

COURSE OUTLINE
Rhode Island College
Department of Elementary Education
Feinstein School of Education and Human Development
ELED 513- *Designing and Assessing Teaching and Learning* (Fall 2009)

COURSE INFORMATION

Instructor: Dr. Corinne McKamey
Office: Horace Mann Hall 65
Office phone: 456-8995
Email: cmckamey@ric.edu
Office Hours: Wednesdays 2:00 PM-3:30 PM
Class location: HBS 212
Class Meeting Times: Mondays 4-6:50 PM

Catalog Course Description

Three Graduate Credits. Theory and strategies for designing instruction and assessing student learning with consideration of factors that affect instruction such as nature of content, ways of knowing, politics, culture, ethnicity, class, and gender.

Extended Description

This three-credit core program course relates instructional design and systematic planning for assessing student learning to the needs and interests of students. Candidates will understand theory and strategies for designing curriculum and assessing student learning. Candidates will consider the factors that affect teaching and learning such as nature of content, ways of knowing, diverse learning needs, culture, politics, class, gender, ethnicity. Course readings and requirements enable students to apply a “backwards design approach” and developing a teaching and learning portfolio.

2. COURSE TEXTS AND MATERIALS

McTighe, J. & Wiggins, G. (2005) *Understanding by design*. Alexandria, VA: Association for Supervision & Curriculum Development.

McTighe, J. & Wiggins, G. (2004) *Understanding by Design: Professional Development Workbook*. Alexandria, VA: Association for Supervision & Curriculum Development.

Tomlinson, C. and McTighe, J. (2006). *Integrating Differentiated Instruction and Understanding by Design (Connecting Content and Kids)*. Association for Supervision & Curriculum Development

3. COURSE SCHEDULE, TOPICS, AND ASSIGNMENTS

Academic Calendar: College Closed: Monday, 9/7; Monday 10/12; Wednesday 11/11; Thursday 11/16; Monday Classes Meet: Tuesday, October 13; Final Exam: 12/14-12/19; Grades Due:

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SCHEDULE	TOPCS	ASSIGNMENTS
Class 1 8/31	Introduce course and use of WebCT Link to prior Core Program Courses Introduction of backwards design and relate to traditional/nontraditional models of curriculum design	
9/7 College Closed		
Class 2 9/14	What is the Backward Design? What is "Understanding?" An Example Introduce <i>Understanding by Design Exchange</i>	Read: UbD - Introduction, Chapter 1 and 2
Class 3 9/21	Differentiated Instruction -process, content, product Assessment methods Tuning Protocol	Read: UbD - Chapter 3, 4, 5, 6 Submit Draft 1 of Stage 1 and Unit Cover Page
Class 4 9/28	Determining Acceptable Evidence Rubrics and performance assessments Tuning Protocol	Read: UbD - Chapter 7, 8 Submit Draft 2 of UbD Stage 1 and Unit Cover Page
Class 5 10/5	Determining Acceptable Evidence Rubrics and performance assessments	Read: UbD Chapter 10 ,11, 12, 13
10/12 College Closed		
Class 6 Tues. 10/13	Planning Learning Experiences and Instruction -WHERE Process Tuning Protocol	Submit: Draft 1 of UbD Stage 2
Class 7 10/19	Planning Learning Experiences and Instruction -WHERE Process Tuning Protocol	Submit: Draft 2 of UbD Stage 2
Class 8	Tuning Protocol	Submit: Draft 1 of UbD Stage 3

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Class 9 11/2	Tuning Protocol	Submit: Draft 2 of UbD Stage 3
Class 10 11/9	Tuning Protocol	Submit Draft 1 of UbD Unit Plan
Class 11 11/16	Tuning Protocol	Submit Draft 2 of UbD Unit Plan
Class 12 11/23	PowerPoint Presentations and Structured Discussions	Submit Final UbD Unit Plan Reflection, Self-Evaluation on the Process
Class 13 11/30	Reflection and Self- Evaluation Course Evaluations	
Class 14 12/7		

4. COURSE OUTCOMES

COURSE OUTCOMES	FSEHD CF-AC	RIPTS	EVIDENCE
A. Understands curriculum design, teaching and assessment strategies that are responsive to the needs and interests of a diverse population of learners	K 1 P3	1,2	Lesson Plan submissions and discussions, Teaching and learning Portfolio
B (1). Applies a “backwards design approach” and designs a teaching and learning portfolio that includes documentation and analysis of teaching and learning: -unit plan including selected lesson plans	K2 P1	1,2,3,4, 5, 6	Lesson Plan submissions and discussions, Teaching and learning Portfolio
B (2). Applies a “backwards design approach” and designs a teaching and learning portfolio that includes documentation and analysis of teaching and learning: -assessment plan	P1, K1, K3	9, 5	Assessment Plan
B (3). Applies a “backwards design approach” and designs a teaching and learning portfolio that includes	K3 P3	9, 5	Analytical Essay about 2

documentation and analysis of teaching and learning: -analysis of and commentaries on two students' performance towards a. individual student learning b. reflection on teacher practice	P4		students' performance.
C. Collaborates with peers and analyzing unit designs, communicates the results with class, seeks feedback from fellow candidates to improve design and implementation, and - reflections on the process. -Presents a brief PowerPoint presentation that summarizes unit design considerations, implementation, and analysis of results. -Facilitates structured discussion using a "tuning protocol" to gain warm and cool feedback	K4 P4 P2	7, 10,11	Participation

5. COURSE REQUIREMENTS

A. Portfolio Performance Assessments
Teaching and Learning Portfolio

B. Other Requirements
Participation

Requirements/Expectations

Participation

- Attends class, arrives on time
- Actively participates in class discussion and presentations.
- Presents a brief PowerPoint presentation that summarizes unit design considerations, implementation, and analysis of results; Facilitates and participates in structured discussions using "tuning protocol" to provide and receive feedback on unit planning and implementation.

513 Unit Plan Checklist

Section	Criteria	Points
1. Title Page	<ul style="list-style-type: none"> • Is the title clear, and does it capture attention? • Is there a visual aid (e.g. photo, drawing, other visual) that represents the unit? 	5

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2. Table of Contents	<ul style="list-style-type: none"> • Complete • Clear 	5
3. Note to reader	<ul style="list-style-type: none"> • Unit briefly summarized • 3 Features of the school/classroom context described, with examples • Author makes a connection between contextual features and their unit plan design. In other words, why is this unit plan particularly appropriate for this context/these students? • Author describes a broader curricular reform initiative (e.g. one of Kliebard's reform movements) and explains why this unit is aligned with this perspective. One or two examples from the unit are used to illustrate. 	10
4. Summary discussion	<ul style="list-style-type: none"> • Key Unit Plan Goals are named <ul style="list-style-type: none"> ◦ Goals are varied and include things like knowledge (fact), procedure, process (skills, ways of analyzing) and dispositions. • Some goals are aligned with some state standards. • Paragraph: How students will exhibit understanding through authentic performance tasks (e.g. Final Assessment) • Paragraph: Other selected assessments of key goals (assessments should be varied forms, including self assessments). 	10
5. Scope and Sequence	<ul style="list-style-type: none"> • Lesson topic, activity, goals, types of assessments planned. (1-2 lines per lesson) 	10
6. Selected lesson plans and supporting materials	<ul style="list-style-type: none"> • Lesson plans (4) and supporting materials are included • Lesson plans include goals, standards, assessments, activity plan, other items discussed in class/on template. • Assessment and Activity are aligned with lesson plan goals • Lesson plan is informed by Grasps 	20
7. Student Work	<ul style="list-style-type: none"> • Samples of two students' work • Discussion of why these two students' work were chosen (e.g. demonstrating individual progress over time, contrasting two different learners, examples of student work that changed your thinking about instruction, etc). • Written commentaries of students' work, providing at least one example for each student about why you chose this student work/how it illustrates your point. 	20
8. Reflection	<ul style="list-style-type: none"> • What did you learn about yourself/curriculum design in doing this project? • Provide a case study/example of how you encountered an obstacle or changed your thinking about some design aspect. 	5

In class participation:

- Ongoing feedback to each other: 5
- Ongoing "tweaking" based on feedback: 10

6. COURSE EVALUATION

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COURSE REQUIREMENT	Weight - %
Portfolio Performance Assessments	
Teaching and Learning Portfolio	80%
Other Course Requirements	
Participation	20%

Grading System: You will earn a number grade for each course requirement based on a 4.0 grading scale.

A = 4.00 (3.85-4.17); A- =3.67 (3.51-3.84); B+ =3.33 (3.18-3.50); B= 3.00 (2.85-3.17); B- = 2.67 (2.51-2.84); C+ =2.33(2.18-2.50); C= 2.00 (1.85-2.17); C- = 1.67 (1.51-1.84); D+ =1.33 (1.18-1.50); D= 1.00 (1.17-0.85); D- = 0.67 (0.51-0.84); F = 0.00

7. REFERENCES

McTighe, J. & Wiggins, G. (2005) *Understanding by design*. Alexandria, VA: Association for Supervision & Curriculum Development.

McTighe, J. & Wiggins, G. (2004) *Understanding by Design: Professional Development Workbook*. Alexandria, VA: Association for Supervision & Curriculum Development.

Stiggins, Richard. (2004). *Student-Involved Assessment FOR Learning*. Prentice Hall; 4 edition

Tomlinson, C. and McTighe, J. (2006). *Integrating Differentiated Instruction & Understanding by Design (Connecting Content and Kids)*. Association for Supervision & Curriculum Development

Understanding by Design Exchange <http://www.ubdexchange.org/>

ADDITIONAL COURSE INFORMATION

Students with Documented Disabilities

Rhode Island College is committed to making reasonable efforts to assist individuals with documented disabilities. If you are seeking reasonable classroom accommodations under the ADA of 1990 and/or Section 504 of the Rehabilitation Act of 1973, you are required to register with the Student Life Office (Craig-Less 127, 456-8061). To receive accommodations for this class, please obtain the proper Student Life Office forms and meet with me at the beginning of the semester. Student services may be found at <http://www.ric.edu/studentlife/stuwdis.html>

Expectations for Attendance, Deadlines, Use of Computers

Cell Phones, Beepers, and Pagers:

Please turn them off before you come to class.

Attendance:

Your course grade will be reduced by .33 (on a 4-pt. scale) for each absence. Arriving late and leaving early will count as absences. Each class will start and end on time. Please inform me in advance if you have problems arriving on time and staying for the duration. If you are late or absent for any class, ask a classmate to inform you of new assignments or changes in schedules and to collect handouts for you.

Deadlines:

If you are late in submitting a course requirement, the grade for the assignment will be reduced by 1 (on a 4-pt. scale). Please inform me *at the beginning of the semester* if you have problems meeting a deadline. You are expected to submit assignments on the day they are due (see course schedule for due dates).

Capalbo, Linda

From: McKamey, Corinne
Sent: Wednesday, March 02, 2011 3:30 PM
To: Capalbo, Linda
Subject: 513 checklist
Attachments: Unit Plan Checklist.doc

Hi Linda,

Here is the "Unit Plan Checklist" that I used as a guide to score students' projects in 513. I based this checklist on the one that Greg had developed in the previous syllabus.

The actual prompt was never written down, but we discussed and shaped the prompt for the project as a class. The prompt really had five components:

513 Final Project Prompts:

1. Use a backwards planning approach to develop a unit plan relevant to a specific school context and grade level (this means develop the big idea and final performance assessment first before constructing the rest of the unit).
2. Describe what theoretical frame or your own beliefs about curriculum and instruction informed your constructing this unit.
3. Pilot part or all of the unit plan in your teaching practice this semester.
4. Using student work, formative assessments, or critical incidents collected during unit plan implementation, reflect upon and make improvements/changes to the unit plan.
5. Serve as a critical friend and respondent to other students in the class as they make progress on their projects.

I'll work on the syllabus in the next week or so.

Corinne