



Faculty of Education

Education 5500

Understanding Professional Practice and Development

Fall 2013: Online

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Please feel free to call, text, email, or post a message in Moodle for me if you have any questions or want to make an appointment!

<https://moodle.uleth.ca>

The course will be administered through the course Moodle. All relevant resources will be provided on the course Moodle site.

Calendar Description:

An introduction to a broad variety of methods in which knowledge and understanding of professional practice and professional development can be enhanced and applied through field studies for professionals in education and education-related contexts in community settings.

Course Description:

This course focused on:

- course assessment planning,
- formative assessment strategies and planning,
- summative assessment strategies and planning,
- communication of assessment results.

Resources and Supplementary Resources:

The following required resource is available at the University Bookstore:

McMillan, J. H. (2013). *The Sage Handbook on Classroom Assessment*. Washington: Sage Publications Inc.

Additional resources/readings will be posted on the course Moodle.

Course Overview:

The Understanding By Design approach to planning, instruction and assessment, described by Wiggins and McTighe (1998), is the theoretical framework utilized in planning the content of the course. The UbD approach is a variation of the **backward design model**, which is comprised of the following three stages:

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction

The course overview is represented in the organizer below:

Stage 1: Desired Results	
Understandings	Essential Questions
<ul style="list-style-type: none"> • Students will understand the purposes of classroom assessment and evaluation • Students will understand the principles of effective assessment construction and its uses in relation to student learning 	<ul style="list-style-type: none"> • What does effective assessment and evaluation look like in a classroom? • What is the relationship between assessment and student learning?
Outcomes	
Students will <ol style="list-style-type: none"> 1. Develop a course assessment plan that is appropriate to specific learning outcomes, assessment theory, and instructional strategies 2. Develop formative assessments that are learner centered 3. Develop summative assessments that are learner centered 4. Demonstrate an applied understanding of assessment for, as and of learning 5. Demonstrate an applied understanding of validity and its implications for assessment design 6. Apply principles of fair assessment 	
Stage 2: Assessment Evidence	
Summative Assessment	Formative Assessment
<ul style="list-style-type: none"> • Course Assessment Plan • Formative Assessment Tool • Summative Assessment Tool • Final Defense Paper 	<ul style="list-style-type: none"> • Exit Slips • Online Discussions • Checklists • Peer Feedback
Stage 3: Learning Experiences	
<ul style="list-style-type: none"> • Introduction to Understanding by Design • Balanced Assessment Planning • Formative Assessment Planning 	<ul style="list-style-type: none"> • Summative Assessment Planning • Course Assessment Planning • Evaluation and Reporting

Adapted from Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Course Assessments/Assignments:

Evaluation will be based on the following summative assessments/assignments, although formative assessment opportunities will be made available to allow students to refine their work. More detailed assessment overviews will be provided on the course Moodle for all assignments.

Formative Assessment Task and Reflection

Due:

25% weighting

Students will design and construct a formative assessment task related to outcomes selected by students. For this assignment, students will work with peer teams to provide formative feedback prior to submission of final product. Students will also write a 2-page reflection on the intended purpose and information learned from administering this task as well as any adjustments that might be made to this task for future use.

Summative Assessment Task and Reflection

Due:

25% weighting

Students will design and construct a summative assessment task related to outcomes selected by students. For this assignment, students will work with peer teams to provide formative feedback prior to submission of final product. Students will also write a 2-page reflection on the intended purpose and information learned from administering this task as well as any adjustments that might be made to this task for future use.

Course Assessment Plan

Due:

15% weighting

Students will synthesize learning from the course to construct a course assessment plan related to their teaching context that includes a pre-assessment, formative assessments, and summative assessments. A course assessment plan template will be provided as well as the opportunity to receive formative feedback before final submission. This assignment will provide the foundation for the course assessment plan defense paper.

Course Assessment Plan Defense Paper

Due:

35% weighting

The defense paper will provide a rationale for the design and development of the course assessment plan. This 2000 word paper will make connections between the design of the assessment plan in relation to the issues, topics, and perspectives addressed in the course. Students will be expected to support their defense with references to literature and concepts studied in the course. APA formatting with respect to references is expected.

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 Alignment

It is important that students understand the direct correlation between learning outcomes, assessments and instruction.

Outcome	Summative Assessment	Learning Focus
Develop a course assessment plan that is appropriate to specific learning outcomes, assessment theory, and instructional strategies	<ul style="list-style-type: none"> • CAP and Defense Paper 	<ul style="list-style-type: none"> • All weeks
Develop formative assessments that are learner centered	<ul style="list-style-type: none"> • Formative Assessment Assignment • CAP and Defense Paper 	<ul style="list-style-type: none"> • Weeks 2, 3, 4, 11
Develop summative assessments that are learner centered	<ul style="list-style-type: none"> • Summative Assessment Assignment • CAP and Defense Paper 	<ul style="list-style-type: none"> • Weeks 5, 6, 7, 8, 9, 10
Demonstrate an applied understanding of assessment for, as and of learning	<ul style="list-style-type: none"> • Formative Assessment Assignment • Summative Assessment Assignment • CAP and Defense Paper 	<ul style="list-style-type: none"> • All weeks
Demonstrate an applied understanding of validity and its implications for assessment design	<ul style="list-style-type: none"> • Formative Assessment Assignment • Summative Assessment Assignment • CAP and Defense Paper 	<ul style="list-style-type: none"> • All weeks
Apply principles of fair assessment	<ul style="list-style-type: none"> • Formative Assessment Assignment • Summative Assessment Assignment • CAP and Defense Paper 	<ul style="list-style-type: none"> • All weeks

Course Schedule

The course schedule is intended to provide a long-term glance at the upcoming events, weekly topics and assignment due dates. This schedule is tentative and will be adjusted, as determined collaboratively by the instructor and students.

Week	Description	Due/Reading
August 15 – September 15	Week 1 – Introduction UbD and Course Assessment Planning <ul style="list-style-type: none"> Understanding by Design as a framework for planning Essential Questions 	Wiggins and McTighe (2005) Understanding by Design: Chapters 1, 3, 5
September 16 - 22	Week 2 – UbD and Course Assessment Planning <ul style="list-style-type: none"> Balanced assessment plan 	SAGE Handbook: Chapters 10 & 11
September 23 – 29	Week 3 – Formative Assessment <ul style="list-style-type: none"> Purposes and types 	SAGE Handbook: Chapters 12 & 13
September 30 – October 7	Week 4 – Formative Assessment <ul style="list-style-type: none"> Development and administration 	Assignment #1 Due: Tuesday, October 8
October 7 – 13	Week 5 – Summative Assessment <ul style="list-style-type: none"> Purposes and types 	SAGE Handbook: Chapter 14 & 20
October 14 – 20	Week 6 – Performance Tasks and Portfolios <ul style="list-style-type: none"> Purposes and types 	SAGE Handbook: Chapters 18 & 19
October 21 – 27	Week 7 – Performance Tasks and Portfolios <ul style="list-style-type: none"> Development and administration 	Alberta Assessment Consortium Website
October 28 – November 3	Week 8 – Test Construction <ul style="list-style-type: none"> Blueprinting 	Reading posted in Moodle
November 4 – 10	Week 9 – Test Construction <ul style="list-style-type: none"> Objective Style Questions Constructed Style Questions 	SAGE Handbook: Chapters 16 & 17
November 11 – 17	Week 10 – Test Analysis <ul style="list-style-type: none"> Analyzing test data 	Assignment #2 Due: Tuesday, November 18 Reading posted in Moodle
November 18 – 24	Week 11 – Self and Peer Assessment	SAGE Handbook: Chapters 21 & 22
November 25 – December 1	Week 12 – Evaluation and Reporting	SAGE Handbook: Chapter 15
December 2 – 8	Week 13 – Course Assessment Plans	Assignment #3 Due: Tuesday, December 9