



UNSW
A U S T R A L I A

Arts & Social
Sciences

School of Education

EDST5146

Supervision and Assessment

Semester 2

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IMPORTANT :

For student policies and procedures relating to assessment, attendance and student support, please see website, <https://education.arts.unsw.edu.au/students/courses/course-outlines/>

The School of Education acknowledges the Bedegal and Gadigal people as the traditional custodians of the lands upon which we learn and teach.

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST 5146 Supervision and Assessment (6 units of credit)
Semester 2, 2016

2. STAFF CONTACT DETAILS

Course Coordinator: Dr Tony Loughland
Office Location: Room 135 ,John Goodsell Building
Email: tony.loughland@unsw.edu.au
Phone: 9385 8390
Availability: Please email to arrange an appointment

3. COURSE DETAILS

Course Name	EDST 5146 Supervision and Assessment (6 units of credit)
Credit Points	6 units of credit (uoc)
Workload	Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc.
Schedule	Two full-day Saturday sessions at the end of Weeks 1 and 9, blended in with online learning on Moodle (July 30, 9am-4pm, John Goodsell 119) (September 24, 9am-4pm, John Goodsell 119)

Summary of Course

The focus of this course is on the role that assessment plays in the effective supervision of teacher education students. Participants will examine two main modalities of assessment in classroom observation and documentation of student learning. They will then create an action research project where they will apply and evaluate their selective use of these strategies according to their context.

Aims of the Course

The overall aims of the course are to enable teachers to understand, apply and evaluate the principles of assessment for teacher education students. Supervising teachers will be able to offer appropriate feedback and support to teacher education students using a range of valid, trustworthy and research-informed assessment strategies.

Student Learning Outcomes

Outcomes	Assessment(s)
1 Identify and develop the knowledge and skills necessary for effective assessment of teacher education students in schools	1,2
2 Demonstrate their ability to use valid assessment strategies for their teacher education student	1,2
3 Demonstrate their ability to modify their assessment strategies according to the circumstances	2
4 Demonstrate an ability to conduct an action research project	2

Program Learning Outcomes

Students will be encouraged to develop the following graduate attributes by undertaking selected activities and knowledge content. These attributes will be assessed within the prescribed assessment tasks:

Standard	Assessment (s)
1 Advanced disciplinary knowledge and practices Demonstrate an advanced understanding of the field of education as it relates to their specialist area of study, and the ability to synthesize and apply disciplinary principles and practices to new or complex environments.	1,2
2 Enquiry-based learning Demonstrate an in-depth understanding of research-based learning and the ability to plan, analyse, present implement and evaluate complex activities that contribute to advanced professional practice and/or intellectual scholarship in education.	1,2
3 Cognitive skills and critical thinking Demonstrate advanced critical thinking and problem solving skills	1,2
4 Communication, adaptive and interactional skills Communicate effectively to a range of audiences, and be capable of independent and collaborative enquiry and team-based leadership	1,2
5 Global outlook Demonstrate an understanding of international perspectives relevant to the educational field	1,2
6 Ethics Demonstrate an advanced capacity to recognise and negotiate the complex and often contested values and ethical practices that underlie education	1,2

4. RATIONALE FOR THE INCLUSION OF CONTENT AND TEACHING APPROACH

This course will enable students to develop an understanding of the role that assessment plays in the successful supervision of teacher education students. The course involves a detailed study of the theory, research and practice associated with this topic as well as the opportunity to complete an action research project.

5. TEACHING STRATEGIES

This course will be taught in blended learning mode with a strong emphasis on student participation. Students will be provided with online material and references to research journals which they will be expected to read throughout the course. Students will have the opportunity of sharing their ideas with each other in an online discussion group as well as during the two full-day Saturday sessions.

6. COURSE CONTENT AND STRUCTURE

Week Beginning	Lecture Topic
0	Read the course overview and complete the Moodle activities including the readings.
1	First Saturday meeting <ul style="list-style-type: none"> • Assessment through classroom observation • Assessment through documentation of student learning
2	Selection of participants Selection of methodological focus Selection of protocols and instruments <ul style="list-style-type: none"> • Complete Moodle Activities
3	Generating evidence that is valid for your aims Using prototyping and the PIVOT principle to create adaptability in your proposal <ul style="list-style-type: none"> • Complete Moodle Activities
4	Assessment Task One Due
5	First steps in your action research project <ul style="list-style-type: none"> • Complete Moodle Activities
6	Looking at your evidence and planning next steps <ul style="list-style-type: none"> • Complete Moodle Activities
7	Looking at your evidence and planning next steps <ul style="list-style-type: none"> • Complete Moodle Activities
8	Looking at your evidence and planning next steps <ul style="list-style-type: none"> • Complete Moodle Activities
9	Second Saturday meeting <ul style="list-style-type: none"> • Calibrating your analytical frame • Collaborative assessment of data • Data representation for wider audiences • Adding the narrative to your numbers
Mid-semester break	
10	Looking at your evidence and planning next steps <ul style="list-style-type: none"> • Complete Moodle Activities
11	Drawing honest conclusions from your data
12	Where to next? Your next cycle of action research.

7. RESOURCES

Recommended Reading

- Allen, J., Gregory, A., Mikami, A., Lun, J., Hamre, B., & Pianta, R. C. (2011). Predicting adolescent achievement with the CLASSTM-S observation tool. http://curry.virginia.edu/uploads/resourceLibrary/Research_brief_CLASS-S4.pdf: Curry School of Education, University of Virginia.
- Baecher, L., & McCormack, B. (2015). The impact of video review on supervisory conferencing. *Language and Education*, 29(2), 153-173. doi: 10.1080/09500782.2014.992905
- Bill & Melinda Gates Foundation. (2012). Gathering feedback for teaching. Combining high-quality observations with student surveys and achievement gains *MET Project*. www.gatesfoundation.org.
- Fermlab Teacher Resource Center. (2005). *Classroom Observation Protocol*. Retrieved August 25, 2014, from http://ed.fnal.gov/trc_new/program_docs/instru/classroom_obs.pdf
- Hudson, P. (2014). Feedback consistencies and inconsistencies: eight mentors' observations on one preservice teacher's lesson. *European Journal of Teacher Education*, 37(1), 63-73. doi: 10.1080/02619768.2013.801075
- Hudson, P. (2015). Identifying mentors' observations for providing feedback. *Teachers and Teaching*, 1-16. doi: 10.1080/13540602.2015.1055446
- Langer, G., & Colton, A. (2005). Looking at student work. *Educational Leadership*, February 2005.
- Mockler, N., & Groundwater-Smith, S. (2015). Seeking for the unwelcome truths: beyond celebration in inquiry-based teacher professional learning. *Teachers and Teaching*, 21, 603-614. doi: 10.1080/13540602.2014.995480
- National School Reform Faculty. ATLAS-Learning from student work. Retrieved 24 April 2014, from http://www.nsrffharmony.org/protocol/doc/atlas_ifsw.pdf
- National School Reform Faculty. ATLAS-Looking at data. Retrieved 24 April 2014, from http://www.nsrffharmony.org/protocol/doc/atlas_looking_data.pdf
- National School Reform Faculty. Collaborative assessment conference: Overview. Retrieved 23 April 2014, from <http://www.nsrffharmony.org/protocol/doc/cac.pdf>
- National School Reform Faculty. Consultancy. Adapted for examining student work. Retrieved 24 April 2014, from http://www.nsrffharmony.org/protocol/doc/consult_stud_work.pdf
- Pianta, R. (2011). Teaching children well. New evidence-based approaches to teacher professional development and training. www.americanprogress.org: Center for American Progress.
- Stuhlman, M., Hamre, B., Downer, J., & Pianta, R. C. (2014). How classroom observations can support systematic improvement in teacher effectiveness. *A Practitioner's guide to conducting classroom observations: What the research tells us about choosing and using observational systems*. http://curry.virginia.edu/uploads/resourceLibrary/CASTL_practitioner_Part5_single.pdf: University of Virginia.
- Stuhlman, M., Hamre, B., Downer, J., & Pianta, R. C. (2014). How to select the right classroom observation tool. *A practitioner's guide to conducting classroom observations: What the research tells us about choosing and using observational systems*. http://curry.virginia.edu/uploads/resourceLibrary/CASTL_practitioner_Part3_single.pdf: University of Virginia.
- Tang, S. Y. F., Wong, A. K. Y., & Cheng, M. M. H. (2015). Examining professional learning and the preparation of professionally competent teachers in initial teacher education. *Teachers and Teaching*, 1-16. doi: 10.1080/13540602.2015.1023028

e-learning Moodle

This course uses *Moodle* as its on-line environment. The following information will be available on the Course e-learning website:

- The course outline;
- All PowerPoint slides and handouts;
- Suggested references and readings;
- Assessment details;
- Discussion forum;
- Electronic submission box.

Please log into Moodle through: <http://elearning.unsw.edu.au>

If you have problems accessing Moodle, please contact the Support Help Desk on 9385-1333.

8. ASSESSMENT

Assessment component	Length	Weight	Student Learning Outcomes Assessed	Program Learning Outcomes Assessed	Date due
Assessment task 1 – Action Research Proposal	2000 words	40%	1,2	1,2,3,4,5,6	19.8.16
Assessment task 2 – Action Research Report	4000 words	60%	1,2,3,4	1,2,3,4,5,6	4.11.16

Students are required to follow their lecturer's instructions when submitting their work for assessment. All assessment will be submitted online via Moodle by 5pm. Student no longer need to use a cover sheet. Students are also required to keep all drafts, original data and other evidence of the authenticity of the work for at least one year after examination. If an assessment is mislaid the student is responsible for providing a further copy. Please see the Student Policies and Procedures for information regarding submission, extensions, special consideration, late penalties and hurdle requirements etc.

Assessment Details

Assessment Task 1 Action Research Proposal

2000 words

Where submitted: Moodle Turnitin

Details

1. Read the literature on assessment via observation and assessment via documentation in the course readings.
2. Conduct an audit of your existing assessment practices to ascertain what approaches from the literature you might adopt to further your learning in this area
3. Plan an action research proposal using the template that includes the new approaches and protocols that you wish to apply to your current supervision of a teacher education student

Assessment Task 2 Action Research Report

4000 words

Where submitted: Moodle Turnitin

Details

1. Implement your action research proposal from assessment task one
2. Complete the weekly Moodle activities on “looking at evidence and planning next steps”
3. Bring your draft analysis of your evidence to the second Saturday meeting
4. Complete the report using the template provided

Return of Assessment Tasks

Assessments are normally assessed and returned online within two weeks or less of submission. Please see Student Policies and Procedures on Moodle and on School of Education website for details of assessment process, grading descriptors, special consideration and late penalties.

Feedback

Assessment Task	Feedback Mechanism	Feedback Date
Task 1	Written	Three weeks after submission
Task 2	Written	Three weeks after submission

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5146 SUPERVISION AND ASSESSMENT

Student Name:

Student No:

Assessment Task 1 – Action Research Proposal

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Addresses the question/issue • Understanding of the question/issue • Understanding of relationship to relevant theory, research and practice • Information presented is relevant • Understanding of the complexities and interrelationships involved 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of analysis • Well-reasoned arguments • Sound analysis of problem 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of the response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • APA style for citations and references and complete reference list • Clarity and appropriateness of language style • Word count within 10% of set limit 					
GENERAL COMMENTS					

Lecturer **Tony Loughland**

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 40%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**

UNSW SCHOOL OF EDUCATION
 FEEDBACK SHEET
 EDST5146 SUPERVISION AND ASSESSMENT

Student Name:

Student No:

Assessment Task 2 – Action Research Report

SPECIFIC CRITERIA	(-) \longrightarrow (+)				
Understanding of the question or issue and the key concepts involved <ul style="list-style-type: none"> • Addresses the question/issue • Understanding of the question/issue • Understanding of relationship to relevant theory, research and practice • Information presented is relevant • Understanding of the complexities and interrelationships involved 					
Depth of analysis and/or critique in response to the task <ul style="list-style-type: none"> • Depth of analysis • Well-reasoned arguments • Sound analysis of problem 					
Familiarity with and relevance of professional and/or research literature used to support response <ul style="list-style-type: none"> • Appropriate research references to support responses • Sound range of research references 					
Structure and organisation of the response <ul style="list-style-type: none"> • Appropriate nature of structural organisation • Logical and coherent structure • Clear presentation of ideas to enhance readability 					
Presentation of response according to appropriate academic and linguistic conventions <ul style="list-style-type: none"> • APA style for citations and references and complete reference list • Clarity and appropriateness of language style • Word count within 10% of set limit 					
GENERAL COMMENTS					

Lecturer **Tony Loughland**

Date

Recommended: /20 (FL PS CR DN HD)

Weighting: 60%

NB: The ticks in the various boxes are designed to provide feedback to students; they are not given equal weight in determining the recommended grade. Depending on the nature of the assessment task, lecturers may also contextualize and/or amend these specific criteria. **The recommended grade is tentative only, subject to standardisation processes and approval by the School of Education Learning and Teaching Committee.**