George Mason University
College of Education and Human Development
DESIGNING AND ASSESSING TEACHING AND LEARNING
EDUC 614
Fall 2011
Fairfax Cohort

Class Dates: Tuesday 10/25, 11/1, 11/8, 11/15, 11/29, 12/6, 12/13, 12/20

Class Time: 5:00 PM – 8:30 PM

Location: Lake Braddock High School
                      Rooms 117, 120 M

Instructor: Shanon D. Hardy, Ph.D.
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                     Office: Aquia Room 380
                     Phone: 703-993-9717

Office Hours: By Appointment

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.

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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, year long 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.

College of Education and Human Development
The College of Education & Human Development is committed to the following five values: collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/
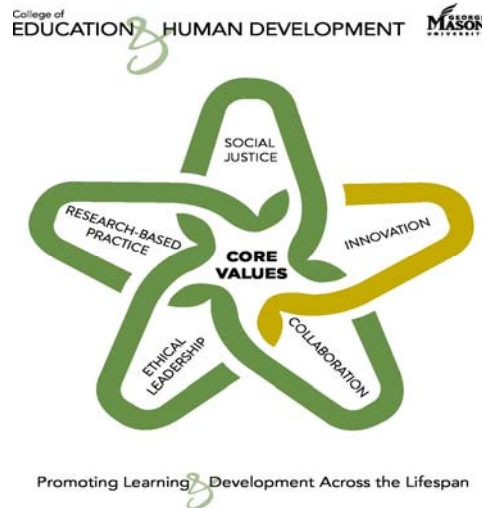
The focus of EDUC 614 is to increase learners' ability to: 1: articulate, reflect on, and question how best to create and assess positive learning experiences appropriate for diverse student identities both collective and individual; and 2) effectively teach knowledge emanating from the various academic 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:

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- 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.
- Collaboratively illustrate and model a selected Model of Teaching

The performance-based assessment for EDUC 614 is the following:
- Summative videotape and analysis of classroom practices, interactions, 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.

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.

V: Electronic Requirements:

Students **must have access to email** and the Internet, either at home, work or GMU campus. GMU provides students with free **email accounts** which **must be accessed for** information sent from the university or the Graduate School of Education. Go to http://mason.gmu.edu/ for information on accessing mail.

After introductory training, students will also be expected to access MyMason prior to every class session to download agendas and other pertinent course documents.

VI. MODE OF COURSE DELIVERY

Course delivery will be through mini-lectures, structured collaborative reflective groups based on teaching levels, videotape analyses, and discussion groups based on topics aligned with national standards and program/learner outcomes.

VII: Required Text:
Dell'Olio, J. M., and Donk, T. (2007). *Models of teaching: Connecting student learning with standards.* Thousand Oaks, CA: SAGE Publications.

Optional Texts:
American Psychological Association (2001*). Publication manual of the American Psychological Association 6th ed.).* Washington, DC: Author

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VIII: 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***

IX: 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. It is expected that assignments will be turned in on time (the beginning of the class in which they are due). However, it is recognized that learners occasionally have serious problems that prevent work completion. If such a dilemma arises, please speak to the instructor in a timely fashion.

C. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is critical for you to keep up with the readings and to participate in class.

D. According to university policy, all beepers and cell phones should be turned off before class begins.

X: SPECIFIC COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA:

1. **Blackboard Discussion, Ticket Out and Class Participation – 10%**

Learners will reflect on their learning, their students and/or practice and respond to the readings and discussions both online and in-class discussions. 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.

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 –

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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. 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."

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, and provided rubric. Videotape and lesson plan will be turned in with written analysis.

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c. A rubric will be provided for assistance with the analysis.

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.

4. Model of Teaching (20%)

Learners will work collaboratively with a small group to develop and design a lesson on a selected Model of Teaching. The lesson 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. Additionally, the group will create an anticipation guide for the chapter on the selected model which will be distributed to classmates the week before the lesson/reading. 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.

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
Class 1 – Oct. 25	**Introduction and Overview of Theoretical Framework of Curriculum and Instructional Design** *What we teach and why*? Curriculum is what is designated to be taught and learned – an *individualized process of how curriculum is acquired* through instruction. How is this exhibited in the classroom? - Discuss syllabus and class assignments - Introduction to History of Curriculum - Curriculum Terminology - Groups for Models of Teaching	Begin thinking about a lesson you will be teaching that you could use as your first videotaped lesson assignment **READINGS DUE:** Chapters One & Two – Dell'Olio and Donk
Class 2 – Nov. 1	**Instructional Design – Differentiation of Instruction; Taxonomies** *How does our planning change based on needs of diverse learners? Differentiating instruction is an approach and philosophy that proactively plans for learners with different needs. When we plan do we align goals/objectives, assessments, and activities to promote student learning?* - Analysis of Videotape (Bennett) - Revised Bloom's Taxonomy - Analyze current lesson plan - Small group Model of Teaching planning time http://nerds.unl.edu/layered/ (Example of adapting lesson plan for differentiation of	**DUE:** Reflection Point #1 to EDUC 613 Instructor and Dr. Fox (rfox@gmu.edu) **DUE:** Bring a current lesson plan – **READINGS DUE:** Chapter Three – Dell'Olio and Donk Finn, L. E. (2002). Using video to reflect on curriculum. *Educational Leadership, 59*(6), 72-74 Krathwohl, D. R. (2002).

	instruction, technology, etc.	A revision of Bloom's Taxonomy: An overview. *Theory into Practice, 41*(4), 212-230.
Class 3 – Nov. 8	**Taxonomy and Differentiation of Instruction #2: Instructional Coaching Introduction** *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.* • Revised Bloom's taxonomy continued • Frameworks of differentiation • Small group work for Models of Teaching Lessons • Anticipation Guide for Direct Instruction and Anticipation Guide for Concept Attainment distributed for next week.	**READINGS DUE:** 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. **ALSO Choose ONE article from below:** Wehrmann "Baby step**s:** A beginning guide. Grimes & Stevens "Glass, Bug, and Mud" Small "Beyond One Right Answer" Dweck "Even Geniuses Work Hard"
Class 4 – Nov. 15	**Assessment #1: Assessment Literacy** *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 monitoring student learning and guiding instruction. How can we plan to include a range of assessment methods, including "authentic" assessments, which will	**DUE: Formative Videotape & T-Chart Analysis Due to share with peer; T-Chart Due to Instructor** **READINGS DUE:** Chapters Three, Four, and Five - Dell'Olio and Donk Wiggins, G., & McTighe, J.(2008). Put

	make evident students' understandings throughout their learning experiences? • How assessment literate are you? • Discuss types of assessments, including authentic assessments and rubrics • Share of Videotape and T-Chart Analysis; Peer feedback • Model of Teaching Illustrations (Direct Instruction/Concept Attainment) • Anticipation Guide for Inductive Teaching distributed for next week.	understanding first. *Educational Leadership, 65(*8), 36-41. Model of Teaching Lesson – Concept Attainment and Direct Instruction
Class 5 – Nov. 29	**Assessment #2: Assessment Literacy** *To be assessment literate includes gathering data to find the students where they are, and then work to take them where they need to be. To be assessment literate also means to presume a culture in which the most important criterion for educational decision-making is the evidence.* • How are we sure students understand? • Decisions based on assessment (data) analysis • Small group rubric design • Model of Teaching Illustration (Inductive Teaching) • Anticipation Guide for Inquiry Based Teaching distributed for next week. Can use spreadsheet programs such as AppleWorks or Excel; using tables in Microsoft Word or AppleWorks. Websites such as http://rubistar.4teachers.org/index.php can also be used to create rubrics and performance checklists	**READINGS DUE:** Sternberg, R. J. (2008). Assessing what matters. *Educational Leadership, 65*(4), 20-26 Tucker, B. (2009). The next generation of testing. *Educational Leadership, 67* (3), 48-53. Chapter Six Dell'Olio and Donk Model of Teaching Lesson – Inductive Teaching
Class 6 – Dec. 6	Instructional Coaching *The unprecedented demands being placed on schools today that require leadership at every level make teacher leadership a necessity. Teacher leaders can be formal leaders who fill such roles as department chair, master teacher, or instructional coach or informal leaders who*	**READINGS DUE:** Chapter 11 Dell'Olio and Donk Lipton, L., & Wellman, B. (2007). How to talk so teachers listen.

	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. • Introduction to Instructional Coaching • How can I develop as a teacher leader? • 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. • Model of Teaching Illustration (Inquiry Based) • Anticipation Guide for Synectics and Advanced Organizer distributed for next week.	*Educational Leadership, 65*(1), 30-34. 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. Model of Teaching Lesson – Inquiry Based
Class 7 – Dec. 13	**<u>Instructional Design and Technology</u>** *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?* • Debate on Technology • Share of Technology Assignment • Model of Teaching Illustration (Synectics and Advanced Organizer)	**DUE: Technology Assignment** **READINGS DUE:** Read: Bonk, C. (2010). For openers: How technology is changing schools. *Educational Leadership, 67*(7), 60-65. Read: Colombo, M. W., & Colombo, P. D. (2007). Blogging to improve instruction in differentiated science classrooms. *Phi Delta Kappan, 89*(1), 60-64. Chapters 12 & 13 Dell'Olio and Donk Model of Teaching Lesson – Synectics and Advanced

		Organizer
Class 8 – Dec. 20	**What Have We Learned?** In peer groups, share highlights from your summative videotaped analysis – note changes you implemented in second videotape (ten to fifteen minute overview). Large group discussion on lessons learned from videotaping. . Complete course evaluations and discuss ASTL's second reflection point response that follows the completion of EDUC 614.	**Summative Videotaped Analysis Due**
Dec. 21		Second Reflection Point Due to Instructor and Dr. Fox rfox@gmu.edu

SUPPLEMENTAL 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.

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., & Haefele, 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.

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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.

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.

Small, M. (2010). Beyond one right answer. *Educational Leadership, 68* (1), 28-32.

Sprague, D., & Pixley, C. (2008). Podcasts in education: Let their voices be heard. *Computers in the schools, 25*(3-4), 226-234.

Sternberg, R. J. (2008). Assessing what matters. *Educational Leadership, 65*(4), 20-26.

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.

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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
Introduction: Description of Classroom Lesson – **(3 Points)**	The analysis thoroughly describes 1) the classroom setting, 2) student demographics, and 3) lesson content (i.e. new material, previously taught lesson, special activity). *3 points*	The analysis includes 2 out of the 3 aspects to be included in description of classroom. *2 points*	The analysis includes one aspect of the classroom description. No description of the lesson content in student learning. *1 point*
Analysis, Interpretation of Classroom Lesson – **(10 points)**	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. *10 points*	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. *5 points*	The analysis was simplistic with little or no interpretation; basically a statement of what was taught. No best practices noted in analysis. *2 points*
Self-Reflection (15 points)	Rich, thorough discussion of videotaped lesson and what was learned about teaching practices and lesson design, and impact on student learning. *Future changes in instruction, assessment, and/or lesson design discussed. *15 points*	Cursory discussion of videotaped lesson and what was learned about teaching practices and lesson design, and impact on student learning. *No changes noted in instructional design and/or assessment. *10 points*	Reflection was minimally discussed and showed lack of understanding of one's practices and impact on student learning. Future changes not included. *5 points*

References (5 points)	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. *5 points*	Fewer than 3 course readings and/or other current readings are referenced, and are not integrated thoughtfully. References contain minor APA errors. *3 points*	No evidence of references OR references are not in APA style. *1 point*
Overall Writing (2 points)	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 point*	Contains many grammatical errors or error patterns. *.5 point*

Technology Assignment Article Critique Rubric (15 points)

	Accomplished (Clear, convincing, and substantial evidence)	Developing (Clear evidence)	Beginning (Limited evidence)
APA References **1 point**	References are done in APA style (6th Edition) (1 point)	References are in APA style, but contain some minor errors. (.5 point)	
Description **2 points**	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)
Analysis, Application, and Interpretation **5 points**	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)
Reflection **5 points**	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)
Clarity of Writing **2 points**	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)

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