

ADVANCED INSTRUCTIONAL DESIGN AND ASSESSMENT (EDME 503)
SPRING 2014

Professor: Jennifer L. Fisler, Ed.D.

Email: JFisler@messiah.edu

Office and Phone: Boyer 408,
717-796-1800 x6715
717-514-2755 (cell phone)
Office Hours: Mondays 3:30-4:30 PM or by appointment

Faculty Availability

Contact: I will be checking in on the course several times per day (unless otherwise notified). I am also very willing and happy to communicate individually with students as needed. Please contact me via email if your question is of a personal nature. If you have questions about the course (assignments, dates, expectations, etc.) please post them on the General Course Discussion so that everyone can benefit from the answers. If you contact me individually, my commitment is to respond to you in 24 hours or less.

Faculty Expectations of Students

Course Materials: Class Notes, PowerPoints, Videos, etc. will be available in Canvas. PPTs may include videos, voice recordings and/or additional requirements for the week. At the beginning of each week, I will post an announcement that will give an overview of your requirements for that particular week. Also, be sure to read through the entire course schedule so you can plan ahead for assignments.

Announcements: Please make sure that you read the announcements every time you log in to the course or have your notifications set to receive announcements on a frequent basis. These will be updated regularly with important course information.

Instructional Time: In an eight-week course, students will spend approximately 5.25 hours (on average) per week reading PPTs, watching the required videos, completing exams, as well as reading posts and submitting posts online in the Discussions (roughly equivalent to classroom time). Additional time will be required for text reading and assignment completion (roughly equivalent to graduate level out of class work time).

Asynchronous/Synchronous learning: This course will require primarily asynchronous learning, which means that students can work independently at their own pace within certain schedule constraints/limitations. At least four synchronous learning experiences (via Adobe Connect) will be scheduled during this eight-week course (see course schedule). Students will be required to log on simultaneously so that the class can discuss the topic together. You should perform a systems check with our student computer services office prior to your first session to make sure your equipment is functioning properly.

I will also be holding online “office hours” during which time I would be happy to talk on the phone, via the chat tool in Canvas, on Skype or in whatever way may be most convenient.

Course Description:

Students extend their instructional planning and assessment skills by applying a systems model of instructional design that is founded on research-based learning theories and includes alignment of learning goals with academic standards and assessments. Emphasis on thinking and decision-making processes necessary for developing instruction and evaluating the achievement of learning goals in a range of learning environments and with a broad range of learners.

Program Objectives:

1. Analyze, evaluate, and respond to current trends and issues in education.
2. Use quality assessment data to inform instructional practices.
3. Analyze, critique, and develop effective curriculum.
4. Develop and apply varied assessment and instructional strategies that are firmly grounded in theory, research, and practice.

Course Objectives:

1. Develop instructional systems with valid relationships between goals, instructional strategies, and assessments;
2. Apply state and national curriculum standards to instructional planning and decision-making;
3. Apply and evaluate theories of learning and development, theoretical concepts and principles of assessment, instructional models, and relevant research evidence to instructional planning processes;
4. Select and evaluate technological resources to support instructional design processes;
5. Reflect on current trends and practices in teaching including one's own practice to identify effective and ineffective practices and improve where necessary.

Textbook and Other Course Materials (in APA format):

Required:

Popham, J. (2011). *Classroom assessment: What teachers need to know* (6th ed.). Needham Heights, MA: Pearson.

Brookhart, S.M. (2010). *Assess higher-order thinking skills in your classroom*. Alexandria, VA: ASCD.

Other readings as assigned. These are available in full text via the Messiah College library databases and/or the internet.



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Course Requirements:

Each of the projects in this course is connected to the others. The parts will be scored separately, but they are designed to be part of an integrated planning and assessment project.

Scoring rubrics for all assignments are available in Canvas. Please consult these rubrics before submitting your work.

A. Instruction and Assessment Project

Objectives assessed:

1. Develop instructional systems with valid relationships between goals, instructional strategies, and assessments;
2. Apply state and national curriculum standards to instructional planning and decision-making;
3. Apply and evaluate theories of learning and development, theoretical concepts and principles of assessment, instructional models, and relevant research evidence to instructional planning processes;
4. Select and evaluate technological resources to support instructional design processes;
5. Reflect on current trends and practices in teaching including one's own practice to identify effective and ineffective practices and improve where necessary.

Feedback—For Assignment A Parts I, II, and III only- after each assignment is submitted, the student will receive written feedback from the instructor and from one other student in the class. See due dates for the feedback on the course schedule.

Student pairs will be assigned by the instructor, but you may make a request if you have someone in mind with whom you'd like to work. Student feedback should be content-focused, constructive, and appropriately critical. The feedback you provide for another student will be part of the grade for your assignment.

You will need to make arrangements with your partner to swap project components to get feedback from each other. The best way to do this is to send the project to your partner right after you submit it to the course instructor.

The feedback for the Instruction and Assessment assignment from the instructor and from the student partner will be formative. A final grade for all parts will not be assigned until the final project is submitted.

PART I- Instructional Goals and Resources

- In this assignment you will write a set of 4-6 related (same general topic) instructional goals that represents at least three different levels on Anderson and Krathwohl's taxonomy. (see [Anderson and Krathwohl's Taxonomy](#))
- Label these goals according to the appropriate level of the taxonomy.
- Identify and describe two resources in [SAS](#) to support your instruction related to these goals. The resources you identify may or may not be directly related to your topic. For example, you might find a teaching strategy or manipulative that is illustrated for another topic, but that could be revised to work for your topic as well.

SELECT ONE or TWO of these INSTRUCTIONAL GOALS to use with the parts below.

PART II- Assessment

- Create a full assessment for one (or more if you want to assess goals simultaneously) of your goals.
- Your assessment must focus on **higher order thinking** (based on Brookhart) and follow the principles of **high quality assessment** (based on Popham).
- Your assessment will include **selected response** and **constructed response** tasks. The constructed response tasks must include a **scoring rubric**. You do not need to create an answer key for the selected response formatted items.

PART III- Instructional Plan

- For this part of the project you will write a comprehensive instructional plan for **one** of your instructional goals.
- Your instructional plan should follow the basic template provided in Canvas. If you prefer to use a template that is required by your school or district, that is fine, but it must address all of the components of the provided template (goal, assessment plan, pre-instruction, instruction, and post-instruction).
- You may use bullets to list and briefly describe each of the instructional activities you intend to use.
- The level of detail should be sufficient for a substitute teacher to follow the plan in your absence.
- You do not need to script the whole lesson, but you do need to script the higher order thinking questions.
- Your plan must incorporate an evidence-based practice and instructional technology.

PART IV- Reflection (due at the end of the course)

- The final part of your project is a **three-four page written reflection** on the instructional plans you have created. In this reflection, you will need to address the following issues:
 - the value/purpose of the goals you have selected (Why are these important for students to achieve?),
 - the rationale for your assessment procedures (How does this assessment procedure demonstrate reliability and validity and allow me to make useful instructional decisions?),
 - the rationale for use of technology and other evidence-based instructional strategies (What is the research base for this strategy? How does the technology support student learning?),
 - how these plans connect to or are disconnected from standardized testing practices (Will this instructional sequence support student achievement on standardized testing? If so, how? If not, why is it still important to teach?).

B. Discussion Posts

Objectives assessed:

1. Develop instructional systems with valid relationships between goals, instructional strategies, and assessments;



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2. Apply state and national curriculum standards to instructional planning and decision-making;
3. Apply and evaluate theories of learning and development, theoretical concepts and principles of assessment, instructional models, and relevant research evidence to instructional planning processes;
4. Select and evaluate technological resources to support instructional design processes;
5. Reflect on current trends and practices in teaching including one's own practice to identify effective and ineffective practices and improve where necessary.

The Discussions area is the place for class discussion. Typically, students find this to be one of the most engaging parts of the course as they have opportunity to read and respond to the ideas of others in the class.

Students will respond to open-ended prompts in Canvas. The initial prompt will be provided by the instructor and all students must post a response of a minimum of 300 words to that prompt. Please stick to this word limit—there is a skill to being concise.

All students are required to **read the initial posts** of each student. Students will also specifically and meaningfully respond to **two or more** of the posts of those who posted previously. Responses to other students' posts should be at least 150 words in length. This is a **minimum** standard for participation.

Students will be graded based on their use of appropriate course concepts and vocabulary, connections made with other students' posts, and connections made between course concepts and practical educational contexts. A strong forum post will make connections between course readings, between current course readings and past course readings, and/or between course materials and relevant professional experiences.

In your response to other students, focus on course content, make connections between what that student has written and course texts and/or your own professional experiences, and/or ask probing questions to solicit more information and reflection. In your own posts, be sure you are not repeating what has already been said without acknowledging that someone else has made the same or similar point. Responses to other students' posts are due on **Saturdays at 11:55 PM**.

Please use proper APA formatting for references in your Discussion Posts.

C. Group Discussions (Adobe Connect)

Objectives addressed:

1. Develop instructional systems with valid relationships between goals, instructional strategies, and assessments;
2. Apply state and national curriculum standards to instructional planning and decision-making;
3. Apply and evaluate theories of learning and development, theoretical concepts and principles of assessment, instructional models, and relevant research evidence to instructional planning processes;



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4. Select and evaluate technological resources to support instructional design processes;
5. Reflect on current trends and practices in teaching including one's own practice to identify effective and ineffective practices and improve where necessary.

The course will include four whole group synchronous discussions/presentations facilitated by the course instructor. Discussions will cover topics from the readings and from Discussion posts. Students will also present all or part of their assignments for feedback and information sharing during these sessions.

Discussion Participation. Students are expected to attend and participate in **at least three of the four** sessions. Please let the course instructor know if you are not going to be able to attend a session. These sessions will be recorded for later listening by those who are unable to attend. If you miss a session, you are expected to review the recording of that session.

If you are unable to attend at least three sessions, you may review the missed recordings and submit a 2-page essay response. This essay should be sent **via email attachment** to the course instructor by 11:55 PM on Wednesday following the Sunday Adobe Connect session.

D. Learning Modules

Objectives addressed:

1. Develop instructional systems with valid relationships between goals, instructional strategies, and assessments;
2. Apply state and national curriculum standards to instructional planning and decision-making;
3. Apply and evaluate theories of learning and development, theoretical concepts and principles of assessment, instructional models, and relevant research evidence to instructional planning processes;
4. Select and evaluate technological resources to support instructional design processes;
5. Reflect on current trends and practices in teaching including one's own practice to identify effective and ineffective practices and improve where necessary.

Each topic will include a PowerPoint module with comprehension monitoring and application questions included throughout the content. Students are required to review these modules and refer to relevant content in the Discussion posts.

E. Content Exams

There will be two exams in the course. These exams will not only be an opportunity for students and the instructor to assess the learning in the course, but will also allow for opportunities to discuss the role of assessment in providing feedback for student learning and improved instruction.

Grading

Students will be able to track their grades in Canvas.

Instructional Goals (Part I)	10 %	Assessment (Part II)	15 %
Instructional Plan 1 (Part III)	15%	Reflection (Part IV)	10%
Content Exam 1	15 %	Discussion Participation	5 %
Content Exam 2	15 %	Discussion Posts	15 %

A	93-100%	C+	77-79%
A-	90-92%	C	73-76%
B+	87-89%	F	Failure to meet expectations/requirements
B	83-86%		
B-	80-82%		

Extra Credit – No extra credit options will be provided.

Late Assignments – All assignments are due at 11:55 PM on the date indicated. Assignments are expected to be submitted on time. If you need to submit an assignment late, please notify the instructor in advance to make arrangements.

Missed Exams – Exams will be available online for a period of time. If you are not able to complete the exam within that window of time, please notify the instructor in advance to make arrangements.

Returned Assignments – Assignments will be returned to the student for review of the feedback and assigned grade. The assignment will include comments from the professor and an indication

of the basis for the grade assigned. If students have questions about the feedback or the grade assigned it is up to the student to contact the professor and set up a time to discuss the grade. Students may also ask for clarification about feedback or a grade through email to the professor within three days of receiving the grade for any assignment. All assignments will be reviewed, graded, and grades posted in the grade book one week from the due date.

Academic Integrity

The [Academic Integrity Policy for Graduate Students](#) is found in the graduate student handbook. Primary responsibility for knowledge of and compliance with this policy rests with the student.

Americans with Disabilities Act

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.

Library and Librarian Assistance

The Library is an obvious source of information for many of your class projects. Currently, Beth Mark is the specific library liaison assigned to the education discipline. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments as she is more than willing to help you. For her specific work schedule, contact her directly at BMark@messiah.edu or by calling (717)796-1800, ext. 3590. [Click here for resources and databases that relate to this field](#)

Writing Center

The [Writing Center](#) is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback (not editing) on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does NOT correct your grammatical errors, rewrite your sentences, or provide you with the specific points to support

your argument. Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

Hardware and Software Recommendations

Student [technology recommendations](#) are found on the Information Technology Services website. These guidelines have been put in place to best equip you to have an optimal technological experience in our online programs.

Technical Support for Students

[Technical support](#) is available to all students during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and through the College's Learning Management System.

Statement of Copyright Protection

The materials in this Messiah College course are only for the use of students enrolled in this course for purposes associated with this course and may not be further disseminated.

Statement of Confidentiality

Students may be asked to post written work and to engage in written dialog with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.

Course Schedule

- The course schedule is set up so that the Discussion Posts are always due on **Wednesdays at 11:55 PM**.
- Discussion responses to other students are due on **Saturdays at 11:55 PM**.
- Other assignments are always due on **Saturdays at 11:55 PM**.
- The four (five if needed) whole group Adobe Connect sessions will be on **Sundays at 8 PM**.

Week	Assignments	Hours		Learning Objectives
		IT	N-IT	
Week 1 3/16	Systems and Standards Connecting Assessment and Instruction			
	Reading Due	Academic standards www.pdesas.org (Get a PDE SAS account) Common Core Standards PA Core Standards Partnership for 21st Century Skills	3	1, 2
	Learning Modules	Intro to instructional systems and PDE SAS, ELPS PA ELPS PA ELPS training powerpoint	2.5	1, 2
	Adobe Connect Discussions	Sunday 3/16 8-9 PM Intros Syllabus Review Course Overview	1	1, 2
	Assignments Due	Get a PDE SAS account Discussion Post- Intro and SAS Wed. 3/19 Discussion Response Sat. 3/22	2	1, 2



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Week 2 3/23	Instructional goals and objectives Organizing instruction Assessment and instruction for learning Levels of learning				
	Reading Due	Marzano article- Communicating objectives to students Brookhart pg. 39-42 – Taxonomies of learning/thinking Popham Chapter 12- Formative Assessment		3	1, 3, 5
	Learning Modules	Writing clear goals, levels of learning, and aligning instruction and assessment	1.5		1, 3, 5
	Adobe Connect Discussions	None	1		1, 3, 5
	Assignments Due	Discussion Post- Assessment and instruction Wed. 3/26 Discussion Response Sat. 3/29 PROJECT: PART I Instructional Goals and Resources- DRAFT Sat. 3/29	2	4	1, 3, 5

Week 3 3/30	Principles of assessment				
	Reading Due	Popham Chapters 1-5 Principles of assessment		4	1, 3, 5
	Learning Modules	Foundational principles of assessment	1.5		1, 3, 5
	Adobe Connect Discussions	NONE			
	Assignments Due	Discussion Post- Principles of assessment Wed. 4/2	2		1, 3, 5
		Discussion Response Sat. 4/5		1.5	
Week 4 4/6	Objectively scored items Subjectively scored items				
	Reading Due	Popham Chapters 6-9 Creating assessments Tierney Rubrics article		4	3, 5
	Learning Modules	Writing assessment items Scoring assessment items- Rubrics	2		3, 5
	Adobe Connect Discussions	NONE			
	Assignments Due	Discussion Post- Critique of assessment, use of rubrics Wed. 4/9	2		1, 3, 5
		Discussion Response Sat. 4/12		4	
		PROJECT: PART II Assessment -DRAFT Sat. 4/12			
		Content Exam 1 Sunday 4/13	1.5		1, 2, 3, 5



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Week 5 4/13	Assessing Higher Order Thinking Skills (HOTS)				
	Reading Due	Brookhart- ALL		4	1, 2, 3, 5
	Learning Modules	HOTS	1.5		3, 5
	Adobe Connect Discussions	Sunday 4/13 8-9:30 PM Student presentations of Assessment	1		3, 5
	Assignments Due	Discussion Post- Higher order thinking Wed. 4/16 Discussion Response Sat. 4/19	2		3, 5
		PROJECT: Part II Student Feedback due Sat. 4/19	1.5		1, 3, 5
Week 6 4/20	Instructional Models- Evidence-based practices				
	Reading Due	Hackathorn article- Humor and learning Schmoker article Qatipi article Marzano (2012) How you use a strategy		4	3, 5
	Learning Modules	Evidence-based practices	1.5		3, 5
	Adobe Connect Discussions	None	1		3, 5
	Assignments Due	Discussion Post- Evidence-based practices Wed. 4/24 Discussion Response Sat. 4/26	2		3, 5
		PROJECT: Part III Instructional Plan 1 DRAFT due		4	



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Week 7 4/27	Instructional Activities Using Technology and Media				
	Reading Due	Livebinder Framework for 21st Century Learning Flipped Classroom Blair article Technology Standards		4	2, 4
	Learning Modules	Technology highlights	1.5		2, 4
	Adobe Connect Discussions	Sunday 4/27 at 8-9:30 PM Student Presentations of Instructional Plan Drafts	1.5		1-5
	Assignments Due	Discussion Post- Instructional Technology Wed. 4/30 Discussion Response Sat. 5/3	2		2, 3, 4
		PROJECT: Part III Instructional Plan 1 Student Feedback due 5/3		4	2, 3, 4



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Week 8 5/4	Standardized tests- uses and misuses				
	Reading Due	Popham Chapter 13-15 Teachers College Record Article Assessment and Accountability David article on Value Added Darling-Hammond Value-Added		4	1, 3, 5
	Learning Modules	Standardized tests	1.5		1, 3
	Adobe Connect Discussions	Sunday 5/4 8 PM (IF NEEDED)	1		5
	Assignments Due	Discussion Post- Standardized tests Wed. 5/7 Discussion Response Sat. 5/10	2		1, 2, 3, 5
		Content Exam II Sat. 5/10	1.5		1-5
		FINAL PROJECT -- REVISED (Parts I, II, III) and Part IV: All parts due Sat. 5/10		4	1-5
	TOTAL Time			42	51

IT= Instructional Time

N-IT= Non-instructional Time