



Education 5510: Enhancing Local Assessment Practice

MTWF: 9 – 11:50 am; **L1170 A**

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Calendar Description

In-depth study of specific topics in and approaches to teaching practice, dependent on student needs and Faculty resources.

Course Objectives

Upon successful completion of this course, students will be able to:

1. Analyze assessment initiatives with respect to the effectiveness or ineffectiveness of the initiative;
2. Use current theories of professional learning and leadership to develop an action plan for their context; and
3. Develop a personal theory of assessment leadership design that incorporates research based practices and attention to issues in educational change.

Required Resources

There is no required text for this course. All readings will be assigned via Moodle or provided in class.

Statement of Purpose

In previous courses within this program you have studied key concepts and issues in curriculum and assessment and you have explored both traditional and contemporary approaches to enacting curriculum and assessment. This course extends your prior learning by introducing you to the concepts behind educational change and their impact on teacher practice and leadership. Aspects of leadership that either enhance or detract from implementation will also be considered.

Evaluation

All assignments will be submitted by Midnight on the evening of the due date. Assignments will be submitted to Moodle via the assignment dropbox. The course evaluation will consist of the following summative assessments:

Assessment Initiative Analysis: For this assignment you will identify and describe an assessment initiative that is currently being implemented within your local context (a school lead initiative, a district initiative, or provincial initiative). Your description will include the intent of the initiative, the process for how it has been implemented, strengths/challenges in implementation, and current next steps. Your description should position the initiative as either a “first order” or “second order” change as noted in Goodman, J. (1995). Change without difference: School restructuring in historical perspective. *Harvard Educational Review*, 65 (1). and include how the ‘order’ is either consistent or inconsistent with the intent of the initiative. Your paper is to be approximately 2000 words.

Assessment Criteria:

Description: The description of the assessment initiative is clear including strengths and limitations with sufficient detail and support from appropriate literature.

Positioning of Initiative: The depth of your critical evaluation of your selected assessment initiative with respect to identification of first or second order change with support from the article.

Polish: Your paper is well organized, highly polished, and utilizes APA style effectively.

Action Plan: You will develop a concrete and specific action plan that you envision implementing in your local context based on your understanding of what it means to be a curriculum/assessment leader. The action plan will present the steps that your school could engage in over the next year to support colleagues in implementing a new initiative or continuing with one that is currently in place. You could choose to write about how to continue the assessment initiative you described in the first assignment or you could choose a different initiative. Your action plan will also include a rationale of the choices you made with explicit reference to literature.

Assessment Criteria:

Plan: The action plan is clearly described, incorporating specific steps or actions that could be undertaken to support the curriculum or assessment initiative.

Argument: The rationale behind your action plan is clearly articulated and well supported with reference to appropriate literature.

Polish: Your paper is well organized, highly polished, and utilizes APA style effectively.

Assessment Leadership Theory Paper: In the final week of the course you will complete a 10-page paper that draws together everything you have learned this semester from your leadership course. The focus question for this paper will be "Identify and discuss key issues in leading assessment change in schools?"

Assessment Criteria:

Argument: Key issues are clearly articulated and thoroughly explained.

Theoretical Assumptions: Your paper defines theoretical assumptions in a clear and focused manner.

Theory into practice: Your paper draws concrete links between the key issues you articulated and the design choices you made in your assessment design and leadership plan.

Polish: Your paper is well organized, highly polished, and utilizes APA style effectively.

The course evaluation will consist of:

	Due Dates	Weights
1. Assessment Initiative Analysis	July 16	30%
2. Action Plan	July 23	30%
3. Assessment Leadership Theory Paper	July 30	40%

Students with Disabilities Policy

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.

You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

Final Letter Grades

The Faculty of Education has a standardized grading schedule for graduate courses. This schedule will be used for determining final grades for graduate students in this course.

GRADING SCHEDULE FOR GRADUATE CLASSES

Numeric Value	Letter Grade	Grade Point
97 – 100	A+	4.00
93 – 96	A	4.00
90 – 92	A-	3.70
87 – 89	B+	3.30
83 – 86	B	3.00
80 – 82	B-	2.70
Note: Any course with a grade of less than B- cannot be considered for credit in a Graduate Studies & Research in Education graduate program.		
77 – 79	C+	2.30
73 – 76	C	2.00
70 – 72	C-	1.70
67 – 69	D+	1.30
63 – 66	D	1.00
<63	F	0.00

Course Calendar

Monday, 10	Tuesday, 11	Wednesday, 12	Thursday, 13	Friday, 14
5410 All Day (David)	5410 All Day (David)	5510 Morning (Richelle) 5410 Afternoon (David)	Work Day	5510 Morning (Richelle)
Monday, 17	Tuesday, 18	Wednesday, 19	Thursday, 20	Friday, 21
5510 All Day (Richelle)	5510 Morning (Richelle) 5410 Afternoon (David)	Assessment Challenge Day	Work Day	5510 Morning (Richelle) 5410 Afternoon (David)
Monday, 24	Tuesday, 25	Wednesday, 26	Thursday, 27	Friday, 28
5510 Morning (Richelle) 5410 Afternoon (David)	5510 Morning (Richelle) 5410 Afternoon (David)	5510 Morning (Richelle) 5410 Afternoon (David)	Work Day	5510 Morning (Richelle) 5410 Afternoon (David)

Student Conduct

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs)

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below:

ATA Code of Professional Conduct

[http://www.teachers.ab.ca/About the ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>