

Adolescent Development & Student Learning 01.502(201)

This course provides an overview of adolescent development issues and classroom assessment practices. Adolescent development is examined through research into major theorists in developmental psychology: Piaget, Vygotsky, and Erikson and consideration of developmental contexts such as English language learners and adolescent health issues. Principles of measurement and evaluation are examined through a focus on classroom assessment surveying traditional and emerging practices. Students become acquainted with practical ideas and strategies for successfully incorporating assessment into their classroom teaching and with criteria for judging the validity and reliability of the various assessment techniques.

As a result of course work students will:

- understand adolescent development issues and their implications for effective teaching
- understand the range of assessment techniques that contribute to effective teaching
- select methods of assessment appropriate to the age, development, and characteristics of students
- match teaching objectives and content with relevant assessment approaches and instruments
- interpret and communicate assessment results accurately and ethically
- analyze personal values and beliefs as they influence teaching practices

The Graduate School of Education's commitment to its guiding theme, "Education for Transformation" produces graduates who:

- demonstrate excellent knowledge, judgment and skill in their professional fields;
- promote equity of educational opportunity for all learners;
- collaborate with other educators, parents, and community representatives to support educational excellence;
- use inquiry and research to address educational challenges.

This course seeks to emulate and model these traits through class activities, carefully selected readings, and practical project assignments.

READING:

Airasian, Peter, (2008). *Classroom Assessment 6th ed.*
McGraw-Hill. Boston. Website: <http://www.mhhe.com/airasian5e>
Association for Supervision and Curriculum Development (ASCD).
Alexandria, VA

Journal: "Educational Leadership" Access through UMass Lowell Libraries
Additional Articles and Handouts in Class. Online work and postings.

Adolescent Development and Student Learning

COURSE SESSIONS: Spring 2012

01.502 (201)

#1 Thurs January 26 Introduction

#2 Thurs February 2 Early Assessment, Lesson Planning, and Instructional Objectives

Read: Airasian, Ch 1, 2, 3

Read: Journal Article #1 "Reach Them To Teach Them"

Questions Packet in-class handout

Due: Bring Draft Lesson Plan to class

Due: Two-Pager: "Article #1" (Reach Them To Teach Them)

#3 Thurs February 9 Assessment During Instruction

Read: Airasian, Ch 4 & Ch 6

Case Study #1: Karen Lee of Ch 5 (select two pager due)

In-class: MCAS Open Response Questions, Interpretive Exercises

Mini-Lesson on Educational Psychologist

Due: Draft Test Items based on Airasian Chapters 1,2,3,4,6 (5 items)

Draft Test Items based on your Unit Test (5 items)

Due: Lesson Plan Project (with 10 pre-scripted questions)

#4 Thurs February 16 Paper and Pencil Test Construction

Read: Airasian in Ch 7 Pp 174-176 & 185-189

Case Study #2: Elizabeth Rhodes of Ch 7 (select two pager due)

Mini-Lesson on Educational Psychologist

Due: Draft Test Items (5) based on your Unit Test (2 MCAS Open Response Types, one Interpretive Exercise, and two supply)

#5 Thurs February 23 Test Construction cont. (ONLINE)

Due: Paper & Pencil Test Project

Online Forum

#6 Thurs March 1 Test Construction cont.

Case Study #3: Scott Donovan of Ch 8 (select two pager due)

Mini-Lesson on Educational Psychologist

Introduction to Performance Assessment

#7 Thurs March 8 Performance Assessments

Read: Airasian, Ch 8

Read: Journal Article #2 and read online discussion

In-class activity: Performance Assessment Handouts

Mini-Lesson on Educational Psychologist

SPRING BREAK

#8 Thurs March 22 Performance Assessments (cont); Grading Students

Read: Airasian, Ch 9

Read: Journal Article #3

Mini-Lesson on Educational Psychologist

Due: Performance Assessment Project

#9 Thurs March 29 Grading Students

Case Study #5: Leigh Scott of Ch 9 (select two pager due)

Mini-Lesson on Educational Psychologist

#10 Thurs April 5 Grading Students (cont); Standardized Tests

Read: Airasian, Ch 10

Case Study #6: Sarah Hanover of Ch 10 (select two pager due)

In class: Open House Plan, Parent Conference Agenda.

Mini-Lesson on Educational Psychologist

#11 Thurs April 12 Using Technology for Classroom Assessment

Mini-Lessons on using technology.

#12 Thurs April 19 ONLINE TBA

Due: Course Overview and Grading Policy

Online Forum

#13 Thurs April 26 The Grading Debate

#14 Thurs May 3

Mini-Lesson on Educational Psychologists

Each day an assignment is late will result in -10 points on that assignment.

Table of Assignments**Spring, 2012****01.502 (201)**

Session # Airasian Reading	Due for All: Core Assignments	Due Mini- Lesson on Educational Psychologist	Due (select): Case Studies Two-pagers	Due (select): Journal Articles
#1 Intros & Orientation				
#2 Ch 1, 2, 3 Lesson Plans	Two-pager/ Lesson Plan Draft			#1 Reach Them To Teach Them
#3 Ch 4&Ch6 Instructional Assessment & Tests	Lesson Plan Ten Test Items for in-class	Erikson	Karen Lee Online Ch 5	
#4 Ch 7 Pp 174-176 & 185-189 Tests	Five Test Items for in-class	Piaget	Elizabeth Rhodes Online Ch 7	
#5 No Ch	Pencil-Paper Test Project w/online forum			
#6 No Ch Tests cont. & Perf. Assess.		Vygotsky	Scott Donovan Online Ch 8	
#7 Ch 8 Performance Assessments		Gardner		#2 Assessment Through the Student's Eyes
SPRING	BREAK			
#8 Ch 9 Perf. Assess. & Grading	Performance Assess. Project	Bloom		#3 Grading To Communicate
#9 No Ch		Skinner	Leigh Scott Online Ch 9	
#10 Ch 10 Standardized Tests		Maslow	Sarah Hanover Online Ch 10	
#11 Using Technology in the Classroom	All students will present on a technology used for classroom assessment.			TBA
#12 No Ch	Due: Course Overview & Grading Policy Online Forum			TBA
#13 No Ch	Debate			TBA
#14 No Ch		Dewey		TBA

Each day an assignment is late will result in -10 points on that assignment.

**UNIVERSITY OF MASSACHUSETTS LOWELL
GRADUATE SCHOOL OF EDUCATION
ACADEMIC COURSE GRADES**

Grade	Points	Description
A+	99-100	Work of the highest professional standard demonstrating independent and exemplary performance. Worthy of professional publication.
A	96-98	Excellent work demonstrating independent high quality performance
A-	90-95	Very good work indicating consistent and careful thought and attention to the task but requiring some areas of improvement
B+	85-89	Good work carefully executed for the most part yet requiring several areas of improvement
B	80-84	Work of graduate standard but omissions exist or careful analysis is not evident
B-	75-79	Effort is evident but work indicates lack of understanding of the demands of the task
C+	70-74	Poor quality work with little attention to detail and the demands of the task
C	65-69	Work of very poor quality indicating no understanding of the depth of analysis required

Note: Numerical points are used internally during the semester by the instructor but are not reported on official transcripts that include letter grades only. More than one excused absence will affect the final grade.

GRADE WEIGHTING FOR THIS COURSE

- 5% Two-page Paper: "Journal Article"
- 10% Online analysis and participation in panel discussion of case study or journal article.
- 15% Lesson Plan Assignment
- 15% Paper-Pencil Test Project
- 15% Performance Assessment Project
- 15% Course Overview and Grading Policy
- 15% Mini-lesson on Educational Psychologists.
- 10% Class Preparation and Participation
(Class preparation and participation, attendance and punctuality, Journal articles through online work and posts, mini-lessons on technology etc.)

Assignment sheets and assessment lists for major assignments will be available on class website.

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Assignment: Journal Articles

During the semester we'll be reading and reacting to selected articles in the journal "Educational Leadership." The articles tend to be short and reality based—many written by school leaders and teachers with coauthors who are university people or educational consultants.

"Educational Leadership" is the Journal of the Association for Supervision and Curriculum Development. This is one of the oldest and largest educational professional organizations in our country. Just about every principal I know is a member of this organization. Many school people regularly attend the ASCD annual convention or other professional institutes they sponsor on various topics across the country. With membership comes the subscription to their monthly journal, Educational Leadership. Most schools have copies of the journal available.

In selected weeks we'll read assigned articles in particular issues and consider them "online" at the course website and refer to them in class. Selected students will write an online response reacting to the article. These students will post these online by Tuesday evening and the rest of us will read and respond to stimulate thinking and launch deeper examination of the article.

The one-page reaction paper should be thoughtfully focused and address these questions:

1. For you, what was the most powerful idea(s) in the article (describe at least one; not more than 2)? Use brief quote(s) from the article to clearly identify the idea.
2. How do these ideas currently apply to your specific work or school (or your future teaching)? Describe an example of how you see them applying: a person, a program, an event, an anecdote, an assignment, a teaching strategy, an opportunity?
3. What question(s) do you have for the author?

Our purpose here is to expand our bank of ideas, concepts, and aspirations about our "teaching" and examine these in a context of "real life" applications.

Each response will also require a follow up panel discussion in class on the topics covered in the case study.

As with all writing assignments, you must follow the rules of standard written English. Each mistake in spelling capitalization, punctuation, sentence structure or grammar will result in -5 points. Each day an assignment is late will result in -10 points.

Accessing “Educational Leadership”

You can access (as a registered student) the “Educational Leadership” journal through the UMass Lowell Library online to read and print the different articles. Here’s how you do it.

1. Go to our home page www.uml.edu
2. Click on “Libraries” in the top horizontal menu bar
3. In the Libraries page, click on “Off campus users start here” if you are not on campus and follow directions to “enter user name and password”
User name= your UML email address
Password= your UML email password
5. Once on the library home page, click on “articles” in left menu column
6. Then click on “e journals”
7. Then go upper right to find (search). Enter “Educational Leadership”
8. Then see “Educational Leadership, Journal of the Association for Supervision and Curriculum Development” and select “Academic Search Premier 1974-present”
9. Then click on the appropriate year and finally select the monthly journal you need (eg April, 2005)
10. There you have it. You may be able to discover a shortcut but this is the path I take.

Selected Articles from the Journal “Educational Leadership”

Journal of the Association for Supervision and Curriculum Development (ASCD)

	Issue	Article Title	Page
#1	April, 2005	Reach Them To Teach Them	8
#2	May, 2007	Assessment Through the Student’s Eyes	22
#3	Nov, 2005	Grading To Communicate	61

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Assignment: Case Study Analysis

Background:

Case Study Analysis is an educational tool that aims to simulate “real-life” situations and dilemmas faced by practitioners. Thus, cases bring into the university classroom the situational decision-making and problem solving required of teachers in actual school environments.

During this semester we will all read five “Case Studies” (from the Airasian website or handouts) in which teachers deal with difficult issues and challenges. Each of these cases reads like a story and leaves the main character (and us) at the end of the story facing a dilemma and decision point. Thus it invites us to explore “real life” teaching situations. So, you will need to put yourself into the story as though you are the main character and try to make sense of it.

We will discuss these case studies in class and for each time we do, selected class members will be assigned to write a two-page, “Case Analysis.” We will use these two-pagers in class to “launch” the discussion and they will be submitted to the instructor. So, everyone reads all the cases and prepares to discuss them. But, you will be asked to write only one two-pager on one of the cases during the semester.

Procedure:

Write a response online and post it by Tuesday night prior to the class when it’s due.

Give your response a “title.” Your response should address the following questions:

1. What do you see as the central issue (from your perspective) that is driving the situation; also describe any additional satellite issues?
2. What are some specific, plausible options for action (and possible implications) the main character in the case might take in the situation as described as the story closes?
3. What is “your decision?” Describe what you would do if you were the main character in the situation at the close of the case.
4. If you could rewrite this case story, what would you have the main character do differently and why?
5. What themes from this story relate to your experiences as a teacher or student?

Each response will also require a follow up panel discussion in class on the topics covered in the case study. As with all writing assignments, you must follow the rules of standard written English. Each mistake in spelling capitalization, punctuation, sentence structure or grammar will result in -5 points. Each day an assignment is late will result in -10 points.