Art of Educating

. . . empowering educators and students
with classroom assessment and data literacy

Data Literacy 01 Syllabus

Revised by Jennifer L. Morrison , 7/5/2013

Course Description

Take back your school or classroom and deepen your understanding of data with this 15-week interactive online course created by Jennifer Morrison, a leader in classroom data and assessment who approaches accountability with a hands-on, practical classroom perspective. This foundational course will ground you in her eight principles of data literacy, with the goal of empowering you to design, evaluate, or use your existing programs more effectively to improve student learning. Data Literacy 01 is comprised of three foundational units: Understanding the Role of Data (Unit 1), Creating Reliable Classroom Assessments (Unit 2), and Harnessing Classroom Research to Improve Student Learning (Unit 3). Learning with Data Literacy 01 is job-embedded and highly interactive. Each of the three units in the course includes classroom-based activities to help educators apply learning to assessment and data use in their own contexts. Participants will discuss and share data-informed practice, products, and learning in the course and at home. In fact, course participants are encouraged to share course material and handouts in their own schools and districts.

Data Literacy 01 is designed for practicing school administrators and teachers from kindergarten to high school in any subject area. Instructional leadership centers on the classroom and is vital to successful school reform and data use at every level; thus administrators are encouraged to join teachers in this course. All perspectives will be valued. Some lesson activities require participants to create assessments or other classroom products. If you are not a practicing teacher during the course, please pair up with a practicing colleague or team in your context in order to generate the needed products and participate in every activity. Participants are, in fact, encouraged to register for the course in teams. Assessment and data examples will be shared from every level, kindergarten through secondary school, and even college. In addition, while the author is a teacher from the United States, the course is designed to engage educators from all over the world. Diversity of experience and context is also valued.

Facilitator

Your facilitator will be available to you for personal contact via email, telephone, or other means throughout the course. In addition to one-on-one contact, you will interact with your facilitator through the course discussion forums, and through optional online unit literacy development meetings. Your learning will be maximized if you experience this course with Jennifer L. Morrison, the course author, or an approved instructor.

Course Structure

There is no textbook needed. Once registered you will be given access to the online learning management system (LMS) you will use throughout the course. Basic navigation of the LMS will be covered in the first week's welcome activities, and your facilitator will be available to help at any point during the course if you need assistance. Content will be shared through online screencasts. At the end

of each lesson you will be asked to complete an activity and share it with other members of your class through lesson-specific discussion forums.

There are three main units in the course, each comprised of three lessons; therefore you will be completing approximately three activities during each unit. During the last week of each unit, you are encouraged to attend a one- to two-hour online literacy development meeting where you will be able to interact with classmates in real time and reflect on your learning during the unit.

Course Grading and Late Work Policy
You must complete all activities by the final day of the course with a satisfactory "pass" on the course Activity Participation Checklist in order to receive your certificate of completion. It is imperative that you keep up with the course deadlines, for your own learning but also for the good of the class. Interactivity depends on everyone's participation. Late activities may be accepted only at the discretion of the facilitator. All lesson activities will be graded by the facilitator within two weeks of being submitted. If the facilitator is not able to provide feedback within two weeks, he/she will notify you and provide you with a time frame in which you will receive feedback.

Technology
This is an online course. Technology will play an important role in accessing course content and interacting with the instructor and your classmates. Do not worry! You will have plenty of help along the way; just realize that there will be a learning curve involved. You will need to give yourself time to learn and adapt.

During this course, it is important you have access to a computer with 1) speakers, 2) a microphone, and 3) and a strong internet connection for uploading and downloading course content. Course handouts will be in Microsoft Word or Adobe PDF formats; you need to make certain your computer is able to open them. When dealing with technology, it is always important to have a back-up plan and sometimes a back-up computer. During your initial activities, be sure to identify an alternate connection where you can download course screencasts and send emails to your instructor in the event that your primary connection isn't available or doesn't work. If you believe there is a problem with the course LMS and/or content, please contact your instructor via phone or text immediately.

Course Schedule
The course timeline by week is given below under Outcomes and Assessments. Your facilitator will provide exact due dates during the first week's welcome activities. Overall however, please expect deadlines and meetings to be held at consistent times. In most weeks, you will have four days to listen to the screencast and post your lesson activity, then the three days the rest of that week to respond to your colleagues' posting and dialogue with the class.

Time
You should allow yourself approximately one hour to listen to each lesson screencast. Activities range in the amount of time needed for completion, from two hours up to five hours, depending on the requirements. Estimated specific time requirements for each activity are listed below in parentheses under "Outcomes and Assessments." At minimum, plan to spend three or more hours per week listening, participating, and completing the course activities.

Outcomes and Assessments

Course Welcome			
Lesson	Lesson Outcomes	Activity	Timeline
	• Understand the course structure, schedule, and expectations. • Make contact with your course facilitator. • Know and feel comfortable communicating with your facilitator and classmates.	Participate in welcome activities. (2 hours)	Week 1

Unit 1 – Understanding the Role of Data			
Lesson	Lesson Outcomes	Activity	Timeline
1 – Laying the Foundation for Data Literacy	• Reflect on and apply the story behind current assessment mismatches and misunderstandings. • Define reliability and validity in classroom terms. • Define data literacy and explain why educators need to be data literate. • Give good reasons why educators don't necessarily jump up and down with excitement about data and assessment.	Write your assessment story. (2 hours)	Week 2
2 – Framing Assessment with Four Types of Data	• Know what you can do to own and spread the data literacy story in your context. • Recognize that data are more than standardized test scores. • Gather four types of data in your own context.	Pull together and/or create assessments that gather all four types of data. (3 hours)	Week 3
3 – Passing Inspection	• Identify "not" practices that reduce student, teacher, and principal capacity and literacy. • Look at an assessment and its data critically to develop greater consciousness of improved learning.	Critique one of your assessments and its data. Reflect on your consciousness related to student learning. (2 hours)	Week 4
Unit 1 Literacy Development Meeting	• Reinforce and support your learning and data literacy development. • Provide a safe, knowledgeable place to share and discuss ideas, reflections, disappointments, and celebrations. • Encourage you to reflect and to act.	Attend scheduled, online meeting. (Optional, 2 hours)	Week 5

Unit 2 – Creating Reliable Classroom Assessments			
Lesson	Lesson Outcomes	Activity	Timeline
1 – Getting Learning Bang for Your Assessment Buck	• Articulate several data and assessment practices that have the potential – if used well – to maximize student learning. • Discuss ways to improve your and/or your school's data and assessment practices.	Engage with a colleague to reflect on data and assessment practices in your school. (2 hours)	Week 6
2 – Critiquing Classroom Assessments	• Analyze whether an assessment item is on target or off target. • Evaluate and provide reliability feedback on a colleague's classroom assessment. • Reflect on reliability feedback given to you on one of your classroom assessments.	Work with a partner and give each other reliability feedback on previous or current assessments. (4 hours)	Week 7
3 – Designing for Reliability	• Articulate the steps in creating a reliable classroom assessment.	Create, administer, and reflect on a highly reliable	Weeks 8 and 9

Lesson	Lesson Outcomes	Activity	Timeline
	• Create a highly reliable classroom assessment for your subject and grade level. • Apply the assessment cycle by analyzing and reflecting on assessment results and having your students do the same.	classroom assessment using steps of the assessment process. (2 forums, 5 hours)	
Unit 2 Literacy Development Meeting	• Reinforce and support your learning and data literacy development. • Provide a safe, knowledgeable place to share and discuss ideas, reflections, disappointments, and celebrations. • Encourage you to reflect and to act.	Attend scheduled, online meeting. (Optional, 2 hours)	Week 10

Unit 3 – Harnessing Classroom Research to Improve Student Learning

Lesson	Lesson Outcomes	Activity	Timeline
1 – Asking Quality Questions	• Define classroom research and how it might improve learning in your classroom and/or school. • Generate and share potential research questions. • Identify appropriate data sources for conducting your research.	Share potential classroom research questions and data sources. (2 hours)	Week 11
2 – Creating Credibility	• Understand the importance and function of teacher credibility. • Establish credibility of your results in a potential research study. • Use classroom research and/or data practices to establish general credibility with stakeholders.	Reflect on a sample classroom research study and how to establish credibility with your stakeholders. (2 hours)	Week 12
3 – Putting Data to Work	• Implement classroom research in your own context. • Plan for collaboration and dialogue in relation to data use and classroom research. • Apply the eight principles of data literacy to your work with classroom research and assessment in general.	Plan and conduct an appropriate piece of classroom research in your context. (2 forums, 5+ hours)	Weeks 13 and 14
Unit 3 Literacy Development Meeting	• Reinforce and support your learning and data literacy development. • Provide a safe, knowledgeable place to share and discuss ideas, reflections, disappointments, and celebrations. • Encourage you to reflect and to act.	Attend scheduled, online meeting. (Optional, 2 hours)	Week 15

Course Wrap-Up

Lesson	Lesson Outcomes	Activity	Timeline
	• Evaluate the course and facilitator. • Reflect on your overall learning. • Learn about related opportunities.	Complete course survey and overall reflection on learning. (1 hour)	Week 15

Handouts and Related Reading

	Handouts (all are required)	**Related Reading (* = required)**
Unit 1		Morrison, J. L. (2008/2009). Why teachers must be data experts. *Educational Leadership, 66*(4).
		Ferriter, W. M. (2009). Yes, I can: Responsible assessment in an era of accountability. In T. R. Guskey (Ed.), *The teacher as assessment leader* (54-109). Bloomington, IN: Solution Tree Press.
Unit 2	• Assessment Review Guidelines and Summary Sheet (Morrison, 2013)	
Unit 3	• Morrison Analysis of Student Writing • Classroom Research Guide (Morrison, 2013)	* Popham, J. (2005, March). Instructional quality: Collecting credible evidence. *Educational Leadership, 62*(6), 80-81. (Suggested URL for retrieval = http://www.ascd.org/publications/educational-leadership/mar05/vol62/num06/Instructional-Quality@-Collecting-Credible-Evidence.aspx) Brighton, C. M. (2009, February). Embarking on action research. *Educational Leadership, 66*(5), 40-44.

Suggested Book Study
In addition, educators and educator teams working through this course might benefit from an associated book study. Suggested titles include the following:

Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning: Doing it right – using it well* (2nd ed.). Boston, MA: Pearson Education, Inc.

Guskey, T. R. (Ed.). (2009). *The teacher as assessment leader.* AND/OR *The principal as assessment leader.* Bloomington, IN: Solution Tree Press.

Popham, W. J. (2001). *The truth about testing: an educator's call to action.* Alexandria, VA: ASCD.

Student and School Information/Course Privacy Policy
Only registered participants, the facilitator, and limited course administrators will be given access to the course LMS. Participant discussion posts, products, and materials will be deleted within 6 months after conclusion of the course section in which they participate. Demographic and learning data may be retained for the purposes of research, but participants are assured that their identities will be kept confidential.

Trust is important in learning, and because course enrollment is limited and there is a high degree of interactivity in the course, participants are likely to get to know each other and their facilitator well. Participants and facilitators must speak from experience and be open about that experience in order for the course discussions and reflections to be relevant. Whenever possible, please protect sensitive student, colleague, or school information. Student names and identifying information should not be shared, and participants should use discretion when writing about or discussing colleagues or their work.

References
This course builds on current work in the field and a reference list is given at the end of each lesson.

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Accommodations
If you have or believe you have a disability, you may wish to self-identify. You can do so by contacting the facilitator so that appropriate accommodations can be provided for you. Lesson scripts in English will be made available for speakers of languages other than English.