George Mason University
College of Education and Human Development

EDUC 614: DESIGNING AND ASSESSING TEACHING AND LEARNING

Fall 2012
Fairfax Cohort

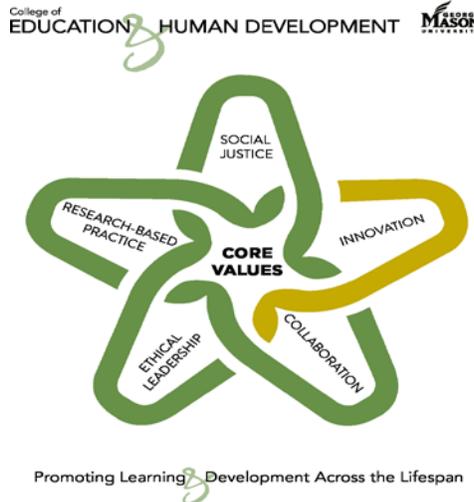**Class Dates:** Thursdays September 20, 27, October 4, 11, 18, 25, Nov. 1, 8, 15, 29

Class Time: 7:20 – 10:00pm

Location: Krug Hall 204

Instructor: Carolyn Fuhrman, Ph.D.
Graduate School of Education
Email: cfuhrman@gmu.edu

Office Hours: By Appointment (before or after class)

CEHD Information: http://cehd.gmu.edu

I. COURSE DESCRIPTION:

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

Prerequisite: Admission to Graduate School and ASTL Program

II. LEARNER OUTCOMES:

This course is designed to enable participants to:

    A. Examine different curricular frameworks to plan and deliver appropriate instruction, design valid assessment tasks and strategies, and ensure that curriculum, instruction and assessment are aligned.

    B. Illustrate the various Models of Teaching and appropriate use of the models to respond to the needs and interests of a diverse population of learners through appropriate lesson design and differentiated instruction.

    C. Differentiate and implement multiple measures of assessment of student learning.

    D. Analyze the effective use of technology as a tool to design, implement, and assess instruction to analyze impact on student learning.

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

EDUC 614 is one of the five courses in the 12-credit, yearlong ASTL CORE. It is aligned with the following GSE Core Values: Research-Based Practices, Collaboration, Ethical Leadership, Innovation, and Social Justice.   EDUC 614 is also aligned with the National Board for Professional Teaching Standards' (NBPTS) five core propositions, which provide the guiding principles for *what teachers should know and be able to do.*

PROFESSIONAL STANDARDS

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

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

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

Advanced Studies in Teaching and Learning Outcomes (additional standards)

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

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

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The focus of EDUC 614 is to increase learners' ability to: 1: articulate, reflect on, and question how best to create and assess positive learning experiences appropriate for diverse student identities both collective and individual; and 2) effectively teach knowledge emanating from the various academic disciplines. This course provides

opportunities for participants to challenge, hone, and refine their ability to create constructive learning environments and appropriate assessment strategies for children.

As a result of participating and completing the requirements for the course, participants will engage in these learning experiences:
- Analyze a current lesson plan and adapt appropriately for inclusion of diverse learners, technology implications, model of teaching, and instructional design.
- Create a practical and effective assessment tool (rubric or performance checklist) to better assess student learning.
- Analyze current educational setting and practices by videotaping classroom interactions and synthesizing current research on effective instruction
- Respond in MyMason forums that will reflect learning, showing the ability to analyze teaching experiences and reflect upon those experiences in order to determine implications for future teaching.
- 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 in classroom, lesson plan and objectives based on two different teaching lessons

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

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.

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.

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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 – unlocking the knowledge of practice. This assignment includes 4 parts – classroom demographics, videotape, lesson plan, and analysis of videotape.

A. **Classroom Demographics**: 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 :

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 *content* 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 will be sent to instructor. **(10 points)**
c. Self-assess the designed lesson plan of the videotaped content lesson (some examples of questions to consider in assessment):
   i. Does the lesson project a coherent approach to the topic of lesson?
   ii. Do the activities for students engage them in conceptual understanding?
   iii. Do the activities represent appropriate variety and the best that we know regarding how students learn that discipline?
   iv. Does the lesson address the different learning styles and background knowledge of the students described in classroom demographics?

   You may also use the self-assessment checklist on p. 21 of the syllabus for the self-assessment or write a one-two page narrative of the rationale for lesson plan design. Handed into instructor also (**5 points**)

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

C. **Summative Videotape Analysis – Performance Based Assessment (35 points):** A second videotape of a content lesson. The second lesson to be selected for videotaping and analysis should demonstrate a lesson where the learner has altered some teaching practices based on the analysis and reflection of the previously taped lesson and peer discussion. After viewing the second videotape, the learner will:

a. Note changes occurring from first videotaped lesson in student participation, teaching practices, student-teacher interactions, or student understanding;
b. Write a three-five page analysis of the videotaped lesson *using at least two references from class readings and discussions* to support statements in analysis, and provided rubric. Videotape and lesson plan will be turned in with written analysis. Embedded within the analysis should be statements related to design of the lesson; rationale for model of teaching employed, Bloom's level of objectives, and other relevant planning issues.
c. A rubric can be found on p. 19-20 of syllabus to assist with the analysis of teaching event and lesson plan.
d. The videotaped lesson will be turned in with written analysis.

Criteria for evaluation will include ability to analyze instructional lesson based on rubric. Analysis should include attention to description (context of content lesson), analysis/interpretations (questioning techniques, issues related to gender bias, responsiveness to linguistic and ability diversity, technology, feedback techniques, classroom discourse style, model of teaching, differentiated instruction, and student assessment/engagement). The video analysis must demonstrate graduate level writing and the inclusion of class resources and references. All relevant demographics for the classroom must also be included with analysis.

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

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

Learners will work collaboratively with a small group to develop and design a lesson on a selected Model of Teaching. The lesson will:

   a) describe the strengths and weaknesses of the Model of Teaching,
   b) explain when the Model of Teaching is appropriately used in the classroom, and
   c) provide for group reflection on the Model of Teaching, i.e. when; used in classroom, student response to the Model, responsive to diverse populations.

Additionally, the group will create an anticipation guide(reading 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.

- 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 (Same as for EDUC 613 – only turn in one Reflection Point):

In this section, you will focus on how coursework, related readings, and products in EDUC 613 and EDUC 614 have led you to think more deeply about the learning process and your own students and to focus more carefully on the teacher as designer of curriculum and assessment. You should also consider how you are incorporating technology into your teaching practice and your Core experience. As you reflect on your

own learning and your growth and change at this point in the Core, 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. Case Study of a Learner (EDUC 613)
2. Learning Theory Group website (EDUC 613)
3. Video analysis of teaching practice with analysis of teaching and impact on student learning (EDUC 614)
4. 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 – Sept. 20	**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:** Chapter Two – Dell'Olio and Donk
Class 2 – Sept. 27	**Instructional Design – 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	**DUE:** Bring in a current lesson plan – **READINGS DUE:** Chapter One – Dell'Olio and Donk Finn - Using video to reflect on curriculum. *Educational Leadership, 59*(6), 72-74 Krathwohl, - A revision of Bloom's Taxonomy: An overview.

	Teaching planning time (hour)	
Class 3 – Oct. 4	**Differentiation of Instruction #1:** *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 exist 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 • Small group discussion of articles • ***Anticipation Guide for Concept Attainment for next week.*** http://nerds.unl.edu/layered/ (Example of adapting lesson plan for differentiation of instruction, technology, etc.)	**READINGS DUE:** Noble - Integrating the revised Bloom's taxonomy with multiple intelligences: A planning tool for curriculum differentiation. Tomlinson - Goals of differentiation. **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 – Oct. 11	**Differentiation of Instruction #2:** • Model of Teaching – Concept Attainment (Chapter 5 Dell'Olio and Donk) • Discuss Jigsaw • Differentiation by "Flipping Your Classroom"	**READINGS DUE:** Dell'Olio and Donk, Chapter 9 - Jigsaw Shea & Shanahan – Talk strategies: How to promote oral language development through science http://www.edutopia.org/blog/flipped-classroom-best-practices-andrew-miller Boulware & Crow – Using the concept attainment strategy to enhance reading comprehension

| Class 5
Oct. 18 | **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 make evident students' understandings throughout their learning experiences?

• How assessment literate are you?
• Discuss types of assessments, including authentic assessments and rubrics
• Small group rubric design
• Share of Videotape and T-Chart Analysis; Peer feedback
• ***Anticipation Guide for Inquiry Based and Direct Instruction Model of Teaching for Nov. 1*** | **READINGS DUE:**

Sternberg - Assessing what matters.

Dell'Olio and Donk, Chapter 3

DUE: Formative Videotape & T-Chart Analysis Due to share with peer; T-Chart Due to Instructor |
| Class 6 – Oct. 25 | **ONLINE. Learning Module for Class 6 on MyMason**

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 | **READINGS DUE:**

Wiggins, G., & McTighe, J.(2008). Put understanding first. *Educational Leadership, 65(*8), 36-41.

Tucker, B. (2009). The next generation of testing. *Educational Leadership, 67* (3), 48-53. |

	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	http://jfmueller.faculty.noctrl.edu/ toolbox/index.htm
Class 7 – Nov. 1	**<u>Revisiting How Students Learn and Models of Teaching</u>** Model of Teaching – Direct Instruction (Chapter 4 – Dell'Olio and Donk) Model of Teaching Inquiry Based Instruction (Chapter 11) Antic*ipation Guide for Synectics for next week*	**Readings DUE**: Lattimer & Riordan -Project Based Learning engages students in meaningful work Richardson - Preparing students to learn without us. Longo - Designing inquiry-oriented science lab activities
Class 8 – Nov. 8	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 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	**READINGS DUE:** Lipton, L., & Wellman, B. - How to talk so teachers listen. . Rock, Zigmond, Gregg and Gable The power of virtual coaching. Teemant et al -Effects of coaching on teacher use of sociocultural instructional practices. Skiffington, Washburn, and Elliott (- Instructional coaching. Helping preschool teachers

	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. • Stages of Professional Educators • Model of Teaching Synectics (Chapter 12) • ***Anticipation Guide for Advance Organizer distributed for next week.***	
Class 9 - Nov. 15	**<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 effectiveness for student learning • Share of Technology Assignment • Putting it all together • Model of Teaching – Advance Organizer (Chapter 13)	**DUE: Technology Assignment** **READINGS DUE:** Bonk - For openers: How technology is changing schools. Cennamo, Baum, Newbill & Finn (2012) Teaching to develop critical and creative thinking skills Scherer - Transforming education with technology. Chapter 14 Dell'Olio and Donk
Class 10 Nov. 22	**No class Thanksgiving**	
Class 11 Nov. 29	**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	**Summative Videotaped Analysis Due**

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	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.	**LAST CLASS**
Dec. 13		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.

Boulware, B. J., & Crow, M. L. (2008). Using the concept attainment strategy to enhance reading comprehension. *The Reading Teacher, 61*(6), 491-495.

Cennamo, K., Baum, L., Newbill, P., & Finn, T. (2012). Teaching to develop critical and creative thinking skills. PDF.

Colombo, M. W., & Colombo, P. D. (2007). Blogging to improve instruction in differentiated science classrooms. *Phi Delta Kappan, 89*(1), 60-64.

Corbett, D., & Wilson, B. (2002). What urban students say about good teaching. *Educational Leadership, 60*(1), 18-22.

Cruickshank, D. R., & 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.

Grimes, K. J., & Stevens, D. D. (2009). Glass, bug, and mud. *Phi Delta Kappan, 90*(9), 677-680.

Krathwohl, D. R. (2002). A revision of Bloom's Taxonomy: An overview. *Theory Into Practice, 41*(4), 212-218.

Lattimer, H., & Riordan, R. (2011). Project-based learning engages students in meaningful work: Students at High Tech Middle engage in project-based learning. *Middle School Journal, 43*(2), 18-23.

Lipton, L., & Wellman, B. (2007). How to talk so teachers listen. *Educational Leadership, 65*(1), 30-34.

Longo, C. (2011). Designing inquiry-oriented science lab activities: Teachers can create inquiry-oriented science lab activities that make real-world connections. *Middle School Journal, 43*(1), 6-15.

Noble, T. (2004). Integrating the revised Bloom's taxonomy with multiple intelligences: A planning tool for curriculum differentiation. *Teachers College Record, 106*(1), 193-211.

Parke, C. S., & Lane, S. (1997). Learning from performance assessments in math. *Educational Leadership, 54*(4), 26-29.

Powell, W. (2005). Using observation to improve instruction. *Educational Leadership, 62* (5), 52-55.

Richardson, W. (2012). Preparing students to learn without us. *Educational Leadership, 69*(5), 22-26.

Rock, M. L., Zigmond, N. P., Gregg, M., & Gable, R. A. (2011). The power of virtual coaching. *Educational Leadership, 69*(2), 42-47.

Scherer, M. (2011). Transforming education with technology. *Educational Leadership, 68*(5), 16-21.

Shea, L. M., & Shanahan, T. B. (2011). Talk strategies: How to promote oral language development through science. *Science and Children, 49*(3), 62-66.

Skiffington, S., Washburn, S., & Elliott, K. (2011). Instructional coaching: Helping preschool teachers reach their full potential. *Young Children, 66*(3), 12-19.

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

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

Teemant, A., Wink, J., & Tyra, S. (2011). Effects of coaching on teacher use of sociocultural instructional practices. *Teaching and Teacher Education, 27*(4), 683-693.

Tomlinson, C. (2008). Goals of differentiation. *Educational Leadership, 66*(3), 26-30.

Tucker, B. (2009). The next generation of testing. *Educational Leadership, 67* (3), 48-53.

Wehrmann, K. S. (2007). Baby steps: A beginning guide. *Educational Leadership, 58*(1), 20-23.

Wiggins, G., & McTighe, J.(2008). Put understanding first. *Educational Leadership, 65(*8), 36-41.

Wolk, S. (2008). School as inquiry. *Phi Delta Kappan, 90*(2), 115-122.

Technology Articles for Technology Literature Review Assignment (Select one)

On-line e-reserves

Caskey, M. (2003). Using parent-student pairs for internet instruction. *Journal of Research on Technology in Education, 34*(3), 304-317.

Chen, P., & McGrath, D. (2003). Moments of joy: Student engagement and conceptual learning in the design of hypermedia documents. *Journal of Research on Technology in Education, 35*(3), 402-422.

Christensen, R. (2002). Effects of technology integration education on the attitudes of teachers and students. *Journal of Research on Technology in Education, 34*(4), 411-433.

Garthwait, A., Weller, H. G. (2005). A year in the life: Two seventh grade teachers implement one-to-one computing. *Journal of Research on Technology in Education, 37*(4), 361-377.

Groenke, S. L., Paulus, T. (2007). The role of teacher questioning in promoting dialogic literary inquiry in computer-mediated communication. *Journal of Research on Technology in Education, 40*(2), 141-164.

Gros, B. (2007). Digital games in education: The design of games-based learning environments. *Journal of Research on Technology in Education, 40*(1), 23-38.

Larson, E. C. (2010). Digital readers: The next chapter in E-book reading and response. *The Reading Teacher, 64*(1), 15-22.

Liu, M., Moore, Z., Graham, L., Lee, S. (2003). A look at the research on computer-based technology use in second language learning: A review of the literature from 1990-2000. *Journal of Research on Technology in Education, 34*(3), 250-273.

Page, M. S. (2002). Technology-enriched classrooms: Effects on students of low socioeconomic status. *Journal of Research on Technology in Education, 34*(4), 389-409.

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

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 (35 points)

Criteria	Accomplished	Competent	Evolving
Introduction: Lesson Plan Analysis – NBPTS Learning Outcomes 2, 3 ASTL Learning Outcomes 2, 3 and 6 **(10 Points)**	The analysis thoroughly describes: county/state standards; alignment of objectives, assessments, and activities; rationale for teaching model used; rationale for differentiated instruction based on student demographics and lesson content; variety of assessments used to monitor student learning; and inclusion of technology, if appropriate for lesson. *10 points*	The analysis includes 4 out of 6 of the aspects to be included in lesson plan analysis. *5 points*	The analysis includes less than 4 of the aspects to be included in lesson plan analysis. *2 points*
Analysis, Interpretation of Classroom Lesson – NBPTS Learning Outcome 2 ASTL Learning Outcomes 2,6 **(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, teacher-student interaction). The analysis discusses outcome of lesson (were objectives met?) and assessments provided evidence of student learning. *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. Outcome of lesson on student learning is discussed. *5 points*	The analysis was simplistic with little or no interpretation; basically a statement of what was taught. Two or fewer practices noted. No discussion on outcome of lesson on student learning. *2 points*
Self-Reflection	Rich, thorough discussion of videotaped lesson and what was learned about teaching	Cursory discussion of videotaped lesson and what was learned about	Reflection was minimally discussed and showed

NBPTS Learning Outcome 4 ASTL Learning Outcomes 4,8	practices and lesson design, and impact on student learning. *Future changes in instruction, assessment, and/or lesson design discussed.	teaching practices and lesson design, and impact on student learning. *No changes noted in instructional design and/or assessment.	lack of understanding of one's practices and impact on student learning. Future changes not included.
(10 points)	*10 points*	*5 points*	*2 points*
References NBPTS Learning Outcome 4 ASTL Learning Outcome 4	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.	Fewer than 3 course readings and/or other current readings are referenced, and are not integrated thoughtfully. References contain minor APA errors.	No evidence of references OR references are not in APA style.
(3 points)	*3 points*	*2 points*	*1 point*
Overall Writing NBPTS Learning Outcome 4 ASTL Learning Outcome 4	Grammatically and stylistically well written with few errors or error patterns.	Grammatically and stylistically well written but contains some errors or error patterns.	Contains many grammatical errors or error patterns.
(2 points)	*2 points*	*1 point*	*.5 point*

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

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

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

Technology Assignment Article Critique Rubric (15 points)

	Accomplished (Clear, convincing, and substantial evidence)	Developing (Clear evidence)	Beginning (Limited evidence)
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)