfortable. Many teachers and professional associations around the country have posted their assessments on the World Wide Web. I would like you to see what others are doing with your discipline. The format for the annotation is: Author. Date. Title. URL. Retrieved on date, and a description of the assessment and how it is scored.

3. Philosophy of Learning and Teaching (25% of grade).

You will create a list that highlights your philosophy of learning & teaching, specifically how assessment fits into your philosophy. 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 reference the INTASC standards and content standards. The list should express (1) how your philosophy influences (or will influence) your classroom practices and (2) examples of what you intend to do or have done related to educative assessment. This should be between 1 and 2 pages and written in a list format.

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

4. Individual Unit Assessment Project and Report (25% of grade). You will work collaboratively with another student in your subject area to design the assessment plan for a unit of instruction. Using the “Backwards Design Model,” each student will create/find/adapt all assessment instruments to be used with their students in their subject lessons throughout the unit of instruction. Students will use the unit as a starting point and design an assessment plan for each part of the unit that will be completed in their content classes. You will identify a topic and corresponding standards you will or may be teaching during the school year. This project can be a unit you will use later in your teaching career.

Please note that you may include assessments created by other people—you do not need to create everything from scratch. You do need to reference the creator. You might find it helpful to use the assessments you created for assignments 1 and 2. Additionally, some schools have confirmatory assessments already built in (state exam for example).

NOTE: 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, a friend, etc. 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.

Written Report/Commentary: Each student will complete a written report that lists the following:

1. List the topic and essential questions, corresponding state and national standards, acceptable results.

2. ****Diagnostic assessment instrument and rubric**

3. ****Formative assessment instruments and rubrics**

[A variety of formative assessment instruments and rubrics should be used to assess the developing understanding of secondary students while the unit is being taught. Both formal and informal instruments (graded and non-graded instruments for student and class assessment) should be used for formative assessment. Multiple short assessments work best.]

4. ****Summative assessment instrument and rubric**

[The summative assessment is the one you will use to assess student learning at the end of the unit.]

5. ****Confirmatory assessment instrument and rubric**

[Confirmatory assessment is assessment done well after the unit of study is complete, such as at the end of the school year. This assessment will help you find out what knowledge the students retain, long term, about the topic.]

6. ****Grading policy for the unit**

****All assessment instruments and rubrics should be submitted in photocopy ready format for students.**

Presentation: Assessment projects will be “presented” online via blackboard.

POSTNOTE: Retain copies of all course products to document your progress through the GSE Secondary Education Program. Products from this class (especially the ‘philosophy of assessment’ and ‘assessment plan’) should 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 [: [http:// oai.gmu.edu/honor-code/](http://oai.gmu.edu/honor-code/)].

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/>].
- h. 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.
- i. GSE website: www.gse.gmu.edu

CEHD Professional Dispositions

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

CEHD Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <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/>].

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>.

TENTATIVE CLASS SCHEDULE

Please note: This course requires a significant amount of reading in a short period. I value the reading assessments and have therefore built in time to the schedule to help you accomplish some of the reading during several online class sessions. Please stay on top of the reading and use the time I have provided to complete the reading.

<u>Date</u>	<u>Topic</u>	<u>Assignment Due/Readings Due</u> (complete the listed reading before class)	<u>Class Location</u>
Tuesday 6/4	Introductions; Create Rubrics; Accountability, Data-based decisions at all levels	Read Test Better, Teach Better (TBTB) Preface Post to Blackboard	Online
Thursday 6/6	Reliability, Validity, Feedback; Every task is an opportunity for feedback READ!	Read TBTB Ch1-4 Read Checking for Understanding (CFU) Ch 1 Read Fluckiger Article Post to Blackboard	Online
Tuesday 6/11	Traditional Forms of Classroom-based Assessment READ!	Read Guskey Article Complete blackboard discussion board posting	Online
Thursday 6/13	Diagnostic, Formative, and Summative Assessment Overview	Read TBTB Ch 5-10 Post to Blackboard	Online
Tuesday 6/18	Work on Assignment 1	Post assignment 1 to blackboard	Online
Thursday 6/20	Post and Feedback on Blackboard Review Assignment 1	Assignment 1	Thompson Hall L003
Tuesday 6/25	Building Tests/Writing Good Items; Selecting Instructional Goals and Objectives; Backward Design	Online Search "SMART Goals." Read an online resource about SMART goals. Read Understanding By Design (UBD) Ch 3 Post to Blackboard	Online
Thursday 6/27	Checking for Understanding READ!	Assignment 2 Read CFU Ch 6-7 Discuss in Class	Thompson Hall L003

Tuesday 7/2	Standards; Assessment in the Content Areas (What do your standards say?)	Read the National and State Standards for your content area (what do they say about assessment?) Discuss in Class	Thompson Hall L003
Thursday 7/4	No Class		
Tuesday 7/9	Backward Design; Rubrics READ!	Assignment 3 Read UBD Ch1, Ch2, Ch 7 Work on Unit	Online
Thursday 7/11	Grading and Reporting; Accountability; Grading. . .tools available (whiteboards, survey monkey, turning point)	Read O'Connor Article Read UBD Ch 12 Discuss in Class	Thompson Hall L003
Tuesday 7/16	Unit work and Reading day READ!	Finished reading all books: UBD (Ch 13) TBTB (Ch 11) CFU (afterword) Post to Blackboard	Online
Thursday 7/18	Submit all outstanding work, individual conferences	Assignment 4 Post to Blackboard	Online
Tuesday 7/23	Presentations		Tentatively Thompson Hall L003
7/25	Final Postings		Online

EDUC 674 Philosophy of Learning and Teaching Page 1 of 1			
3	2	1	Total Points Earned
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 educational assessment.	Shows some evidence of intended classroom activities as they relate to educational assessment.	Does not give examples of intended classroom activities related to educational assessment.	
Includes references to the INTASC and content standards, as well as a minimum of 1 outside source to support main idea.	Shows some of incorrect references to INTASC standards content standards.	Does not include references to INTASC standards. Does not include an outside sources.	
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.	
Total Points			

EDUC 674 Individual Unit Assessment Project and Report Rubric Page 1 of 2

	Plan Includes	3	2	1	0	Points Earned
Theme and Essential Questions	<ul style="list-style-type: none"> • Standards of Learning • National Content Standards • INTASC 	The instructional goals are clearly and directly aligned to the standards, leading directly to the “big ideas.”	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”	The instructional goals and objectives are not present and not aligned to the standards	
	Outline	Shows placement of each assessment within the unit in a clear, organized fashion The outline describes each type of instrument	Shows placement of each assessment within the unit The outline describes each type of instrument	Shows placement of most assessments within the unit The outline describes most types of instruments	Does not show placement of assessments within the unit The outline does not describe 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	References are not cited (if not general knowledge) no description of why instruments were chosen	
	Grading Policy	Clear 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	Does not include the following: point value/weight of each assignment, scale for grading, information about special situations like absences and late work, etc	
	Response to Design Standards	A reflective piece, thoughtful, well organized	Simple response	Vague response	No Response	

EDUC 674 Individual Unit Assessment Project and Report Rubric Page 2 of 2

	Plan Includes	3	2	1	0	Points Earned
Appendices	Diagnostic Assessment 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	N/A	
	Formative Assessment(s) 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 provide minimal opportunity for students to rethink, rehearse, revise, and refine their work	Assessments provide no opportunity for students to rethink, rehearse, revise, and refine their work	
	Summative Assessment 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	N/A	
	Confirmatory Assessment 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	N/A	
Column Total						

Rubric Total Score _____