

Baker University School of Professional and Graduate Studies Continuing Education Syllabus

Syllabus Template for Cooperative Partnerships

Course Name: Intel Elements: Assessment in 21st Century Classrooms

Dates: 1/24/11 - 2/18/11

Time: 5 online hours a week for 5 weeks

Credit Hours: 2 credit hours

Location: USD 385 Technology Training Lab and Online **Instructor (master's degree required):** Dyane Smokorowski

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Title: Instructional Technology Specialists

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Course Description: Using specific classroom scenarios, teachers take an in-depth look at assessment that meets the needs of 21st Century Learners. Throughout the course, teachers consider their own teaching practice as they examine assessment strategies that focus on higher order thinking skills, differentiated learning, and student-centered projects. Planning and project design modules guide teachers through organizing the curriculum, the classroom, and students for successful 21st century projects. The assessment module demonstrates strategies for assessing students' 21st century skills throughout an open-ended project. The course offers opportunities to apply the PBL concepts with action planning exercises.

Course Objectives: At the end of this course, teachers will be able to...

- 1. Apply new knowledge from pedagogy discussions
- 2. Develop an Action Plan for incorporating effective assessment strategies
- 3. Apply new skills in a classroom setting
- 4. Integrate technology effectively into other classroom activities

Textbook/Materials: Intel Teach's Project Based Approaches Manual

Content Outline:

Each workshop will follow: pedagogical discussions, think-pair-share activities, cooperative learning, researching, blogging, lesson planning, and reflection.

Module 1: 21st Century Learning

In this module, participants consider the 21^{st} century skills students need to excel in a changing world. They will take an in-depth look at 21^{st} century classroom and how the 21^{st} century skills are assessed through the NETS*S.

Outcomes:

- 1. Introduce the elements of a 21st Century Classroom
- 2. Analyze the role that 21st century skills play in learning
- 3. Review assessment approaches that enhance achievement in a 21st Century Classroom

Lesson 1: 21st Century Classrooms

Lesson 2: 21st Century Skills in the classroom

Lesson 3: 21st Century Assessment Practices

Lesson 4: Module Review

Module 2: Assessment Strategies

Lean how assessment purposes define assessment practice and how different methods and instruments meet those purposes. Explore effective rubrics to assess 21st Century skills.

Outcomes:

- 1. Analyze how changing assessment practices meet 21st century demands
- 2. Compare and contrast multiple purposes, methods, and instruments for assessment

Lesson 1: Assessment Purposes

Lesson 2: Assessment Methods

Lesson 3: Focus on Rubrics

Lesson 4: The Assessing Projects Library

Lesson 5: Module Review

Module 3: Assessment Methods

Look at how assessment methods can be used for various assessment purposes as part of regular classroom activities. Learn how assessment methods can enhance teaching and learning.

Outcomes:

- 1. Determine how integrating assessment methods throughout the learning cycle engages students and enhances teaching and learning
- 2. Explore ways to make assessment part of the teaching and learning cycle in your own classroom.

Lesson 1: Assessment Strategies for Projects

Lesson 2: Assessment of 21st Century Skills

Lesson 3: Assessment Planning

Lesson 4: Grading Projects
Lesson 5: Module Review

Module 4: Assessment Development

Develop an Assessment Plan and create assessments to meet standards, 21st century skills, and objectives for a unit or project.

Outcomes:

- 1. Analyze how effective planning of assessment strategies help ensure students are learning the intended outcomes
- 2. Create an assessment plan that includes 21st century skills
- 3. Explore how and why different assessments are used before, during, and after a unit
- 4. Develop assessments to meet a planned unit's standards and objectives

Lesson 1: Important Learning Goals

Lesson 2: Assessment Plan

Lesson 3: Assessment Instruments

Lesson 4: Module Review

Module 5: Assessment in Action

Learn ways to schedule and track ongoing assessment that supports students as they transition to new assessment practices. Use assessment data to guide reflection, set goals, plan instruction, and provide input for grading purposes.

Outcomes:

- 1. Analyze assessment activities and data that can be managed by establishing routines, creating support resources, and determining a grading system.
- 2. Analyze how assessment data is used to guide reflection, set goals, plan instruction, and provide input for grading purposes.
- 3. Create resources to support peer and self-assessment
- 4. Schedule and integrate assessment into existing classroom activities
- 5. Create resources to help manage, track, and grade assessments

Lesson 1: Student Roles in Assessment

Lesson 2: Self-Assessment

Lesson 3: Assessment Management Lesson 4: Use of Assessment Data

Lesson 5: Grading in a 21st Century Classroom

Lesson 6: Module Review

Evaluation:

Participants will attend required days. As a final project, each teacher's Assessment Plan will be graded with a rubric created by Intel. The portfolios will be assessed on the following areas: higher order thinking skills, integration of technology, student learning, plan implementation, and student assessment/evaluation. Each category will receive an "Excellent", "Fair", or "Poor" rating.

Using the rubric below, grades will be assigned as follows:

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Letter Grade	Criteria
A	Action Plan scores "Excellent" in all categories
В	Action Plan scores "Excellent" to "Fair" in all categories
С	Action Plan scores "Fair" in all categories
D	Action Plan scores "Fair" to "Poor" in all categories
F	Action Plan scores "Poor" in all categories
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The technology in my Action Plan deepens my students' understanding of important concepts, supports higher-order thinking skills, and develops their lifelong skills. The technology enhances student learning, increases productivity, and promotes creativity.

The technology in my Action Plan is age appropriate and meets the diverse needs of all my students.

The use of technology enhances my Action Plan by creatively supporting and developing students' research, publishing, collaboration, and communication skills.

The technology used in my Action Plan is reasonable and feasible given the specific circumstances of my teaching situation. The technology in my Action Plan helps my students understand concepts and develop skills. The technology enhances student learning, increases productivity, or promotes creativity.

The technology in my Action Plan is age appropriate and shows that I have considered the diverse needs of my students.

The use of technology enhances my Action Plan by supporting and developing students' research, publishing, collaboration, and communication skills.

The technology used in my Action Plan is reasonable although somewhat difficult given the specific circumstances of my teaching. The technology in my Action Plan seems to be added without much thought to how it supports and deepens student skills and understanding.

The technology in my Action Plan is not age appropriate at times and I have not adequately considered the diverse needs of my students.

The use of technology in my Action Plan is limited to supporting students' research, publishing, collaboration, or communication skills.

The technology used in my Action Plan takes a great deal of effort on my part. My Action Plan could be taught more effectively without this current use of technology.

The technology in my Action Plan is not age appropriate and I have not considered the diverse needs of my students.

My Action Plan does not take advantage of research, publishing, collaboration, or communication capabilities.

Given the specific circumstances of my teaching situation, the technology used in my Action Plan is not feasible.

The work my students complete in this unit is authentic, meaningful, and resembles the kinds of work people do in real life.

My Action Plan clearly addresses standards and requires thorough and deep understanding of important concepts, the proficient exercise of 21st century skills, original thinking, and connecting concepts within or across disciplines.

My targeted learning objectives are clearly defined, well articulated, derived from standards, and supported by the Curriculum-Framing Questions.

My Action Plan requires students to thoroughly and deeply answer the Curriculum-Framing Questions in meaningful and insightful ways.

My Action Plan takes diverse learners into consideration and provides welldefined and thoughtful accommodations. The work my students complete in this unit is meaningful and has elements that resemble the kinds of work people do in real life.

My Action Plan clearly addresses standards and requires deep understanding of concepts and the exercise of lifelong skills.

My targeted learning objectives are defined, derived from standards, and supported by the Essential and Unit Questions.

My Action Plan requires students to answer the Curriculum-Framing Questions in meaningful ways.

My Action Plan provides some accommodations to support a diversity of learners. The work my students do in this unit has a few elements that resemble the kinds of work people do in real life.

My Action Plan addresses some standards, but requires little understanding of concepts or the use of 21st century skills.

My targeted learning objectives are not clearly defined, but they relate to standards and are moderately supported by the Essential and Unit Questions.

My Action Plan requires students to answer the Curriculum-Framing Questions in superficial ways.

My Action Plan supports some learning styles but does little to support any special needs. The work my students complete in this unit does not resemble authentic work in a discipline in any way.

My Action Plan does not address standards in meaningful ways and can be completed with only superficial understanding of concepts and application of skills.

My targeted learning objectives are vague, unrelated to standards, and not clearly supported by the Essential and Unit Questions.

My Action Plan does not require students to answer the Curriculum-Framing Questions.

My Action Plan does not provide any accommodations to support multiple learning