



Faculty of Education

## **Education 5500**

### Understanding Professional Practice and Development

*Fall 2017: 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:

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

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: Thursday, Oct. 12**

*25% weighting*

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You will design and construct or describe a formative assessment task related to the unit that you are focusing on for this course. You will also write a 2-page reflection on the intended purpose and information learned from administering the formative assessment task as well as any adjustments that might be made to this task for future use.

### **Summative Assessment Task and Reflection**

**Due: Thursday, Nov. 16**

*25% weighting*

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You will design and construct or describe a summative assessment task related to the unit that you are focusing on for this course. You 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.

### **Unit Assessment Plan**

**Due: Thursday, Dec. 7**

*15% weighting*

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You will synthesize learning from the course to construct a unit assessment plan related to their teaching context. A unit 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 unit assessment plan defense paper.

### **Unit Assessment Plan Defense Paper**

**Due: Sunday, Dec. 10**

*35% weighting*

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The defense paper will provide a rationale for the design and development of the unit assessment plan. This approximate 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. You 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 unit assessment plan that is appropriate to specific learning outcomes, assessment theory, and instructional strategies	<ul style="list-style-type: none"> <li>• UAP and Defense Paper</li> </ul>	<ul style="list-style-type: none"> <li>• All weeks</li> </ul>
Develop formative assessments that are learner centered	<ul style="list-style-type: none"> <li>• Formative Assessment Assignment</li> <li>• UAP and Defense Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Weeks 2, 3, 4, 11</li> </ul>
Develop summative assessments that are learner centered	<ul style="list-style-type: none"> <li>• Summative Assessment Assignment</li> <li>• UAP and Defense Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Weeks 5, 6, 7, 8, 9, 10</li> </ul>
Demonstrate an applied understanding of assessment for, as and of learning	<ul style="list-style-type: none"> <li>• Formative Assessment Assignment</li> <li>• Summative Assessment Assignment</li> <li>• UAP and Defense Paper</li> </ul>	<ul style="list-style-type: none"> <li>• All weeks</li> </ul>
Demonstrate an applied understanding of validity and its implications for assessment design	<ul style="list-style-type: none"> <li>• Formative Assessment Assignment</li> <li>• Summative Assessment Assignment</li> <li>• UAP and Defense Paper</li> </ul>	<ul style="list-style-type: none"> <li>• All weeks</li> </ul>
Apply principles of fair assessment	<ul style="list-style-type: none"> <li>• Formative Assessment Assignment</li> <li>• Summative Assessment Assignment</li> <li>• UAP and Defense Paper</li> </ul>	<ul style="list-style-type: none"> <li>• All weeks</li> </ul>

## 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 16 – September 17	<b>Week 1/2 – Introduction UbD and Unit Assessment Planning</b> <ul style="list-style-type: none"> <li>Understanding by Design as a framework for planning</li> <li>Essential Questions</li> </ul>	Wiggins and McTighe (2005) Understanding by Design: Chapters 1, 3, 5
September 18 – 24	<b>Week 3 – Project Based Learning (PbL) and Unit Assessment Planning</b> <ul style="list-style-type: none"> <li>Project Based Learning as a framework for planning</li> </ul>	SAGE Handbook: Chapters 10 & 11
September 25 – October 1	<b>Week 4 – Formative Assessment</b> <ul style="list-style-type: none"> <li>Purposes and types</li> </ul>	SAGE Handbook: Chapters 12 & 13
October 2 – 8	<b>Week 5 – Self and Peer Assessment</b> <ul style="list-style-type: none"> <li>Purposes and types</li> </ul>	SAGE Handbook: Chapters 21 & 22  <b>Assignment #1 Due: Thursday, Oct. 12</b>
October 9 – Nov 5	<b>Weeks 6 through 9 – Summative Assessment</b> <ul style="list-style-type: none"> <li>Group presentations on the following: <ul style="list-style-type: none"> <li>Performance tasks</li> <li>Portfolios and e-portfolios</li> <li>Constructed response test questions</li> <li>Selected response test questions</li> <li>Test blueprinting and data analysis</li> </ul> </li> </ul>	SAGE Handbook: Chapter 14, 16, 17, 18, 19
November 6 – 12	<b>Reading week</b>	
November 13 – 19	<b>Week 10 – Balanced Assessment Planning</b> <ul style="list-style-type: none"> <li>Ubd and PBL</li> </ul>	UbD text: Chapters 10 and 11  <b>Assignment #2 Due: Thursday, Nov. 16</b>
November 20 – 26	<b>Week 11 – Evaluation and Reporting</b>	SAGE Handbook: Chapter 15
November 27 – December 3	<b>Week 12 – Peer Review of Unit Assessment Plans</b>	<b>Unit Assessment Plan Assignment Due: Thursday, Dec. 7</b>  <b>Defense Paper Due: Sunday, Dec. 10</b>