

Assessment to Enhance Teaching and Learning

GRADES K–12

GRADUATE CREDIT: 3 SEMESTER HOURS

Effective assessment incorporates standardized testing not only to measure what students learn but also *how* students learn. This course uses an Understanding by Design® (UbD) framework—also known as “backward design”—through which educators learn to design assessments that encourage students to monitor their own progress. Educators also learn how to use diagnostic, formative, and summative tools to help improve student learning. Then, they apply these techniques to a unit from a current lesson plan or to a new unit that they design, thus gaining a tool to use immediately in the classroom.

This course is designed for K–12 classroom teachers, lead teachers, department chairs, instructional coaches, curriculum coordinators/developers, and administrators.

COURSE TOPICS

- Understanding by Design®
- Assessment principles and practices
- Learning goals and assessment methods
- Diagnostic assessment
- Formative assessment
- Summative assessment
- Designing performance tasks
- Rubrics
- Pencil-and-paper assessments
- Types of assessment data
- Using data to inform instruction
- Communicating results
- Dispelling misconceptions and overcoming obstacles
- Planning instruction

COURSE OUTCOMES

By the end of the course, educators will:

- Create an analogy and describe a scenario, each illustrating the principles of effective assessment.
- Match units' learning goals with appropriate assessment methods.
- Describe how a balanced assessment plan promotes student learning and compare this contemporary view with historical perspectives on assessment.
- Design assessments that encourage students to monitor their own learning and progress.
- Design and implement pre-assessments (diagnostic assessments) for a particular unit.
- Develop two or more formative assessments for a particular unit.
- Align performance task descriptions to standards and explain how these performance tasks prepare students to succeed on standardized “high-stakes” tests.
- Design an authentic performance task that allows students to demonstrate enduring understandings and use of 21st century skills.
- Collaborate with colleagues outside the online classroom to develop a rubric for the Assessment Photo Album Course Project and to engage in peer review of rubrics.
- Design a rubric for a performance task.
- Analyze characteristics and conditions that may result in test bias.
- Design paper-and-pencil assessments based on content knowledge in a unit.
- Analyze classroom assessment data, generate pertinent questions, and make instructional recommendations based on the data.
- Design a balanced assessment plan and use a presentation tool for an overview of how student learning will be assessed in a unit.
- Examine grading and reporting practices and suggest possible improvements.
- Evaluate and revise their current approach to grading and provide a rationale for their revised grading system that students, parents, and colleagues can understand.

ASSESSMENT TO ENHANCE TEACHING AND LEARNING

METHODS OF ASSESSMENT

This course provides numerous opportunities to apply research-based concepts and theory to practical teaching situations. Assessment is conducted in the following ways:

- **Essential Questions.** In this course, each section's assignment begins with one or more Essential Questions to help focus educators' learning.
- **Activities** are short assessments that help educators explore concepts and make connections between the content and their teaching practice. Some activities are ungraded but serve to prepare educators for other graded assignments. Any ungraded activities are clearly marked as such.
- **Study Team Discussions (print & DVD) or Discussion Summaries (online)** allow educators to share ideas about the course content with other teachers, then ask them to analyze and summarize the discussion, and then describe how their understanding of the topic has been enhanced or expanded.
- **Professional Interactions** offer educators an opportunity to apply course concepts in a collaborative way. Educators will be asked to summarize their experience and analyze how their understanding of the concepts has been expanded or enhanced.
- **Applications** assist educators in applying the theories, concepts, and strategies to their teaching practice.
- The **Course Project** is a compilation of assignments educators will complete as they progress through the course. The assignments related to the Course Project are indicated in each section. At the conclusion of the course, educators will submit the entire Course Project.
- **Quizzes** provide educators with instant feedback (online only) on their understanding of the course material. There are quiz questions following each section of the course.
- The **Final Reflection** requires educators to synthesize the content and reflect on their key learnings throughout the course.

COURSE MATERIALS AND FORMAT

Course texts, websites, and journal articles help facilitate learning and transfer theory into practice. Video programs feature interviews with nationally recognized education experts. Classroom scenes provide a view into the classrooms of master teachers who demonstrate the strategies taught in the course. This course is offered in two distance-learning formats: print & DVD and online. Educators select one format when they enroll.

PRINT & DVD FORMAT

Educators in the print & DVD version of the course receive printed materials to facilitate their learning. This version of the course requires educators to form a study team. The educator must have at least one study partner or peer coach, preferably another educator, to complete activities, engage in discussion, and seek feedback. It is not necessary that the study partner be enrolled in the course. Educators enrolled in the print & DVD version should have Internet access in order to connect with the many websites that are offered as learning resources. Assignments are submitted via email. The print & DVD course includes:

- The print study guide:
 - *Assessment to Enhance Teaching and Learning*
- The DVD:
 - Laureate Education, Inc. (Executive Producer). (2004). *Assessment to enhance teaching and learning*. Baltimore: Executive Producer.
- The course textbook(s):
 - Reeves, D.B. (ed.). (2007). *Ahead of the curve: The power of assessment to transform teaching and learning*. Bloomington, IN: Solution Tree Press.
- The other required readings

ONLINE FORMAT

Educators in the online version of the course access the course content via an online classroom. The course textbook is shipped to educators, but the video programs and other resources are available within the online classroom. Educators are expected to engage in collegial exchange through professional interactions. Assignments are submitted through the online classroom. The online course includes:

- Access to the online classroom for:
 - Assessment to Enhance Teaching and Learning
- Access to the video programs in the online classroom as well as a backup DVD:
 - Laureate Education, Inc. (Executive Producer). (2004). *Assessment to enhance teaching and learning*. Baltimore: Executive Producer.
- The course textbook(s):
 - Reeves, D.B. (ed.). (2007). *Ahead of the curve: The power of assessment to transform teaching and learning*. Bloomington, IN: Solution Tree Press.
- Access to the other required readings

SYSTEM REQUIREMENTS FOR ONLINE COURSE FORMAT:

- Operating system for PC: Windows® XP, Windows Vista®, or Windows® 7
- Operating system for Mac®: OS X or higher
- Processor: 1 GHz, 32/64 bit or higher
- Memory: Minimum 512 MB of RAM; 1 GB recommended
- Browser: Microsoft Internet Explorer® 6.0 or higher; Firefox® 3.6 (also for Mac®: Apple® Safari® 4 or higher)
- Internet connection: Broadband (DSL, cable modem, or similar) required
- Software: Microsoft Word®, Adobe® Flash® Player 7 or higher (free), Adobe® Acrobat® Reader® version 8 or higher (free)
- Monitor resolution: 1280 x 800 pixels or higher

Note: If you are using a Macintosh®, please be sure to download Mozilla® Firefox® 3.6. It's free, and the download should take only a few minutes at www.mozilla.org.

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- Mozilla and Firefox are registered trademarks of the Mozilla Foundation.
- Adobe, Flash, and Acrobat Reader are registered trademarks of Adobe Systems Incorporated in the United States and/or other countries.

EDUCATION EXPERTS

Ellen Goldring, Ph.D.

Dr. Ellen Goldring is a professor of education policy and leadership in Vanderbilt University's Peabody College. She is also a member of the Task Force on Developing Research in Educational Leadership, co-sponsored by the American Educational Research Association, the Laboratory for Student Success, and the University Council for Educational Administration. In addition to more than 60 journal articles and book chapters, she has published two books: *Principals of Dynamic Schools: Taking Charge of Change* (co-author, 2000) and *School Choice in Urban America: Magnet Schools and the Pursuit of Equity* (co-author, 1999). She has also served as the co-editor of *Educational Evaluation and Policy Analysis* and on numerous editorial boards, commissions, and design teams. Her research focuses on understanding school reform that connects families, communities, and schools. She emphasizes the changing role of school leaders in complex community and organizational contexts.

Jay McTighe, M.Ed.

Jay McTighe has had a rich and varied career in education. He served as director of the Maryland Assessment Consortium, was involved with school improvement projects at the Maryland State Department of Education, and coordinated statewide efforts to develop instructional strategies, curriculum models, and assessment procedures for improving the quality of student thinking. He is co-author of *Assessing Learning in the Classroom*, *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model* (1993), and *Understanding by Design* (2005).

Richard Stiggins, Ph.D.

Dr. Richard Stiggins is the founder and president of the Assessment Training Institute in Portland, Ore., a company devoted to helping educators balance classroom and standardized assessments and to supporting teachers as they face the challenges of day-to-day classroom assessment. Dr. Stiggins has worked with the American College Testing program to create a guide that helps teachers align what they teach with the content covered by the ACT test. He has published numerous articles and is the co-author of *But Are They Learning? A Commonsense Parents' Guide to Assessment and Grading in Schools* (1997) and author of *Student-Involved Assessment for Learning* (2004).



ABOUT CANTER

Canter, a subsidiary of Laureate Education, Inc., is committed to serving the educational community with high-quality, graduate-level courses that blend research-based theory with practical strategies. Canter began with one groundbreaking guide on managing behavior in the classroom and, more than 35 years later, has helped more than 300,000 educators address the most critical issues in education while advancing their careers.

FOR MORE INFORMATION

For more information about Canter graduate-level courses, visit www.Canter.net or call 1-800-669-9011.

ABOUT OUR PARTNERSHIP

Canter offers its courses in partnership with Walden University, allowing you to benefit from Canter's quality curriculum in a self-paced format, while earning graduate credit from a leading accredited university.* The course curriculum is developed and designed by Canter in collaboration with national education experts, while graduate credit is granted through Walden University, which assesses student work. Credit may be applicable for certification renewal and/or salary advancement.[†] Course credit may be transferable with prior approval from the university providing your advanced degree or planned program.

Walden University

The Richard W. Riley College of Education and Leadership at Walden University is a **National Council for Accreditation of Teacher Education (NCATE)**–accredited college dedicated to enhancing educator effectiveness. As a recognized standard of excellence in professional education for the preparation of teachers, administrators, and other pre-K–12 school professionals, NCATE accreditation ensures the college has met rigorous national standards set by the profession and members of the public.

The college, named for the former Secretary of the U.S. Department of Education, was identified by *U.S. News & World Report* as having the largest online graduate program in education by enrollment (May 2010). Walden students were awarded the fourth most TEACH Grants to students nationwide in 2010–2011, according to the U.S. Department of Education. The choice of more than 53,000 students and alumni, including more than 80 state teachers of the year, the college is also a proud partner of the National Education Association (NEA) Academy and a year-round sponsor of the National Association for the Education of Young Children (NAEYC).

Walden University is accredited by The Higher Learning Commission and a member of the North Central Association, www.ncahlc.org. Canter and Walden University are both subsidiaries of Laureate Education, Inc.

*Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at 1-360-725-6275 or prof.educ@k12.wa.us to determine whether Walden's programs in the field of education are approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

[†]It is each student's responsibility to check with his or her state/district and evaluate and understand any requirements related to the use of individual courses for any purpose.