

ALIGNING AND ASSESSING GEP CULTURAL AND ENVIRONMENTAL AWARENESS LEVEL COURSES

Summer 2015

Course ePortfolio Workshops

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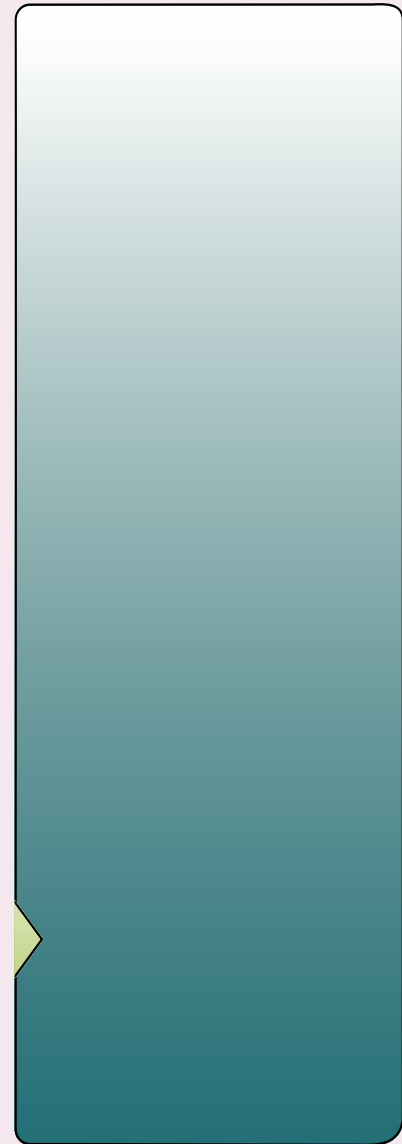


Good teachers possess a capacity for connectedness. They are able to weave a web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves.

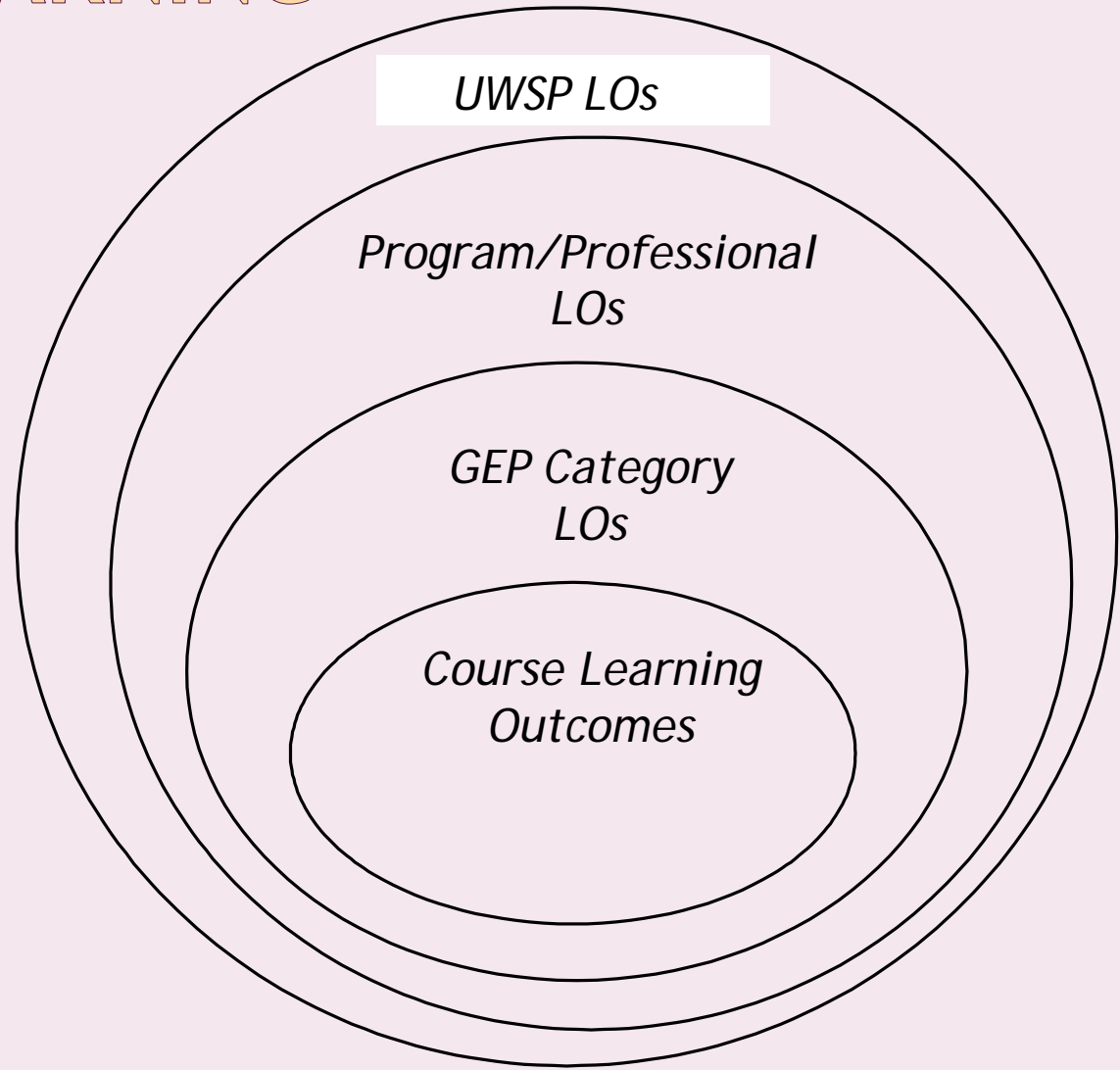
*From "The Courage to Teach"
by Parker Palmer*

WORKSHOP AGENDA

- ◉ Overview of Course Portfolio Components
- ◉ Specifics of Form 1-Alignment with GEP Learning Outcomes and Assessment of Learning
- ◉ Organizing and presenting course portfolio materials with ePortfolio in D2L (computer lab)
- ◉ Specifics of Form 2-Assessment Results and Future Plans
- ◉ Samples of Student Work



ALIGNING LEARNING OUTCOMES



Bowman FYS Fall 2012

Course Syllabus

Outcomes Measured

Activities Assessed

Assessment Results

Samples of Student Work

Plans for Improvement

Note: This sample course portfolio was created to provide a "real-life" example. It is only *an* example and is *not* intended to be a "model" portfolio in any sense.

The topic of my FYS is *The Lord of the Rings*. I had two sections totalling 37 students.

This is my syllabus for FYS for Fall 2012. The course learning outcomes are identical to the learning outcomes for the FYS requirement of the GEP.



FYS Syllabus Fall 2012

Environmental Responsibility

Alignment and Assessment Procedures

Alignment and
Assessment
Procedures

Assessment
Results and
Future Plans

Samples of
Student Work

1. Begin by creating an artifact from your course syllabus and adding it to this page.
2. Then, download the "Alignment and Assessment" document from the [Cultural and Environmental Awareness Level-Environmental Responsibility](#) D2L course content area. Fill in the form with the information from your course. Create an artifact from that form and place that artifact on this page.

GETTING ORGANIZED NOW

- ◉ Address alignment between Course and GEP Learning Outcomes now/while planning for fall (GEC encourages alignment to be included/explained in course syllabus)
- ◉ Create an electronic folder called “GEP Cultural and Environmental Literacy Course Portfolio, Course # and Title”
- ◉ Consider using D2L for submission of student work that will be assessed, otherwise remember to scan and save student work
- ◉ Create student assessment that is a strong match for the GEP learning outcomes (or tweak existing assignment/assessment to make it a strong match)
- ◉ Consider creating/using a rubric for assessing student work (can be applied in D2L)

INDIVIDUAL COMPONENTS OF THE COURSE PORTFOLIO

Alignment with GEP Learning Outcomes and Assessment of Learning (Page 1, Form 1)

- ◉ Course Syllabus
- ◉ Explanation of Alignment of Course and GEP Learning Outcomes
- ◉ Description of Assessment
- ◉ Assessment Criteria/Rubric
- ◉ Course Learning Activities that Support Achievement of Targeted GEP Learning Outcomes and Successful Completion of the Assessment

INDIVIDUAL COMPONENTS OF THE COURSE PORTFOLIO

Assessment Results and Future Plans (Page 2, Form 2)

- ◉ Assessment Results and Interpretation
 - Optional: Other feedback mechanisms
- ◉ Future Plans/Plans for Improvement
 - Must include discussion of what you will do for students who are not meeting expectations

Samples of Student Work (Page 3)

Minimum of two samples-meeting and not meeting expectations (names removed)

ALIGNMENT OF COURSE TO GEP LEARNING OUTCOMES

WHAT SPECIFICALLY IS A LEARNING OUTCOME?

- ◉ A statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience
- ◉ Learning outcomes can be written for activities, lessons, courses, areas of emphasis, majors, programs, and degrees
- ◉ Written in the form: 1) Student can/will be able to; 2) action verb; 3) specific action/skill they will be able to do
- ◉ Learning outcomes can be measured (evidence of learning can be produced)

LEARNING OUTCOMES FOR ENVIRONMENTAL RESPONSIBILITY:



Students can/will be able to:

- ◉ Recognize areas of interaction between human society and the natural environment
- ◉ Identify the individual, social, cultural and ecological factors that influence environmental sustainability
- ◉ Evaluate competing scientific claims that inform environmental debates

LEARNING OUTCOMES FOR GLOBAL AWARENESS



Students will be able to:

- ✧ Identify and explain various components of a culture that is distinct from those found within the United States
- ✧ Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world

LEARNING OUTCOMES FOR U.S. DIVERSITY



Students will be able to:

- ✧ Describe the various dimensions of diversity and marginalization within the United States
- ✧ Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization

EXAMPLE OF ALIGNED LEARNING OUTCOMES

◉ GEP Level:

- Students can recognize areas of interaction between human society and the natural environment (Environmental Responsibility)

◉ Course level:

- Students can identify and describe important historical milestones in human management of forests/waterways/wildlife

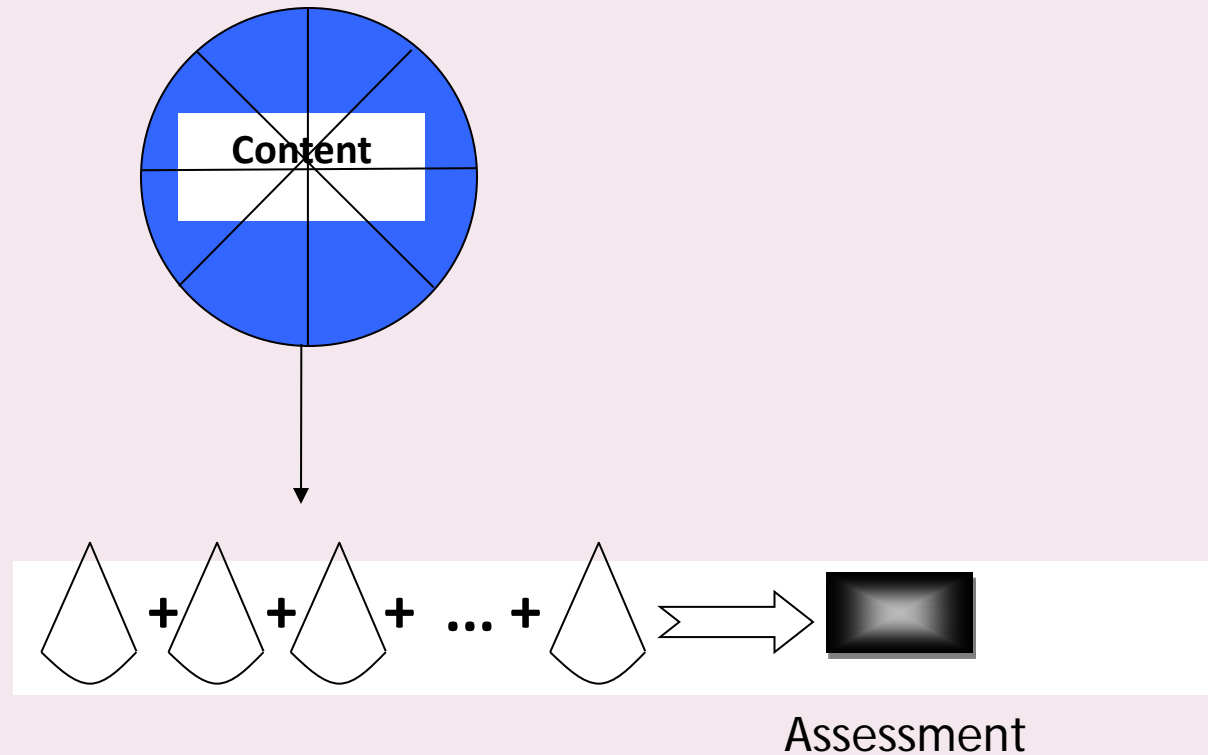
◉ Lesson level:

- Students can identify one early historical event that was a milestone in human management of forests/waterways/wildlife

UNDERSTANDING AND ALIGNING TO GEP INVESTIGATION LEVEL LEARNING OUTCOMES

- ◉ Look at the GEP Learning Outcomes for your category to explore their meaning
 - Ask yourself if you are comfortable explaining the alignment between your course and the outcomes
- ◉ Choose one of the GEP Category Learning Outcomes and write out an explanation for how your course aligns
 - Be specific about what you do and have students learn/do in your class that addresses the GEP learning outcome
- ◉ When ready, share your explanation of alignment with a person sitting near you

**DEVELOPING
ASSESSMENTS
TO MEET GEP
LEARNING OUTCOMES
(ACTIVITIES
ASSESSED)**

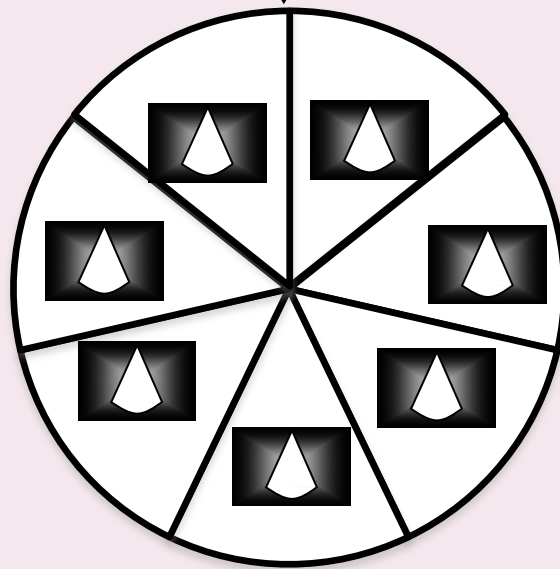


Curriculum, Instruction and Assessment
When the Focus is Content Input

**Critical Knowledge, Skills
and Dispositions (Learning Outcomes)
Connect to the World Beyond the
Classroom**



Curriculum, Instruction
and Assessment When the
Focus is Outcomes



ASSIGNMENTS/ASSESSMENTS

- ✦ Should require students to apply and demonstrate the understanding, content knowledge, skills, and dispositions defined as key for the chosen GEP Category Learning Outcome(s)
- ✦ Often framed in a real world context to add authenticity and meaning (What would a real person in a real situation/context do related to the learning outcomes—knowledge, skills, and dispositions)

LEARNING OUTCOMES CAN BE PRACTICED AND ASSESSED IN A VARIETY OF WAYS

- ◉ Project
- ◉ Essay
- ◉ Portfolio
- ◉ Discussion
- ◉ Exam
- ◉ Power Point
- ◉ Debate
- ◉ Problem solution
- ◉ Research/Lab Report
- ◉ Performance
- ◉ Poster
- ◉ Re-enactment
- ◉ Menu
- ◉ Speech
- ◉ Business plan
- ◉ Architectural Design
- ◉ Model

ASSESSMENT ALIGNED WITH GEP LEARNING OUTCOME(S)

◉ Environmental Responsibility LO

- Recognize areas of interaction between human society and the natural environment

◉ Course Assessment

- Students will create a Prezi that identifies five historical milestones in human management of forests/waterways/wildlife that they believe help explain why forest/waterway/wildlife management is done the way it is currently done

ENVIRONMENTAL RESPONSIBILITY

- ◉ Goal:
- ◉ Role:
- ◉ Audience:
- ◉ Situation:
- ◉ Purpose / Product:
- ◉ Standards: In the product students will:
 - Recognize areas of interaction between human society and the natural environment
 - Identify the individual, social, cultural and ecological factors that influence environmental sustainability
 - Evaluate competing scientific claims that inform environmental debates



ENVIRONMENTAL RESPONSIBILITY



- ◉ **Goal:** Identify for community members significant historical milestones that explain why forest management is currently being done the way it is
- ◉ **Role:** Forester
- ◉ **Audience:** Community members
- ◉ **Situation:** Community members are concerned about forest management policies and would like to change them to allow for the removal of more trees in the community
- ◉ **Purpose / Product:** Prezi of five historical milestones that explain today's forest management
- ◉ **Standards:** In the product students will:
 - ✦ Identify and explain five significant historical milestones in forest management
 - ✦ Connect the historical milestones to current forest management

GLOBAL AWARENESS

- ◉ Goal:
- ◉ Role:
- ◉ Audience:
- ◉ Situation:
- ◉ Purpose / Product:
- ◉ Standards: In the product students will:
 - ✦ Identify and explain various components of a culture that is distinct from those found within the United States
 - ✦ Analyze how cultural similarities and differences are negotiated in ways that help shape the modern world



U.S. DIVERSITY

- ◉ Goal:
- ◉ Role:
- ◉ Audience:
- ◉ Situation:
- ◉ Purpose / Product:
- ◉ Standards: In the product students will:
 - ✦ Describe the various dimensions of diversity and marginalization within the United States
 - ✦ Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization



DEVELOPING A STUDENT ASSESSMENT

Using GRASPS as a guide, develop an assessment that can be used to assess chosen GEP Category Learning Outcomes (if your chosen assessment is an exam, draft one exam question that is aligned with GEP LOs and incorporate aspects of GRASPS)

- Goal:
- Role:
- Audience:
- Situation:
- Purpose / Product:
- Standards: In the assessment/product students will (GEP Category Learning Outcomes):

**DESIGNING LEARNING
ACTIVITIES THAT
SUPPORT THE
ACHIEVEMENT OF GEP
LEARNING OUTCOMES
AND SUCCESSFUL
COMPLETION OF
ASSESSMENT**

ENVIRONMENTAL RESPONSIBILITY



- ◉ **Goal:** Identify for community members significant historical milestones that explain why forest management is currently being done the way it is
- ◉ **Role:** Forester
- ◉ **Audience:** Community members
- ◉ **Situation:** Community members are concerned about forest management policies and would like to change them to allow for the removal of more trees in the community
- ◉ **Purpose / Product:** Presi of five historical milestones that have most impacted today's forest management
- ◉ **Standards:** In the product students will:
 - ✦ Identify and explain five significant historical milestones in forest management
 - ✦ Connect the historical milestones to current forest management

LEARNING EXPERIENCES TO SUPPORT THE ACHIEVEMENT OF GEP LEARNING OUTCOMES

- Course learning experiences that support the achievement of GEP Category Learning Outcomes and successful completion of work to be assessed
 - Reviewing case studies of different forest management techniques (current)
 - Watching a documentary of historical milestones in forest management
 - Reading professional articles about historical milestones in forest management
 - In-class practice of supporting an argument with evidence from professional literature (peer review of argument)
 - Practice in citing professional literature in a presentation
 - Practice in making oral (Prezi) presentations to the public that present technical information clearly

DEVELOPING COURSE ACTIVITIES/ASSIGNMENTS

- Using your targeted GEP Category Learning Outcomes and chosen assessment to guide you, list the course activities that would be necessary/helpful to include in your course (and course portfolio) to help students successfully achieve the learning outcomes and complete the chosen assessment

**DEVELOPING
ASSESSMENT
CRITERIA/RUBRICS
FOR ASSESSING
STUDENT WORK
(ACTIVITIES
ASSESSED)**

ASSESSMENT OF LEARNING

- ◉ Evaluating student achievement of LOs requires a more delineated way of structuring assessment
- ◉ When the focus is learning outcomes, knowledge, skills, AND dispositions may be included, and the assessment must provide students with the ability to demonstrate the targeted knowledge, skills, and dispositions
- ◉ A rubric can be very useful for assessing student work that demonstrates LOs

HORIZONTAL = LEVEL OF UNDERSTANDING/PROFICIENCY

Level	Exemplary	Proficient	Developing	Beginning
Value	4	3	2	1

VERTICAL = CRITERIA TO BE ASSESSED

Criteria				
Knowledge				
Skills				
Dispositions				
Application to Discipline				

	Introducing	Developing	Prepared to Student Teach	Prepared as Initial Educator
Knowledge	Articulates insights into own cultural rules and biases.	Articulates insights into own cultural rules and biases and identifies new perspectives about own cultural rules and biases.	Articulates insights into own cultural rules and biases, begins to explain elements important to members of another culture (history, values, politics, communication styles, economy, or beliefs and practices), and explains the role of cultural identity on own perspective.	Articulates insights into own cultural rules and biases, explains elements important to members of another culture, explains the role of cultural identity on own perspective, and applies this knowledge to professional interactions and instruction.
Skills	Articulates and acknowledges the experiences of others through own cultural and learning lenses.	Articulates and acknowledges the experiences of others and begins to identify advantages and disadvantages that can be tied to cultural identity and/or learner differences.	Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and explains how these advantages and disadvantages can impact learning	Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and applies this knowledge to professional interactions and instruction.
Dispositions	Explains value of a perspective different from own.	Explains value of multiple perspectives and is able to support with concrete examples from own life.	Explains value of multiple perspectives and develops curriculum, instruction, and assessment that includes/addresses multiple perspectives.	Explains value of multiple perspectives and suspends judgment in his/her interactions with culturally different others (students, colleagues, parents, community members, etc.).
Application to Teaching	Identifies some assets and differences of learners.	Identifies some assets and differences of learners and explains how these differences impact learning.	Begins to apply knowledge of learner assets and differences to development of curriculum, instruction, and assessment.	Develops differentiated curriculum, instruction, and assessment that supports the assets and differences of each learner.

DEVELOPING CRITERIA/RUBRICS TO ASSESS STUDENT WORK

- ◉ Look through the VALUE rubrics provided
- ◉ Choose one/two rubric criteria (rows) from the VALUE Rubrics that you could potentially use in a rubric for your chosen course assessment
- ◉ Develop one/two rubric criteria that are not included in the VALUE rubrics that match your assessment
- ◉ Determine if there is language in the rubric “levels of proficiency” that you would revise to make it better fit your course assessment

TIPS ON RUBRICS

- ◉ Use descriptive language that makes very clear what proficiency looks like
- ◉ Keep your rubric limited to the most critical criteria (linked to LOs, 2 - 5 criteria)
- ◉ Break larger projects/assessments into smaller components, create a rubric for each component, use one rubric at a time
- ◉ Think carefully about the values assigned for the different levels—do the math and make sure the total point score matches with how you would grade the level of proficiency

**CRITERIA/RUBRIC TO
TABLE: SUMMARIZING,
REPORTING, AND
INTERPRETING
ASSESSMENT RESULTS**

	1	2	3	4
Knowledge	Articulates insights into own cultural rules and biases.	Articulates insights into own cultural rules and biases and identifies new perspectives about own cultural rules and biases.	Articulates insights into own cultural rules and biases, begins to explain elements important to members of another culture (history, values, politics, communication styles, economy, or beliefs and practices), and explains the role of cultural identity on own perspective.	Articulates insights into own cultural rules and biases, explains elements important to members of another culture, explains the role of cultural identity on own perspective, and applies this knowledge to professional interactions and instruction.
Skills	Articulates and acknowledges the experiences of others through own cultural and learning lenses.	Articulates and acknowledges the experiences of others and begins to identify advantages and disadvantages that can be tied to cultural identity and/or learner differences.	Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and explains how these advantages and disadvantages can impact learning	Articulates and acknowledges the experiences of others, identifies advantages and disadvantages that can be tied to cultural identity and/or learner differences, and applies this knowledge to professional interactions and instruction.
Dispositions	Explains value of a perspective different from own.	Explains value of multiple perspectives and is able to support with concrete examples from own life.	Explains value of multiple perspectives and develops curriculum, instruction, and assessment that includes/addresses multiple perspectives.	Explains value of multiple perspectives and suspends judgment in his/her interactions with culturally different others (students, colleagues, parents, community members, etc.).
Application to Teaching	Identifies some assets and differences of learners.	Identifies some assets and differences of learners and explains how these differences impact learning.	Begins to apply knowledge of learner assets and differences to development of curriculum, instruction, and assessment.	Develops differentiated curriculum, instruction, and assessment that supports the assets and differences of each learner.

SUMMARY OF RESULTS

Copy and paste a table like this of your results in Form 2

	Not Addressed	Introducing	Developing	Prepared To Student Teach	Prepared as Initial Educator
Knowledge	67%	0%	0%	33%	0%
Skills	11%	0%	89%	0%	0%
Dispositions	0%	11%	0%	89%	0%
Application to Teaching	0%	0%	11%	89%	0%

n = 43 students (12 curriculum unit plans)

SUMMARY OF RESULTS

For GEP Assessment data aggregation (report actual number of students, not a percentage):

Learning Outcome	Met	Did not meet
Knowledge	14	29
Skills	0	43
Dispositions	38	5
Application to Teaching	38	5

WHERE REPORTING GRADES ALONE FALLS SHORT

○Prezi Grades

■ A	75%
■ A-	17%
■ B+	2%
■ B	2%
■ C+	2%

REPORTING AND INTERPRETING YOUR ASSESSMENT RESULTS

- ◉ Individually, thinking about the criteria you chose for assessing student work in the earlier exercise, what results in each category might you predict?
- ◉ Think about the narrative you would need to include to interpret/explain your results to the Faculty Learning Community
- ◉ Turn to a colleague sitting near you and explain one idea you have about why students may not meet expectations for the assessment

SAMPLES OF STUDENT WORK

SAMPLES OF STUDENT WORK

- ◉ As you are assessing student work, think about examples that would illustrate different levels of achievement
- ◉ Include at least one example of student work illustrating at least two levels of achievement (i.e., exemplary/beginning, exemplary/proficient/beginning)
- ◉ Remove student name/identification from the work included

PLANS FOR IMPROVEMENT

SUMMARY OF RESULTS

	Not Addressed	Introducing	Developing	Prepared To Student Teach	Prepared as Initial Educator
Knowledge	67%	0%	0%	33%	0%
Skills	11%	0%	89%	0%	0%
Dispositions	0%	11%	0%	89%	0%
Application to Teaching	0%	0%	11%	89%	0%

n = 43 students (12 curriculum unit plans)

PLANS FOR IMPROVEMENT BASED ON RESULTS

- Make clear how your plans for improvement relate directly to the assessment results (articulate the connections)
- If the results reveal that student performance is not at the acceptable/desirable level, you may have ideas for changing course curriculum (what is taught), course instruction (how it is taught), the student work being assessed, and/or the criteria/rubric being used for assessment
- Must include discussion of what you plan to do to help improve the performance of students not meeting expectations
- If the results reveal that student performance is at the acceptable/desirable level, it is fine to say that you are going to continue to do what you are currently doing

FUTURE PLANS/PLANS FOR IMPROVEMENT

- ◉ Individually, thinking about the assessment you plan to use, identify the knowledge, skills, and dispositions you think students will achieve with relative ease
- ◉ Individually, thinking about the assessment you plan to use, identify the knowledge, skills, and dispositions students may struggle to achieve
- ◉ Turn to a colleague sitting near you and explain one idea you for how you can improve the performance of students who may not meet expectations for achieving the learning outcome