FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL

UGPC APPROVAL _____
UFS APPROVAL _____
SCNS SUBMITTAL _____
CONFIRMED _____
BANNER POSTED _____
CATALOG_____

DEPARTMENT: CURRICULUM, CULTURE AND EDUCATIONAL INQUIRY (CCEI)	COLLEGE: COLLEGE OF EDUCATION

RECOMMENDED COURSE IDENTIFICATION:

PREFIX: EDG   COURSE NUMBER: 6622   LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT RPOLANSK@FAU.EDU)

COMPLETE COURSE TITLE: DOCUMENTATION AND ASSESSMENT IN CURRICULUM AND INSTRUCTION

EFFECTIVE DATE
(first term course will be offered)

SPRING 2013

CREDITS: 3	TEXTBOOK INFORMATION: **Required Texts** Lewis, C. C., & Hurd, J. (2011). *Lesson study step by step: How teacher learning communities improve instruction.* Portsmouth, NH: Heinemann. Marzano, R. J. (2010). *Formative assessment and standards-based grading.* Bloomington, IN: Marzano Research Laboratory. All other required readings will be posted and available to students on Blackboard. **Optional Texts** Shea, M., Murray, R., & Harlin, R. (2005). *Drowning in data? How to collect, organize, and document student performance.* Portsmouth, NH: Heinemann. Waugh, C. K., & Gronlund, N. E. (2013). *Assessment of student achievement* (10th ed.). Boston: Pearson.

GRADING *(SELECT ONLY ONE GRADING OPTION)*: REGULAR ____X__   SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

The course offers participants operational definitions and experiences in documentation and assessment for educators. Students will combine readings, analyses of experiences in learning environments, critiques of the existing assessment culture, and field work.

PREREQUISITES *: NONE	COREQUISITES*: NONE	REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*: 6000 LEVEL

* *PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.*

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

MASTERS + 18 IN CURRICULUM AND INSTRUCTION OR PH.D./ED.D. IN THE FIELD

Faculty contact, email and complete phone number:	Departments and/or colleges that might be affected by the new course must be consulted and listed here. Please attach comments from each.
Gail Burnaford burnafor@fau.edu 561 706-8228	**The 6 other Department Chairs in the College of Education were sent copies of the course proposals and supporting documents. None of the Chairs responded that there was any conflict with courses in their department.**

Approved by:	*Date:*	**ATTACHMENT CHECKLIST**
Department Chair: _~~HMcL~~_		• Syllabus (see guidelines for requirements: *http://www.fau.edu/graduate/facultyandstaff /programscommittee/index.php)*
College Curriculum Chair _Pat R. Phur_	_10/2/12_	
College Dean: _____	_____	• Written consent from all departments affected by new course
UGPC Chair: _____	_____	
Graduate College Dean: _____	_____	

Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

FAU

FLORIDA ATLANTIC UNIVERSITY
College of Education

Department of Curriculum, Culture, and Educational Inquiry
College of Education
Florida Atlantic University

COURSE NUMBER/ TITLE

EDG 6622 Documentation and Assessment in Curriculum and Instruction

CATALOG DESCRIPTION

The course offers participants operational definitions and experiences in documentation and assessment in PreK-20 classrooms. Students will combine readings, analysis of experiences in learning environments, and field work to set professional goals.

PREREQUISITES OR CO-REQUISITES

None

CREDIT HOURS: 3

LINK TO THE COLLEGE CONCEPTUAL FRAMEWORK

The course focuses on documenting and assessing what students and teachers are learning. Evidence-based practice demands professionals who make decisions based on such documentation that then contributes to meaningful assessment. Documentation informs all participants in the learning experience and guides them in the design, implementation, and evaluation of future learning experiences.

COURSE OBJECTIVES

Students will:
1. Understand the definitions, purposes, and applications of documentation approaches in PreK-20 classrooms.
2. Be able to describe the relationship between documentation and assessment.
3. Demonstrate how to use the lesson study approach to contribute to the improvement of teaching.
4. Engage students and/or peers in documentation analysis for the purpose of improving curriculum and/or instruction.
5. Provide a critique of assessment culture and media coverage in the contemporary U.S.

1

6. Demonstrate knowledge of assessment vocabulary related to classroom practice.
7. Set goals for professional practice related to documentation and assessment of student learning.

Required Texts

Lewis, C. C., & Hurd, J. (2011). *Lesson study step by step: How teacher learning communities improve instruction.* Portsmouth, NH: Heinemann.

Marzano, R. J. (2010). *Formative assessment and standards-based grading.* Bloomington, IN: Marzano Research Laboratory.

All other required readings will be posted and available to students on Blackboard.

Optional Texts

Shea, M., Murray, R., & Harlin, R. (2005). *Drowning in data? How to collect, organize, and document student performance.* Portsmouth, NH: Heinemann.

Waugh, C. K., & Gronlund, N. E. (2013). *Assessment of student achievement* (10th ed.). Boston: Pearson.

TEACHING METHODOLOGIES (not limited to, but including the following):

Small and large group discussion, feedback, critique

Blackboard: Discussion groups

Mini-lessons

Online Research

Field work followed by in-class discussions

AUDIO/VISUAL TECHNOLOGY:

FAU E-Mail Address (check frequently). Go to MyFAU to obtain your e-mail address.
Blackboard site: Http://Blackboard.fau.edu, or type "bb.fau.edu," or use link under Current students' tab.
Research using FAU library, Internet browser, professional organizations, government websites
Computer with word processing, presentation software, and high-speed Internet access are available in all campus computer and library labs.

COURSE OUTLINE

Session One   Introduction
                       Documentation – What is it? Why study it?
                       **Language: Documentation, Evidence, Assessment, Evaluation, Research,
                                               Curriculum, Instruction, Inquiry**

Reading: Falk, Beverly, & Darling-Hammond, Linda. (2010). Documentation and democratic education. *Theory Into Practice, 49,* 72-81.

Session Two   Making Learning, Teaching, and Thinking Visible

Reading: Krechevsky, Mara, Rivard, Melissa, & Burton, Fredrick R. (2010). Accountability in three realms: Making learning visible inside and outside the classroom. *Theory Into Practice, 49*, 64-71.

Ritchhart, Ron, & Perkins, David. (2008). Making thinking visible. *Educational Leadership, 65*(5), 57-61.

Turner, Terri, & Wilson, Daniel Gray. (2010). Reflections on documentation: A discussion with thought leaders from Reggio Emilia. *Theory Into Practice, 49*, 5-13.

Session Three   Students as Documenters, Students as Assessors

Reading: Donovan, Maggie, & Sutter, Cheryl, J. (2004). Encouraging doubt and dialogue: Documentation as a tool for critique. *Language Arts, 81*(5), 377-383.

Merritt, Sherri Phillips. (2004). Engaging student researchers and teacher researchers in the process of data analysis. *Language Arts, 81*(5), 406-416.

Suarez, Stephanie Cox. (2010). Show me again what I can do: Documentation and self-determination for students with social challenges. *Theory Into Practice, 49*, 21-28.

Session Four   Field Notes as Classroom Documentation: Learning to Notice

Reading: Frank, Carolyn, Arroyo, Mary Eileen, & Land, Robert E. (2004). The ethnography book. *Language Arts, 81*(5), 368-376.

Pryor, Anne. (2004). Deep ethnography: Culture at the core of curriculum. *Language Arts, 81*(5), 396-405.

Session Five   Documentation: Culture and Quality

Reading: Berger, Ron. (2005). What is a culture of quality? In Hatch, T., Ahmed, D., Lieberman, A., Faigenbaum, D., White, M. E., & Mace, D. H. P., *Going public with our teaching: An Anthology of Practice* (pp. 34-56). New York: Teachers College Press.

Given, Heidi, Kuh, Lisa, LeeKeenan, Debbie, Mardell, Ben, Redditt, Susan, & Twombly, Susan. (2010). Changing school culture: Using documentation to support collaborative inquiry. *Theory Into Practice, 49*, 36-46.

DUE: DOCUMENTATION STUDENT CONFERENCE REPORT

Session Six   Lesson Study: Definitions, National and International Contexts

http://www.youtube.com/watch?v=g48DAG4hJd4 (*What is lesson study?*)

Reading: Alvine, A., Judson, T. W., Schein, M., & Yoshida, T. (2007). What graduate students (and the rest of us) can learn from lesson study. *College Teaching, 55*(3), 109-113.

Lewis, C., Perry, R., & Murata, A. (2006). How should research contribute to instructional improvement? The case of lesson study. *Educational Researcher, 35*(3), 3-14.

Lewis, C., Perry, R., & Hurd, J. (2004). A deeper look at lesson study. *Educational Leadership, 61*(5), 18-22.

Session Seven   Lesson Study: Design and Collaborative Planning

Reading: Lewis & Hurd, pp. 1–97.

Session Eight   Lesson Study: Design and Collaborative Planning – Examples From the Field

Reading: Lewis and Hurd/DVD and text, pp. 109-160.

**Session Nine   Documentation Toward Assessment
                       Assessment and Improving Instruction**

Reading: Buldu, Mehmet. (2010). Making learning visible in kindergarten classrooms: Pedagogical documentation as a formative assessment technique. *Teaching and Teacher Education, 26,* 1439-1449.
         OR
Soble, Joan, & Jennifer, Hogue. (2010). From display to documentation to discourse: The challenge of documentation in a high school. *Theory Into Practice, 49,* 47-54.

DUE: LESSON STUDY PROJECT

**Session Ten   Assessment: Historical, Political, Economic and Social Contexts
                Media Coverage, Politics and Accountability**

Reading: Wagner, D. A., Babson, A., & Murphy, K. M. (2011). How much is learning measurement worth? Assessment costs in low-income countries. *Current Issues in Comparative Education, 14,* 3-23.

Session Eleven Assessment: Current Practice/The Contemporary Language of Assessment

Reading: Marzano text, Chapter 1: Research and Theory – Feedback, Assessment, Grading

Reese, S. (2009). Assessing the value of education. *Techniques (ACTE), 84*(8), 16-20.

Center for K-12 Assessment + Performance Management. (2010). Clarifying the purposes of the new assessments. *Education Week, 29*(30), 4-5.

Session Twelve Assessment

Reading: Marzano text, Chapters 2, 3, 4: Formative Assessment, Scales, and Design

Clark, I. (2010). Formative assessment: "There is nothing so practical as
as a good theory." *American Journal of Education, 54*(3), 341-352.

DUE: ASSESSMENT POLICY CRITIQUE PAPER

Session Thirteen   Assessment

Reading: Marzano text, Chapters 5 & 6: Tracking Student Progress and Grading

Session Fourteen   Assessment

DUE: ASSESSMENT LANGUAGE AND VOCABULARY QUIZ

Session Fifteen   Self-Evaluation
                     Documentation and Its Relationship to Assessment

DUE: ASSET-BASED INDIVIDUAL ASSESSMENT PLAN

Assignments	Points	% of Course Grade
Documentation Student Conference Report – DUE Session 5	15	15%
Lesson Study Project – DUE Session 9	25	25%
Assessment Policy Critique Paper – DUE Session 12	15	15%
Assessment Language and Vocabulary Quiz – DUE Session 14	15	15%
Asset-based Individual Assessment Plan – DUE Session 15	30	30%
TOTAL	100	100%

GRADING SCALE:

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	Below 60

ASSIGNMENT RUBRICS

Documentation Student Conference Report (15 points)

Identify classroom artifact (student work, lesson plans, field notes) and rationale for selection to

share with students. *Prepare written plan* for discussion of artifact with students, based on readings from Sessions 1–3 in the course. If no students are available to course participants, plan similar session for peers. Conference should be 15–30 minutes long, depending on the participants. (5 points)

Report and document conference, noting specific elements of describing, interpreting, and evaluating that occurred related to the artifact at hand. (5 points)

Evaluate the conference based on what you as a participant learned. Offer next steps and/or action plan to build on learning gained in the conference. (5 points)

Lesson Study (30 points)

You will form Lesson Study groups in the first week of class. That group (3–4 teachers) will be your feedback group. If you decide to collaborate with one other teacher on the same set of lessons, your collaborator will also be a part of your Lesson Study group. You will be evaluated as individuals, however, and will turn in your own project.

1) Choose an area of the topic/series of lessons (1–3 lessons) that you have taught recently and *that you feel deserves more attention or needs improving in order to be optimally effective.* Articulate the learning goals that are embedded in this topic/series of lessons and what you hope to learn or achieve through a lesson study. What do you want to know? What do you want to improve? What needs to be assessed with this set of lessons that may not be currently explored? (10 points)

2) Write a "backward mapping" step-by-step lesson plan and attach to the paper. What do you do to teach this topic normally? What do students do? Describe your typical assessment(s) for this series of lessons. Include any rubrics or tests you use currently. How have the assessments worked for you in this series of lessons? What could you learn about students – and about your teaching – that you do not currently assess or document? (10 points)

3) Find 2-3 research-based articles that offer you ideas on applying new approaches AND assessments to your topic/series of lessons. Write a brief analysis of each article and how/why it is useful to address the issues in your series of lessons. Then, based on what you have learned, REDESIGN the topic/series of lessons AND assessments to reflect the research. Attach REDESIGNED lesson to the paper. (10 points)

■■

Assessment Policy Critique Paper (15 points)

Find a byline (authored) news article from a major newspaper (online or print) from the past 3 months related to the topic of educational assessment and school accountability with respect to student learning. Provide an informed critique as follows:

a. <u>Background:</u> What is the nature of the article? Who wrote it and what are her/his qualifications for writing it? Why was the article written? What is its purpose? What are the objectives of the article? What kind of material is presented to achieve those objectives? What is the significance of the article? How does it relate to other materials on the same subject? (3)
c. <u>Thesis:</u> What is the writer's position? Is it stated directly and clearly? What are the writer's key assumptions? Are they explicit or implicit? Do you detect biases? Are the assumptions and biases obvious, or are they hidden behind a stance of neutrality and objectivity? (An assumption

is a belief about something. It is often not stated by a writer. Assumptions underlie all human behavior.) (3)

d. <u>Evidence:</u> What does the writer provide to support her/his position? What are the writer's specific arguments? Is the evidence believable? Authoritative? Sufficient? Logical or emotional? Are you convinced? (3)

e. <u>Refutation:</u> Does the writer present her/his thesis as the only reasonable position? Or has the writer clearly and fairly presented any opposing sides? Has the writer shown the opposing arguments to be invalid? Has the writer overlooked any possible opposition? (3)

f. <u>Appeal:</u> What is the appeal of the article? What are some of its most striking or illuminating qualities? What, if any, are its striking deficiencies? What is the writer's style or tone? Authoritative? Speculative? Reasonable? Suggestive? What kind of language does the writer? Does it add to her/his credibility? (3)

Assessment Language and Vocabulary Quiz (15 points)

You will receive a list of no more than 15 terms related to assessment and documentation. As we proceed through the course, you are encouraged to note definitions for the terms. There will be an in-class quiz to assess your understanding of these terms <u>and how they could apply to your educational context.</u>

Terms include, but are not limited to the following:

Assessment

Feedback

Formative Scores

Summative Scores

Grading

Standards-Based Grading

Effect Size

Selected-Response Assessment

Constructed-Response Assessment

Aberrant-Pattern of Responses

100-Point Scale

Unobtrusive Assessment

Demonstration Assessment

Pre-Existing Assessment

Student-Generated Assessment

Asset-Based Individual Assessment Plan (30 points)

An "asset-based" plan to improve your assessment skills for the future builds on what you and your peers already do well. Cite the literature that you have read during the semester as you build a plan for a future course, quarter, or semester in a specific discipline or content area.

Describe your own detailed "assets" (10 points)

> What is successful in your assessment practices;
> What you are most proud of in your assessment practices;
> What works well in your school, college or university context with respect to assessment (the group context in which you work or have worked);
> How do you know those practices are successful; evidence of success in your
> > practice.

Note the readings and experiences that have informed your thinking about assessment during this semester, noting how and where those ideas can/will inform your work. (10 points)

Note 3 specific priorities as part of an assessment plan for the future to guide your work. (10)

References

Berger, R. (2005). What is a culture of quality? In Hatch, T., Ahmed, D., Lieberman, A., Faigenbaum, D., White, M. E., & Mace, D. H. P., *Going public with our teaching: An anthology of practice* (pp. 34-56). New York: Teachers College Press.

Bilysu, L. (2009). Teachers and librarians collaborate in lesson study. *Knowledge Quest, 39*(2), 14-19.

Buldu, M. (2010). Making learning visible in kindergarten classrooms: Pedagogical documentation as a formative assessment technique. *Teaching and Teacher Education, 26*, 1439-1449.

Center for K-12 Assessment + Performance Management. (2010). Clarifying the purposes of the new assessments. *Education Week, 29*(30), 4-5.

Clark, I. (2010). Formative assessment: "There is nothing so practical as a good theory." *American Journal of Education, 54*(3), 341-352.

Donovan, M., & Sutter, C. J. (2004). Encouraging doubt and dialogue: Documentation as a tool for critique. *Language Arts, 81*(5), 377-383.

Falk, B., & Darling-Hammond, L. (2010). Documentation and democratic education. *Theory Into Practice, 49*, 72-81.

Frank, C., Arroyo, M., & Land, R. E. (2004). The ethnography book. *Language Arts, 81*(5), 368-376.

Given, H., Kuh, L., LeeKeenan, D., Mardell, B., Redditt, S., & Twombly, S. (2010). Changing school culture: Using documentation to support collaborative inquiry. *Theory Into Practice, 49*, 36-46.

Krechevsky, M., Rivard, M., & Burton, F. R. (2010). Accountability in three realms: Making learning visible inside and outside the classroom. *Theory Into Practice, 49*, 64-71.

Lassonde, C. A., & Israel, S. E. (2010). *Teacher collaboration for professional learning: Facilitating study, research, and inquiry communities.* San Francisco: Jossey-Bass.

Lewis, C. C., & Hurd, J. (2011). *Lesson study step by step: How teacher learning communities improve instruction.* Portsmouth, NH: Heinemann.

Lewis, C., Perry, R., & Hurd, J. (2004). A deeper look at lesson study. *Educational Leadership, 61*(5), 18-22.

Marzano, R. J. (2010). *Formative assessment and standards-based grading: Classroom Strategies that work.* Bloomington, IN: Marzano Research Laboratory.

Merritt, S. P. (2004). Engaging student researchers and teacher researchers in the process of data analysis. *Language Arts, 81*(5), 406-416.

Project Zero & Reggio Children (2001). *Making learning visible: Children as individual and group learners.* Boston, MA: Reggio Children, The President and Fellows of Harvard College, and The Municipality of Reggio Emilia.

Project Zero; Cambridgeport School; Cambridgeport Children's Center; Ezra H. Baker School; John Simpkins School. (2003). *Making teaching visible: Documenting individual and group learning as professional development.* Cambridge, MA: Harvard Project Zero.

Pryor, A. (2004). Deep ethnography: Culture at the core of curriculum. *Language Arts, 81*(5), 396-405.

Reese, S. (2009). Assessing the value of education. *Techniques (ACTE), 84*(8), 16-20.

Ritchhart, R., & Perkins, D. (2008). Making thinking visible. *Educational Leadership, 65*(5), 57-61.

Shea, M., Murray, R., & Harlin, R. (2005). *Drowning in data? How to collect, organize, and document student performance.* Portsmouth, NH: Heinemann.

Sibbald, T. (2009). The relationship between lesson study and self efficacy. *School Science and Mathematics, 109*(8), 450-460.

Soble, J., & Jennifer, H. (2010). From display to documentation to discourse: The challenge of documentation in a high school. *Theory Into Practice, 49*, 47-54.

Suarez, S. C. (2010). "Show me again what I can do": Documentation and self-determination for students with social challenges. *Theory Into Practice, 49*, 21-28.

Turner, T., & Wilson, D. G. (2010). Reflections on documentation: A discussion with thought leaders from Reggio Emilia. *Theory Into Practice, 49*, 5-13.

Wagner, D. A., Babson, A., & Murphy, K. M. (2011). How much is learning measurement worth? Assessment costs in low-income countries. *Current Issues in Comparative Education, 14*, 3-23.

Waugh, C. K., & Gronlund, N. E. (2013). *Assessment of student achievement* (10th Ed.). Boston: Pearson.

Willis, J. (2006). *Research-based strategies to ignite student learning: Insights from a neurologist and classroom teacher.* Alexandria, VA: Association of Supervision and Curriculum Development.