

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
ADVANCED STUDIES IN TEACHING AND LEARNING PROGRAM**

**EDUC 614.6DL  
DESIGNING AND ASSESSING TEACHING AND LEARNING**  
2 credits, Fall 2013 (online)  
CRN 77844

**Meeting Days/Times**  
ONLINE



**PROFESSOR**

**Stephanie Dodman, Ph.D.**

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**COURSE DATES/TIMES**

Our week runs Monday-Sunday starting the Week of October 21 through the Week of December 16

**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*

**LEARNER OUTCOMES**

*At the conclusion of EDUC 614, participants will be able to...*

- A. Engage the 21st century skills paradigm to plan and implement effective, culturally relevant, differentiated instruction for their students (*ASTL Outcomes 1, 2, 6*).
- B. Determine appropriate technologies for instruction and utilize those technologies to achieve instructional goals and facilitate student learning (*ASTL Outcomes 2, 6*).
- C. Design, create, and implement appropriate assessments that ascertain what students know, understand, and are able to do related to the curricular standards of their professional setting (*ASTL Outcomes 1, 2, 3, 6*).
- D. Analyze assessment data to understand student learning and drive future instruction (*ASTL Outcomes 2, 3, 4*).

**RELATIONSHIP TO PROFESSIONAL STANDARDS**

EDUC 614 is one of the five courses in the 12-credit, yearlong ASTL CORE. 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*.

National Board for Professional Teaching Standards II – Teachers know the subject they teach and how to teach those subjects well.

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.

The aim 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 and refine their ability to create constructive learning environments and appropriate assessment strategies for K-12 students.

As a result of participating and completing the requirements for the course, participants will engage in these learning experiences:

- Analyze their current educational setting and practices by video recording classroom interactions and synthesizing current research on effective instruction;
- Participate in discussion forums that will reflect course learning, demonstrating the ability to analyze teaching experiences, and reflect upon those experiences in order to determine implications for future teaching;
- Create and implement an authentic assessment to better assess student learning and then analyze the results;
- Implement new course learning (new teaching models/strategies, technology) in their classrooms, reflect on the outcomes related to student learning, and share with peers.

The performance-based assessment for EDUC 614 is the following:

- Summative videotape and analysis of classroom practices, interactions, lesson plan, and objectives based on two different teaching lessons

### **REQUIRED TEXT**

Gregory, G. H., & Kuzmich, L. (2004). *Data driven differentiation in the standards-based classroom*. Thousand Oaks, CA: Corwin. ISBN: 9780761931584

Additional selected readings to be available via Blackboard or through Mason Libraries (<http://library.gmu.edu/>)

### *Recommended Texts*

Tomlinson, C., & McTighe, J. (2001). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. Alexandria, VA: ASCD. ISBN: 978-1416602842

American Psychological Association (2001). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

## **REQUIRED TECHNOLOGY**

To participate in this online course, students will need the following resources:

- Internet access (Check the list of compatible, supported Web browsers at [https://help.blackboard.com/en-us/Learn/9.1 SP 10 and SP 11/Student/002\\_Browser\\_Support\\_SP\\_11](https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/002_Browser_Support_SP_11)).
  - It is highly recommended that you have access to *high speed Internet* to facilitate the downloading of necessary files and other information for the course.
- Access to a computer microphone and speakers/headphones for synchronous online sessions with your peers
- GMU email account (to be checked **daily**)
- Word processing software: MS Office 2007 or later, or OpenOffice 2007 or later
- Adobe Flash Player, available for free downloading at <http://get.adobe.com/flashplayer>
- (*specific to 614*) Access to a video-recording device to record yourself teaching in your classroom.

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

### **Nature of Course Delivery**

This course will be delivered in asynchronous and synchronous format using Blackboard 9.1 course management system on the MyMason portal. Course delivery will be through mini-PowerPoints, structured collaborative reflective groups, videotape analyses, and discussion forums based on topics aligned with national standards and program/learner outcomes.

The Blackboard course site will be open to students October 21, 2013. To access the course, go to the MyMason portal login page at <https://mymasonportal.gmu.edu/>. Your GMU email user name is also your MyMason Portal ID and your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of courses, then select EDUC 614– Designing and Assessing Teaching and Learning.

### **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 prior to class time. Learners with more than two absences may drop a letter grade or lose course credit.
- B. All assignments are due no later than **11:59 PM EDT** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Bb course site.
  - a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. No late submissions will be accepted after the course end date.**
  - b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations.
- C. Please adhere to the assignment submission instructions listed in this Syllabus. Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.

- a. All assignments submitted should have the filename format LASTNAME-ASSIGNMENT TITLE. Please do not upload written assignments in PDF format. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlxs). Supporting documents for assignments can be in PDF format.
- D. *All written work* should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect APA style (6<sup>th</sup> edition), as well as double-spaced, with 1” margins, and 12-point font (Times New Roman, Calibri, or Arial).

**Instructor Role**

- Although I will be monitoring online discussion forums, my participation within them will be limited as I want discussions to be authentic between members. Please note that during this time, I will be noting the quality and extent of your participation.
- In order to link your work with that of your peers and with the weekly topic, I will make weekly synthesis posts that capture the big ideas shared across discussions that week.

**Student Expectations**

- Students are expected to adhere to a 24-hour turnaround time for emails.
- Students are expected to visit our Blackboard site *at least* three times during the week: Once at the beginning of each week, once in the middle of the week, and then again at the end to read any new posts and replies.
- It is expected that you will monitor your participation and be able to complete all tasks on-time without reminder.

**Course Assignments and Evaluation Criteria**

<i>Course Outcome Alignment</i>		<i>Points</i>	<i>Grade %</i>
A, B, C, D	Weekly Work	20	(20%)
A, B	Instruction and Technology Try-Its	15	(15%)
A, B	Video Recorded Lessons and Analyses	-	(55%)
	Formative Analysis	15	-
	Summative Analysis (PBA)	40	-
C, D	Assessment Design and Analysis	10	(10%)
	<b>Total Points</b>	<b>100</b>	

*Weekly Work*

Learners will reflect on their learning, their students and/or practice and respond to the readings and discussions online. 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 on classroom practices will be the criteria for evaluation. See weekly work rubric in syllabus.

### *Instruction and Technology Try-Its*

Throughout the semester you will conduct a series of mini-inquiries where you will try different instructional strategies/models, including incorporating new technologies into instruction. Effective teaching requires that you learn, apply that professional learning, assess its effects, and use that evaluation to drive further instruction. Three times over the semester you are expected to integrate a new instructional model or strategy into your daily planning and teaching. One try-it should be implementing a new instructional strategy/model, one try-it should be utilizing a new technology, and the third try-it can be your choice. You will assess its effects on student learning and share your progress with your peers. You will post your responses to the following:

- 1) What you did and why (tie this to our readings/class discussions and to your students),
- 2) What happened (how you assessed student learning and the findings),
- 3) Challenges or questions you have about what you did, and
- 4) Your next steps.

### *Assessment Design and Analysis*

You will create an authentic assessment for your students, implement the assessment, and then analyze the results. You will then reflect on student performance with an instructional lens (i.e., how did your instruction affect student learning in that lesson(s), what implications for instruction can you draw from your analysis?).

### *Video Recorded Lessons and Analyses*

Each learner will video record two class sessions of teaching a content lesson, approximately 15-20 minutes in duration each—one at the beginning of the course (formative) and one at the end of the course (summative). The summative video analysis is the Performance Based Assessment (PBA) for this course. The purpose for video recording lessons is for the learner to understand what took place and try to explain why it occurred; this is an inquiry toward teaching – unlocking the knowledge of practice. To do this, learners will complete the following procedures:

- A. Create description of your classroom (lesson context)
  1. description of your classroom setting;
  2. 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). Student information to be included:
    - a. Race/ethnicity
    - b. Sex
    - c. Students with Disabilities (identify disabilities)
    - d. English Language Learners (identify proficiency level(s))
    - e. Students identified as Gifted
- B. Create lesson plan (in a format appropriate for you). The lesson plan should include:
  - a. relevant county/state/IB standards
  - b. evidence of clear alignment of standards, objectives, assessments, and activities
  - c. identification of differentiated instruction based on student demographics and lesson content

- d. identification of a variety of assessments used to monitor student learning
  - e. relevant inclusion of technology, if/as appropriate for lesson
  - f. materials (identified and included, or if inclusion is not possible, they are described)
- C. Teach lesson & video record
- D. Watch video & analyze using analysis chart (+, -, Δ) on pp. 14-15 of this syllabus.
- E. For **formative video analysis**: Complete A-D and then write self-reflective narrative:
- a. Write a 1-2 page narrative that does the following:
    - i. Identify two things that you did well and would like to continue.
    - ii. Identify two things that you would like to focus on changing. Explain what evidence you might collect to indicate progress and why that evidence will be helpful in better understanding student learning. 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.”
      - In i and ii, Be sure to use specific examples from the video and from the video analysis chart. Focus on explaining the *why* rather than just the *what*.
      - See rubric for evaluation on pp. 16-17 of this syllabus.
- F. For **summative video analysis (PBA)**: Complete A-D and then,
- a. Note changes from the first recorded lesson in regards to: student participation, teaching practices, student-teacher interactions, and/or student understanding.
  - b. Write a three-five page analysis of the recorded lesson *using at least three references from class readings* to support statements in analysis. Use the following prompts to guide your analysis and interpretation:
    - i. What were the strengths of the lesson plan & of my teaching?
    - ii. What were the weaknesses of the lesson plan & of my teaching?
    - iii. Overall, how did the lesson impact student learning?
  - c. Write a self-reflective narrative that addresses the following prompts:
    - i. What changes did I note from my first lesson (formative video analysis)? What impact did that have on student learning?
    - ii. What did I learn about my lesson plan design, my teaching practice, my students’ learning (assessment), and my students’ learning needs?
    - iii. What future changes might I consider in my planning, my instruction, and in my assessment practices?
      - In i, ii, and iii, Be sure to use specific examples from the video and from the video analysis chart. Focus on explaining the *why* rather than just the *what*.
      - See rubric for evaluation on pp. 18-19 of this syllabus.

The performance-based assessment (*Summative Video 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.

## **GRADING SCALE**

| 95-100 =A | 90-94 =A-| 86-89=B+ | 83-85=B | 80-82= B- | 70-79=C |Below 70=F |

## **TASKSTREAM REQUIREMENTS**

Every student registered for EDUC 614, Advanced Studies in Teaching and Learning Program, is required to submit the following assessment, the *Summative Videotape Analysis*, to TaskStream. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

### **PROMPT FOR ASTL PORTFOLIO REFLECTION POINT 2**

*(to be completed at the end of the 613/614 semester)*

In this reflection point, 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:

- Case Study of a Learner (EDUC 613)
- Learning Theory Group product/website (EDUC 613)
- Video analysis of teaching practice with analysis of teaching and impact on student learning (EDUC 614)
- Other, as selected by individual (be specific)

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## **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/> ]
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> ]
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling,

workshops and outreach programs) to enhance students' personal experiences and academic performance [See <http://caps.gmu.edu/> ]

- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/> ]
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/> ]

## ***COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT***

### **Professional Dispositions**

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

### **Core Values Commitment**

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values> ]

### **Graduate School of Education**

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



**COURSE SCHEDULE EDUC 614: Fall 2013**

This schedule may be changed at the discretion of the professor or as needs of the students or the ASTL Program dictate.

<b>Week</b>	<b>Weekly Overview (See BB for details)</b>
<p><b>Week 1</b> Oct. 21 – Oct. 27</p>	<p align="center"><b><u>Introduction to Designing and Assessing Teaching and Learning</u></b></p> <p><i>This week we will focus on acclimating to our Blackboard environment, continuing to build our ASTL community, and developing our shared foundation for what it means to teach and learn for the 21<sup>st</sup> century. We'll study the theoretical framework of curriculum and look at how teaching and learning is affected by 21<sup>st</sup> century skills.</i></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Gregory &amp; Kuzmich, Introduction</li> <li>• PDF Readings on BB</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Review syllabus and class assignments. Take Syllabus Quiz.</li> <li>• Engage in the Quick Introduction to History of Curriculum and 21<sup>st</sup> Century Skills</li> <li>• Begin thinking about a lesson you will teach soon to video record for analysis (due Week 3).</li> <li>• Participate in Discussion Forum 1</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• All reading and task items outlined above</li> </ul>
<p><b>Week 2</b> Oct. 28 – Nov. 3</p>	<p align="center"><b><u>Instructional Design: Taxonomies and Thinking with the End in Mind</u></b></p> <p><i>This week we will ask: How does our planning change based on needs of our diverse learners? An essential question is: When we plan, do we align goals/objectives, assessments, and activities to promote student learning?</i></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Gregory &amp; Kuzmich, Ch. 1, 7</li> <li>• PDF Readings on BB</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Video Analysis Practice</li> <li>• Participate in Discussion Forum 2</li> <li>• Record your video for your Formative Analysis (due next week)</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• All reading and task items outlined above</li> </ul>

<p><b>Week 3</b> Nov. 4 - Nov. 10</p>	<p style="text-align: center;"><b><u>Instructional Design: Differentiating Instruction</u></b></p> <p><i>This week we explore instruction that supports what we know about how students learn. Teaching in modern classrooms means adapting in response to students' strengths and needs. Differentiating instruction is an approach and philosophy that proactively plans for learners with varying learning characteristics. You'll analyze your instruction based on effective planning and teaching and have the opportunity to try something new in your classroom.</i></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Gregory &amp; Kuzmich, Ch. 4, 5, 6</li> <li>• PDF Readings on BB</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Design a differentiated task</li> <li>• Participate in Discussion Forum 3</li> <li>• Implement a Try-It</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• All reading and task items outlined above</li> <li>• <b>Formative Video Analysis</b> – submit to BB by Nov. 10, 11:59pm</li> </ul>
<p><b>Week 4</b> Nov. 11 - Nov. 17</p>	<p style="text-align: center;"><b><u>Instructional Design: Technology</u></b></p> <p><i>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 for instruction?</i></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• PDF Readings on BB</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Participate in Discussion Forum 4</li> <li>• Implement a Try-It</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• All reading and task items outlined above</li> </ul>
<p><b>Week 5</b> Nov. 18 - Nov. 24</p>	<p style="text-align: center;"><b><u>Assessment: Assessment Literacy</u></b></p> <p><i>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 learning expectations. This week, we'll ask: How can we plan for a range of assessment methods, including "authentic" assessments, which will make evident students' understandings throughout their learning experiences?</i></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Gregory &amp; Kuzmich, Ch. 1, 2, 3</li> <li>• PDF Readings on BB</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• How assessment literate are you?</li> <li>• Participate in Discussion Forum 5</li> <li>• Implement a Try-It</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• All reading and task items outlined above</li> </ul>

<b>Week 6</b> Nov. 25- Dec. 1	<b>Thanksgiving Week-No Class</b>
<b>Week 7</b> Dec. 2 - Dec. 8	<p style="text-align: center;"><b><u>Assessment: Creating, Implementing, and Utilizing Assessment</u></b></p> <p style="text-align: center;"><i>This week we'll focus on putting your assessment literacy into action.</i></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• PDF Readings on BB</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Create an authentic assessment and share with peers</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• All reading and task items outlined above</li> <li>• <b>Assessment Design and Analysis</b>- submit to BB by Nov. 24, 11:59pm</li> </ul>
<b>Week 8</b> Dec. 9 - Dec. 15	<p style="text-align: center;"><b>What Have We Learned?</b></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Gregory and Kuzmich, Conclusion</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Share highlights from your summative videotaped analysis – note changes you implemented in second videotape.</li> <li>• Complete course evaluations.</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• All reading and task items outlined above</li> <li>• <b>Summative Video Analysis</b> - upload to TaskStream by Dec 15, 11:59pm.</li> </ul>
<b>Week 9</b> Dec. 16 - Dec. 22	<p style="text-align: center;"><b>Portfolio Reflection Point 2 Due</b></p> <p style="text-align: center;">upload to Blackboard Organization site (ASTL Core Cohorts 2013-2014 Org)</p>

**WEEKLY WORK RUBRIC**

	<b>Accomplished</b>	<b>Competent</b>	<b>Evolving</b>
<b>Overall Participation</b>	All tasks for all weeks are completed on time and demonstrate thoughtfulness.	Most tasks for all weeks are completed on time and demonstrate thoughtfulness.	Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content.
<b>Discussion Quality</b>	Discussion posts and all replies are one <i>heartly</i> paragraph to three paragraphs; Readings are integrated to support thoughtful posts; Posts utilize and demonstrate learners' prior and new knowledge; All replies go beyond superficial responses; Replies build on others' responses to create connected threads.	Discussion posts and most replies are one <i>heartly</i> paragraph to three paragraphs; Readings are somewhat integrated to support posts; Most but not all posts utilize and demonstrate learners' prior and/or new knowledge; Replies typically go beyond superficial responses; Most replies build on others' responses to create connected threads.	Discussion posts and most replies are limited; Readings are not at all integrated to support posts; Some to no posts utilize and demonstrate learners' prior and/or new knowledge; Replies do not go beyond superficial responses; Replies may not build on others' responses to create connected threads.

**INSTRUCTION AND TECHNOLOGY TRY-IT RUBRIC**  
*Completed for each try-it (5 points each; 15 points total)*

	<b>Accomplished</b>	<b>Competent</b>	<b>Evolving</b>
<b>Implementation</b> (what you did and why)	Try-It was implemented; Strong description of what was done and why that includes explicit connection to the class readings/content and to learner's students; If this is the 2 <sup>nd</sup> or 3 <sup>rd</sup> try-it, it is distinct from what was previously implemented <i>2 points</i>	Try-It was implemented; Description of what was done and why that may include vague connection to the class readings/content and/or to learner's students; Try-It may be very similar to what has already been implemented <i>1 point</i>	Try-It may not have been implemented; vague description of what was done and why; Try-It may be an exact strategy previously implemented <i>0-.5 points</i>
<b>Analysis and Findings</b> (what happened as a result, student learning outcomes)	Effects on student learning are reported; How learning was assessed is identified (e.g., goes beyond just "it went well/didn't go well" and describes student performance) <i>2 points</i>	Effects on student learning are limitedly reported; the outcomes may only state "it went well/didn't go well" without describing student performance <i>1 point</i>	There may be no mention of student learning <i>0-.5 points</i>
<b>Reflection</b> (challenges/questions, next steps)	Challenges and/or questions are identified, if any; Next steps are identified and explained; The next steps clearly connect to the implementation and analysis <i>1 point</i>	Challenges and/or questions are identified, if any; Next steps are identified but may not be explained; The next steps are not clearly connected to the implementation and analysis <i>.5 points</i>	Next steps are not identified nor explained; it is unclear what learning or potential practice change resulted from the Try-It <i>0 points</i>

\*Note: One try-it should be implementing a new instructional strategy/model, one try-it should be utilizing a new technology, and the third try-it can be your choice.

**VIDEO ANALYSIS CHART**  
(Used for both Video Analyses)

<i>Elements of Teaching</i>	<i>Positives</i>	<i>Challenges</i>	<i>Potential Changes</i>
<p><b>Objectives/Standards:</b> It is clear what the objectives are; a variety of objectives across Bloom's Taxonomy are clearly evident; objectives are clearly related/drawn from standards</p>			
<p><b>Interactions</b> (teacher-&gt;student, student-&gt;student; includes feedback, questioning, etc.)</p>			
<p><b>Pedagogical Content Knowledge (PCK):</b> Evidence of knowledge of content and specific PCK practices are present; for example, it's clear that there is an awareness of concepts that may hinder student understanding and steps are taken to address this potential challenge</p>			
<p><b>Activities:</b> Activities are clearly aligned with the objectives and standards in the lesson. The activities support the topic and provide practice for student understanding of the topic. Both individual and group activities are included in the lesson. Real-life activities if appropriate are included.</p>			

<p><b>Differentiation of Instruction:</b> 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</p>			
<p><b>Technology:</b> As appropriate to the lesson, technology is used as an instructional tool (is it used by the teacher only or also by students?)</p>			
<p><b>Assessments:</b> Learning is assessed in various ways; variety of formative assessment</p>			

Important Note:

- When self-assessing, try to avoid the [Lake Wobegon Effect](#) (Based on Garrison Keillor’s books/radio show – everyone in Lake Wobegon is above average).

### Formative Video Analysis Rubric

Criteria	Accomplished	Competent	Evolving
<p><b>Description of Lesson Context</b></p> <p><i>NBPTS Learning Outcome 3</i> <i>ASTL Learning Outcome 3</i></p>	<p>The lesson context thoroughly describes 1) the classroom setting and 2) student demographics</p> <p><i>2 points</i></p>	<p>The lesson context includes only one of the aspects to be included in description of classroom.</p> <p>OR</p> <p>The lesson context includes both aspects of the classroom description but they are vague.</p> <p><i>1 point</i></p>	<p>The lesson context may include extraneous information and the classroom may be described in such limited detail that it is unknown for whom the lesson was designed.</p> <p>OR</p> <p>Lesson context is missing.</p> <p><i>0-.5 point</i></p>
<p><b>Lesson Plan</b></p> <p><i>NBPTS Learning Outcome 2</i> <i>ASTL Learning Outcome 2, 6</i></p>	<p>Lesson provides evidence of planning: The lesson is described in detail; AND the lesson contains all necessary planning elements:</p> <ul style="list-style-type: none"> <li>a) relevant county/state/IB standards,</li> <li>b) evidence of clear alignment of standards, objectives, assessments, and activities,</li> <li>c) identification of differentiated instruction based on student demographics and lesson content</li> <li>d) identification of a variety of assessments used to monitor student learning</li> <li>e) relevant inclusion of technology, if/as appropriate for lesson</li> <li>f) materials (identified and included, or if inclusion is not possible, they are described)</li> </ul> <p><i>2 points</i></p>	<p>Lesson provides some evidence of planning: The lesson contains <u>all</u> necessary planning elements. The lesson is described, although some elements may be limited or vague.</p> <p>OR</p> <p>Lesson provides some evidence of planning: The lesson contains <u>most of the</u> necessary planning elements. The elements included are well described.</p> <p><i>1 point</i></p>	<p>Lesson provides very limited evidence of planning: The lesson contains <u>less than half</u> of the necessary planning elements. The elements included are very vague.</p> <p><i>0-.5points</i></p>



<p><b>Analysis and Interpretation of Classroom Lesson</b></p> <p><i>NBPTS Learning Outcome 2</i> <i>ASTL Learning Outcomes 2,6</i></p>	<p>Analysis chart identifies multiple strengths and weaknesses of the lesson that impacted student learning. Potential changes to instruction are thoughtful and clearly related to evidence on video.</p> <p><i>5 points</i></p>	<p>Analysis chart identifies only a few strengths and weaknesses of the lesson that impacted student learning. Potential changes to instruction are included but limited; Potential changes are related to evidence on video.</p> <p><i>3-4 points</i></p>	<p>Analysis chart demonstrates superficial analysis of video. Only strengths <i>or</i> weaknesses of the lesson that impacted student learning may be included (or both may be missing). Potential changes to instruction are not included or may not be related to video evidence.</p> <p><i>0-2 points</i></p>
<p><b>Self-Reflection</b></p> <p><i>NBPTS Learning Outcome 4</i> <i>ASTL Learning Outcome 4</i></p>	<p>The self-reflection demonstrates thoughtful reflection on the lesson: It includes two things done well and two things for change; There is a clear focus on explaining the <i>why</i> rather than just the <i>what</i>; Evidence is identified that will help in monitoring the impact of changes on student learning.</p> <p><i>5 points</i></p>	<p>The self-reflection demonstrates cursory reflection on the lesson: It includes two things done well and two things for change; OR It includes only one thing done well and one thing for change; OR It includes two things in either but not both categories; AND There is some, but minimal, focus on explaining the <i>why</i> rather than just the <i>what</i>; Evidence is identified that will help in monitoring the impact of changes on student learning.</p> <p><i>3-4 points</i></p>	<p>The self-reflection demonstrates no reflection: Vague statements may be made that merely restate events in the video; There is no <i>why</i> explored, only <i>what</i>.</p> <p><i>0-2 points</i></p>
<p><b>Overall Writing</b></p> <p><i>NBPTS Learning Outcome 4</i> <i>ASTL Learning Outcome 4</i></p>	<p>Grammatically and stylistically well written; the narrative logically flows from one idea to the next; there may one or two grammar errors or error patterns.</p> <p><i>1 points</i></p>	<p>Grammatically and stylistically well written but contains some errors or error patterns.</p> <p><i>.5 points</i></p>	<p>Contains many grammatical errors or error patterns. Paper may be unreadable.</p> <p><i>0 points</i></p>

### Summative Video Analysis Rubric (EDUC 614 Performance-based Assessment – TaskStream Upload)

Criteria	Accomplished	Competent	Evolving
<p><b>Description of Lesson Context</b></p> <p><i>NBPTS Learning Outcome 3</i> <i>ASTL Learning Outcome 3</i></p>	<p>The lesson context thoroughly describes 1) the classroom setting and 2) student demographics</p> <p><i>3 points</i></p>	<p>The lesson context includes only one of the aspects to be included in description of classroom. OR The lesson context includes both aspects of the classroom description but they are vague.</p> <p><i>2 points</i></p>	<p>The lesson context may include extraneous information and the classroom may be described in such limited detail that it is unknown for whom the lesson was designed. OR Lesson context is missing.</p> <p><i>0-1 point</i></p>
<p><b>Lesson Plan</b></p> <p><i>NBPTS Learning Outcome 2</i> <i>ASTL Learning Outcome 2, 6</i></p>	<p>Lesson provides strong evidence of planning: The lesson is described in detail; It is clear how the lesson is designed for the classroom context described; AND the lesson contains all necessary planning elements:</p> <ul style="list-style-type: none"> <li>a) relevant county/state/IB standards,</li> <li>b) evidence of clear alignment of standards, objectives, assessments, and activities,</li> <li>c) identification of differentiated instruction based on student demographics and lesson content</li> <li>d) identification of a variety of assessments used to monitor student learning</li> <li>e) relevant inclusion of technology, if/as appropriate for lesson</li> <li>f) materials (identified and included, or if inclusion is not possible, they are described)</li> </ul> <p><i>5 points</i></p>	<p>Lesson provides some evidence of planning: The lesson contains <u>all</u> necessary planning elements. The lesson is described, although some elements may be limited or vague. It is mostly clear how the lesson is designed for the classroom context described. OR Lesson provides some evidence of planning: The lesson contains <u>most of the</u> necessary planning elements. The elements included are well described. It is clear how the lesson is designed for the classroom context described.</p> <p><i>3-4 points</i></p>	<p>Lesson provides very limited evidence of planning: The lesson contains <u>less than half</u> of the necessary planning elements. The elements included are very vague. It is not clear how the lesson is designed for the classroom context described.</p> <p><i>0-2 points</i></p>
<p><b>Analysis and Interpretation of Classroom Lesson</b></p>	<p>The analysis thoroughly identifies and discusses strengths and weaknesses of the lesson. There is a strong level of analysis and interpretation regarding the lesson's impact</p>	<p>The analysis discusses only one strength or one weakness of the lesson. There is limited interpretation of the significance of the lesson's impact on student learning. Course</p>	<p>The analysis is simplistic with little or no interpretation (the section merely restates what was taught); no readings</p>

<p><i>NBPTS Learning Outcome 2</i> <i>ASTL Learning Outcomes 2,6</i></p>	<p>on student learning. AND There is robust use of course readings; at least 3 readings are well utilized to support and/or frame the analysis and interpretation. Analysis chart is included with the narrative. <i>10 points</i></p>	<p>readings are used to support analysis but less than 3 are used and/or the readings may be used superficially. Analysis chart is included with the narrative. <i>5-9 points</i></p>	<p>were used to support statements. Analysis chart may not be included or is the only thing included. <i>0-4 points</i></p>
<p><b>Self-Reflection</b> <i>NBPTS Learning Outcome 4</i> <i>ASTL Learning Outcome 4</i></p>	<p>The self-reflection demonstrates rich, thoughtful reflection on the lesson: It includes strong identification and explanation of what was learned about lesson design, teaching practices, student learning (assessment), and student learning needs; Instructional changes from the formative video are discussed; Future changes in instruction, assessment, and/or lesson design are identified and explained. <i>15 points</i></p>	<p>The self-reflection demonstrates cursory reflection: It includes some, but minor, identification and explanation of what was learned about lesson design, teaching practices, student learning (assessment), and student learning needs; Instructional changes from the formative video may not be discussed; Future changes in instruction, assessment, and/or lesson design are included but may not be well explained. <i>6-14</i></p>	<p>The self-reflection demonstrates no reflection: There is a clear lack of understanding of one's practices and the impact of those practices on student learning; Change from formative lesson is not identified nor evident; Future changes are not included. <i>0-5 points</i></p>
<p><b>References</b> <i>NBPTS Learning Outcome 4</i> <i>ASTL Learning Outcome 4</i></p>	<p>In-text citations and a reference page are included; ALL references are properly cited in APA 6<sup>th</sup> edition style (no APA errors). <i>5 points</i></p>	<p>In-text citations and a reference page are included; references are cited in APA 6<sup>th</sup> edition style, but may contain some minor errors. <i>2-3 points</i></p>	<p>There is no evidence of in-text citations or a reference list OR there are multiple APA 6<sup>th</sup> edition errors. <i>0-1 point</i></p>
<p><b>Overall Writing</b> <i>NBPTS Learning Outcome 4</i> <i>ASTL Learning Outcome 4</i></p>	<p>Grammatically and stylistically well written; the narrative logically flows from one idea to the next; there are NO grammar errors or error patterns. <i>2 points</i></p>	<p>Grammatically and stylistically well written but contains a few errors or error patterns. <i>1 point</i></p>	<p>Contains many grammatical errors or error patterns. Paper may be unreadable. <i>0-.5 points</i></p>