

## **Assessments for the Flexible Credit Option Courses**

Throughout the course, the learner will be assessed and evaluated on the completion of the following assessments:

### Required for the **1 credit option**: Traditional Course

1. An analysis and synthesis of current educational **research** and professional reading to deepen learners' understanding of the essential course concepts.
2. **Formative assessments** that document learner's emerging understanding of the course concepts.
3. **Application-based writing** that demonstrates a comprehensive connection between the course's concepts and the learners' classrooms.
4. A **comprehensive reflective synthesis** that documents the strategies and techniques that will be integrated in the learners' classroom.
5. A **self-assessment** to reflect on learning and application of course content.

### Required for the **3 credit option**: Inquiry – Based Follow – Up

6. Assessments required for one semester credit as listed above.
7. A **classroom inquiry plan** that documents the learners' understanding of and inquiry into the course's essential concepts in their classrooms.
8. A **reflective analysis** documenting the impact of the plan on student achievement and instructional planning.
9. A **revised plan** for continued inquiry based on the findings from the original implementation plan and reflective analysis.

### Expectations for a **Classroom Inquiry Plan**:

#### **Develop a Question**

- Identify an inquiry topic from his/her teaching experience by examining his/her own experiences, his/her students' learning, school-based initiatives, and/or other curricular-based needs.
- Communicate the question he/she would like to explore as it relates to his/her inquiry topic and its connection to his/her classroom.

### **Develop an Analysis and Synthesis of Literature**

- Use the inquiry question to guide his/her research.
- Find articles/books that provide more understanding related to the inquiry question.
- Find articles/books that support and/or challenge the learner's beliefs or past learning.
- Create an annotation for each article/book/resource that documents the research he/she engaged in to deepen his/her understanding for the inquiry topic.
- Identify the main ideas, patterns, and themes identified in the research and recorded in the annotations.
- Write an analysis and synthesis that communicates a deeper understanding of the inquiry question.
- Explain how the readings relate to and/or shape his/her teaching and learning.
- Communicate how the research and the review of literature have informed his/her decision making as a classroom teacher.
- Communicate how the research and the readings have changed, clarified, and/or supported his/her beliefs.

### **Create a Classroom Inquiry Plan**

- Create a plan that addresses how what he/she has learned will be implemented into his/her classroom.
- Communicate the steps of his/her plan (How will the plan be implemented in his/her classroom?).
- Communicate the objectives and goals for the inquiry plan, sharing how the inquiry question and emergent knowledge base have shaped the direction of the implementation plan.
- Communicate how the objectives/goals for the inquiry learning will be linked to and/or impact the direction for his/her teaching and learning and for the students' learning.
- Communicate how he/she plans to assess what impact the plan has made on students.
- Determine the forms of data (sources of information) that will be collected (How will he/she determine the impact his/her plan for implementation have on his/her teaching and students' learning?).
- Create a timeline for implementation detailing when the inquiry plan will be implemented and what data (both teacher and learner sources of information) will be collected during the implementation process.

### **Implement the Classroom Inquiry Plan**

The implementation of the inquiry plan should include the following components and the expectations bulleted under each item:

#### Collect Data

- Describe the context of his/her classroom (description of the learners, class, or school).
- Communicate the data (sources of information) collected to determine how the plan is working in the classroom.
- Describe the timeline used to collect the various forms of data.
- Communicate how the data (sources of information) were used to inform his/her teaching and learning.

#### Analyze and Communicate Findings and Conclusions

- Describe the findings and conclusions.
- Describe the methods used to make meaning of the data.
- Determine how the plan for implementation deepened his/her understanding related to the context of the question (In what ways does the data inform your practice and guide your decision making?).
- Communicate the insights gathered as a result of his/her plan for implementation. What did he/she learn about his/her teaching and students' understanding?
- Communicate how the plan supported, clarified, and/or deepened his/her beliefs/practices.

### **Make Meaning of the Inquiry Process**

Following the implementation of the classroom inquiry plan, the learner should include the following components and the expectations bulleted under each item to communicate the direction for continued inquiry and the meaning of the inquiry learning process:

#### Reflective Analysis on the Inquiry Learning Process

- Provide a description of the insights the inquiry process gave about his/her teaching (about what he/she believes and what he/she came to understand more fully).
- Provide a description of how the inquiry process impacted his/her students' understanding and achievement.
- Share the aspects of the inquiry process that challenged him/her.
- Share how the data-collection and analysis processes impacted his/her decision-making and planning.

## Flexible Credit Option

- Share how he/she will use what he/she has gained from the inquiry process to inform colleagues at his/her school and/or in his/her professional community.

## **Revised Classroom Inquiry Plan**

### Create a Plan for Future Action

- Communicate how he/she would like to continue his/her inquiry.
- Communicate the direction he/she would like his/her teaching and learning to go as a result of the implemented inquiry.
- Communicate the impact he/she hopes the inquiry will have on students.
- Share the specific practices that will guide future inquiry learning.
- Criteria specific to each assignment will be explained in conjunction with the instructional activities.