I. COURSE NUMBER AND CREDIT: EDU 505 - 3 SH

II. COURSE TITLE: Using Teacher Assessment Data to Improve Teaching and Learning

III. COURSE DESCRIPTION: Participants will examine performance data on their own teaching as well as on their students to examine trends in their behaviors and achievement gaps (race, gender, socio-economic status, English as a Second Language, ability) in a core curriculum area, disaggregating data for subgroups, and deriving implications for their teaching to support student learning. Using GESA and other strategies, they will collect data on their own and each other’s teaching. They will develop an action plan based on this data for the academic year.

IV. PREREQUISITES: Acceptance in Project SMART.

V. JUSTIFICATION FOR COURSE: Recently the NYS Board of Regents passed new regulation mandating a statewide teacher and principal performance evaluation system that includes multiple measures of educator effectiveness, and which must include student achievement data as part of the assessment. The regulations will take effect during the 2011-2012 school year, and are required by legislation enacted last year to acquire Race to the Top federal funding. NYSUT, the teacher’s union has responded with a lawsuit. In this course we will critically examine the legislation and research about teacher assessment, dialogue about issues raised, and will compare various teacher assessment systems and rubrics.

This course is part of Project SMART, a year-round professional development initiative that provides on-going, sustained, collaborative, inquiry-oriented, standards-based experiences for teachers, pre-teachers, and college faculty. This course involves teacher teams in assessing/reflecting on/designing instructional and professional development activities on some aspect(s) of their teaching that relates to student achievement, inquiry, diversity, reflection, authentic learning, and social justice. Participants will include K-12 teachers from Oswego County schools, the Syracuse City schools, the Onondaga Nation School, and New York City schools, supported by higher education faculty.

VI. COURSE OBJECTIVES: As a result of taking this course, participants will be able to:
1. Examine recent research, policy, and practice on teacher assessment systems at the national, state and local level.
2. Develop an understanding of the research on teaching behaviors, attitudes, and beliefs that impact student achievement.
3. Utilize data collection strategies on their own and each other’s teaching to improve teaching and learning.
4. Compare and contrast various rubrics for assessing teaching, critically examining the underlying beliefs about teaching and learning.
5. Disaggregate performance data for subgroup performance on statewide and district assessments in a core curriculum area, and identify strategies for enhancing achievement of under-performing groups.
6. Based on analysis of data on student learning, plan, implement, and reflect on instruction and curriculum activities for the year in order to strengthen student learning in one or more core curricula areas.

VII. COURSE OUTLINE:

1. Study group teams share reports of academic-year instructional and professional development work, including rubrics for teacher assessment, data on teacher learning and student performance.
2. GESA facilitator training orientation (for new participants) or update (for continuing participants)—research, observation, facilitation skills around the five areas of disparity. For those already GESA facilitators—focus is on deepening facilitation skills, increasing repertoire of awareness activities about anti-bias teaching, and increasing knowledge about the research base for GESA.
3. Using Data Strategies, teams disaggregate data on teaching and student learning in one (or more) core curricular areas, examine and analyze samples of their practice to assess demonstration of effective teaching behaviors, and plan, implement, and reflect on curriculum and instruction activities to strengthen student learning in the area examined.
4. Teachers reflect and report on their own and student learning using the team action plan format, and formulate professional development goals and an action plan for the upcoming year.

VIII. METHODS OF INSTRUCTION: Readings, team discussion, data analysis, cross-district dialogues, team sharing.

IX. COURSE REQUIREMENTS: Each student will work on a team to (1) review, reflect on, and share the past year’s professional development activities; (2) learn more about Teacher Assessment systems and practices to support student learning (3) complete a team report on teacher performance and disaggregated student performance data and an action plan for curriculum, instruction, and professional development.

X. MEANS OF EVALUATION: 33% review, reflect upon, and share past curriculum, instruction, and professional development activities in light of new information; 33% planning for upcoming curriculum, instruction and professional development activities; 33% attendance and participation.

XI. RESOURCES: This course will place no additional demands upon the Department or the College. All costs for personnel and materials will be defrayed through a Project
SMART TLQP grant to the Institute for Interdisciplinary Educational Studies at SUNY Oswego.

XI. FACULTY REQUIREMENTS: The course will be instructed by an interdisciplinary team of teacher educators, Project SMART teachers, and consultants involved in Project SMART.

XII. BIBLIOGRAPHY:


