

Graduate Course Number: 7313

Course Title: Beyond Measure: "UnGrading" Your Music Classroom

Days/Times of Class Meetings: Feb 13-May 5, 2023. Two full online class meetings otherwise course work done asynchronously.

Number of Credits for the course: 3 Graduate Credits

Instructor Name & Email: Chris Gleason, cgleason@vandercook.edu

Office Hours:

I will respond to your messages within 24 hours. Please contact me if you would like to arrange a face to face Zoom meeting.

“This Syllabus is a general outline of the course and is subject to change upon notification to the students during a regular class session.”

Student Engagement Statement: There are reading and online discussion assignments due each week beginning week All assignments are due by 11:59 PM (CST) on the designated date. Grading will be based on a variety of methods to demonstrate learning. Throughout the course, we will utilize discussion questions, chapter questions, assignments and a final project to gauge growth. Active class participation and engagement in all facets of this online class is expected.

Course Description: Our traditional system of grading in education is fraught with bias and leans heavily on extrinsic motivation tactics. Traditional grading is usually light on description and heavy on comparison. Rarely does a single letter or number convey the complexities that it is meant to summarize. Our traditional use and understanding of assessment and grading in education need to shift from comparisons & labels to self-assessment & growth.

This course will examine the use, and purpose of assessment and grading. We will look at research and reflect on our own methodologies thinking deeply about equity, effectiveness, and our own grading practices. We will imagine and construct new assessment methods that serve the most important people in the room - the students. Please join us for a course that will dismantle some historically bad practices regarding grading and replace them with equitable ideas that will transform not only the way you teach but also the relationships you have with your students.

Student Learning Outcomes	Assessments
<ul style="list-style-type: none"> ● The students will examine and describe the use of grading and grading systems in education and the effects it has on learners. ● The students will analyze research regarding motivation, homework, testing, practice and other associated topics regarding grading. ● The students will explore ten “hacks” that will transform their classrooms into “gradeless environments”. ● The students will consider ways to implement new ideas immediately as well as over time with fidelity. ● Students will anticipate pushback and ways to overcome challenges. ● The students will analyze examples of classrooms that have already implemented these concepts. 	<p>Student Learning Objectives will be assessed through:</p> <ul style="list-style-type: none"> ● Book Topic Questions (25%) ● Initial Discussion Board Entry & Responses (25%) ● Think Outside The Book Projects (25%) ● Final Summative Really Totally Done Wrap-Up Project (25%)

Program-Level Outcomes Addressed:

Strength in Character

Candidates will develop new approaches to the praxis of teaching by learning about, experiencing, and using best practice techniques as borne out in proven traditional practices and those demonstrated as effective through current research.

Students will demonstrate the ability to:

1. Discuss a variety of educational approaches
2. Describe why particular educational approaches are chosen for use
3. Choose and apply new approaches to the teaching praxis.

Course Requirements and Assessment:

Instructor Role:

My role in this course is not to lecture or provide lengthy videos or presentations, but rather to facilitate a process that allows us all to bring our own interests and expertise to the class. My goal is to provide materials, experiences, and expertise that will encourage the class to interact with each other and engage in “in-depth” discussions of the readings, case studies and other materials. I encourage respectful exchanges, listening carefully to

differing opinions with the aim of having us all learn from each other. My role will be to provide facilitation, guidance, encouragement and clarification (as needed).

Student Role:

Your role as a graduate student is to be present and engaged. The best way to do this, is to be prepared, ready for discussion, consideration, and contemplation. While there are many different personalities and learning styles, as an instructor I attempt to address and involve as many of these as possible, it is possible that you might be confused and need clarification at some point(s). It is your role and responsibility to ask, and actively seek further information until you understand. I am more than happy to answer any questions.

As a graduate level course, the goal is to reach higher levels of Bloom Taxonomy (Analyze, Evaluate and Create). Thus, students are encouraged and expected to search beyond basic textbook definitions and understanding, and be willing to think critically and challenge assumptions, whether it be their own, or others. It is in this intellectual “stretch” that higher levels of learning can happen.

Required Instructional Materials:

Kohn, Alfie. [Schooling beyond Measure & Other Unorthodox Essays about Education](#). Heinemann, 2015. ISBN-10 : 0325074402

Sackstein, Starr. [Hacking Assessment: 10 Ways to Go Gradeless in a Traditional Grades School](#). Times 10 Publications, 2022. ISBN-10 : 1956512217

Course Bibliography:

Brookhart, Susan M.; Guskey, Thomas R.; Bowers, Alex J.; McMillan, James H.; Smith, Jeffrey K.; Smith, Lisa F.; Stevens, Michael T.; and Welsh, Megan E., "A Century of Grading Research: Meaning and Value in the Most Common Educational Measure" (2016). Educational, School, and Counseling Psychology Faculty Publications. 2.
https://uknowledge.uky.edu/edp_facpub/2

Guskey, Thomas R.; Jung, Lee Ann, "The Challenges of Standards Based Grading" (2006). Leadership Compass, Vol. 4, No. 2

Burke, Michael. "Letter Grades On The Way Out?" (2022). EdSource

Torres, Christina. "No Points Off for Late Work." (2022). Edutopia

Zalaznick, Matt. "Why 2 Districts Say Moving to Equitable Grading Gives Students More Hope." (2022). District Administration.

Guskey, Thomas. "Undoing the Traditions of Grading and Reporting". (2021). School Administrator

Feldman, J. (2018). Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms.

Course Calendar or Schedule:

In general, we will follow this pattern:

Monday - Beginning of the Week

Thursday - Book Topic Question Due*

Friday - Initial Discussion Board Entry Due*

Sunday - Discussion Board Response to at Least Two Classmate's Due*

Sunday - Think Outside The Book Project Due

***ALL Assignments and Discussion Boards must be completed by 11:59 PM (CST) on the due date.**

Lesson 1: Feb 13-19

Shift the Grades Mindset and Course Basics

- Required Reading:
 - Sackstein - Introduction, Hack 1
 - Kohn - Chapter 8
- Topic Questions 1.1 — Due Thursday, Feb 16
- Initial Discussion Board Entry 1.1: Meet and Greet — due Friday, Feb 17
- Discussion Board Responses 1.1: Meet and Greet — due Sunday, Feb 19
- Think Outside The Book Project 1.1 — due Sunday, Feb 19

Lesson 2: Feb 20-26

Promote Buy-In

- Required Reading:
 - Sackstein - Hack 2
 - Kohn - Chapters 9, 10
- Topic Questions 2.1 — Due Thursday, Feb 23
- Initial Discussion Board Entry 2.1 — due Friday, Feb 24
- Discussion Board Responses 2.1 —due Sunday, Feb 26
- Think Outside The Book Project 2.1 — due Sunday, Feb 26

Lesson 3: Feb 27-March 5

Rebrand Assignments as Learning Experiences

- Required Reading:
 - Sackstein - Hack 3
 - Kohn - Chapter 11
- Topic Questions 3.1 — Due Thursday, March 2
- Initial Discussion Board Entry 3.1: — due Friday, March 3
- Discussion Board Responses 3.1 —due Sunday, March 5
- Think Outside The Book Project 3.1 — due Sunday, March 5

Lesson 4: March 6-12

Facilitate Student Partnerships

- Required Reading:
 - Sackstein - Hack 4

- Kohn - Chapters 12, 3
- Topic Questions 4.1 — Due Thursday, March 9
- Initial Discussion Board Entry 4.1: — due Friday, March 10
- Discussion Board Responses 4.1 —due Sunday, March 12
- Think Outside The Book Project 4.1 — due Sunday, March 12

Lesson 5: March 13-18

Digitize Your Data

- Required Reading:
 - Sackstein - Hack 5
 - Kohn - Chapters 4, 19
- Topic Questions 5.1 — Due Thursday, March 16
- Initial Discussion Board Entry 5.1: — due Friday, March 17
- Discussion Board Responses 5.1 —due Sunday, March 19
- Think Outside The Book Project 5.1 — due Sunday, March 19

Lesson 6: March 19-26

Maximize Time

- Required Reading:
 - Sackstein - Hack 6
 - Kohn - Chapters 27, 14
- Topic Questions 6.1 — Due Thursday, March 23
- Initial Discussion Board Entry 6.1: — due Friday, March 24
- Discussion Board Responses 6.1 —due Sunday, March 26
- Think Outside The Book Project 6.1 — due Sunday, March 26

Lesson 7: March 27-April 2

Track Progress Transparently

- Required Reading:
 - Sackstein - Hack 7
 - Kohn - Chapter 28
- Topic Questions 7.1 — Due Thursday, March 30
- Initial Discussion Board Entry 7.1: — due Friday, March 31
- Discussion Board Responses 7.1 —due Sunday, April 2
- Think Outside The Book Project 7.1 — due Sunday, April 2

Lesson 8: April 3-9

Teach Reflection

- Required Reading:
 - Sackstein - Hack 8
 - Kohn - Chapters 22, 29
- Topic Questions 8.1- Due Thursday, April 6
- Initial Discussion Board Entry 8.1 - due Friday, April 7
- Discussion Board Responses 8.1 —due Sunday, April 9
- Think Outside The Book Project 8.1 - due Sunday, April 9

Lesson 9: April 10-16

Teach Students to Self-Grade

- Required Reading:
 - Sackstein - Hack 9

- Kohn - Chapter 20
- Topic Questions 9.1- Due Thursday, April 13
- Initial Discussion Board Entry 9.1 - due Friday, April 14
- Discussion Board Responses 9.1 —due Sunday, April 16
- Think Outside The Book Project 9.1 - due Sunday, April 16

Lesson 10: April 17-23

Cloud-Based Archives

- Required Reading:
 - Sackstein - Hack 10
 - Kohn - Chapter 32
- Topic Questions 10.1- Due Thursday, April 20
- Initial Discussion Board Entry 10.1 - due Friday, April 21
- Discussion Board Responses 10.1 —due Sunday, April 23
- Think Outside The Book Project 10.1 - due Sunday, April 23

Lesson 11: April 24-30

Application

- Required Reading:
 - Sackstein - Hack Your Growth
 - Kohn- Chapter 13
- Initial Discussion Board Entry - none
- Think Outside The Book Project - none
- Discussion Board Responses - none
- Final Summative Really Totally Done Wrap-Up Project 11.1 — due Sunday, April 30

Lesson 12: May 1-5

Final Course Week

- Required Reading:
 - Kohn - Chapter 33
- Initial Discussion Board Entry 12.1 - due Tuesday, May 2
- Think Outside The Book Project 12.1: Class Survey—due Wednesday, May 3
- Discussion Board Responses 12.1 — due Thursday, May 4
- Think Outside The Book Project 12.2: Course Evaluation — due Friday, May 5

Attendance & Procedure Policy:

1. Regular engagement in the online discussions and completion of all assignments are necessary to successfully complete this course.
2. Late work may not be accepted. Due dates are in the syllabus and course calendar. If serious extenuating circumstances prevent you from turning something in, contact me ASAP (preferably before the due date) to see if arrangements can be made.
3. Extra credit is not offered during this course.
4. Interaction will be asynchronously, however a synchronous meeting might occur depending on time and scheduling.
5. Students are expected to use the internal private message feature in Schoology when communicating privately with the instructor.
6. Students will receive weekly announcements and posts in the Updates section of the course where they can reply with questions and/or comments. Students are encouraged to post questions for the class in the Updates area.
7. During the course, students will engage in weekly discussions, workshops, and assignments, posed by the instructor.
8. Posting and responding to posts by other class members is a course expectation and requirement.

9. The instructor will actively moderate discussion questions and interact with students on a weekly basis.
10. Each student will integrate one or more parts of the course into their teaching during and after the course ends.
11. Each student will complete the course evaluation in lesson 8.

Candidate Conduct

“An important part of VanderCook’s Conceptual Framework and Candidate Dispositions and Outcomes is the focus on professionalism and character. Specific descriptors include participation as well as attendance, flexibility in the face of changing circumstances and institutional needs, the commitment to continual personal development, self-reflection and growth, respect for the academic community and the individuals and resources of that community, and behavior, speech and dress that is appropriate and respectful in the educational environment. Failure to observe standards of professional behavior may result in referral to the Standards Committee and/or the appropriate dean. Consistent concerns in this area will have an impact on successful completion of the program.”

Health and Safety

VanderCook College of Music is committed to providing a safe and healthy environment for study and work. Basic information regarding the maintenance of health and safety within the contexts of practice, performance, teaching and listening is provided throughout the academic year. Health and safety information specific to this course will be addressed. It is the responsibility of each individual musician to take an active role in making informed decisions to help maintain their own health and safety.

Academic Honesty

“Candidates are expected to maintain the highest standards of integrity in their academic work. Failure to do so will jeopardize a candidate’s success in the program. Examples of academic dishonesty include:

- Presenting another’s words, music, or concepts as your own by failing to acknowledge or properly cite the source.
- Communicating or receiving answers or information to/from another in a testing situation.

- Consulting notes or any other source of answers/information in a testing situation, unless the instructor authorizes such access.
- Making available or accessing tests or quizzes from current or previous classes unless explicitly authorized by the instructor.
- Bringing, by any means, answers or information into a testing situation except as explicitly authorized by the instructor.
- Collaborating or turning in jointly produced work on any test or assignment that is intended to reflect individual effort.”

Plagiarism

“Plagiarism means taking someone else’s words, ideas, data or work and presenting them as your own. This could mean an exact duplication of someone else’s work without proper citation of the source, or it could mean you present it with only small changes and do not cite the source. Plagiarism can occur in art, music, literature, or technology – really in any area of intellectual work.

All work submitted should be properly credited to the original source of the information or idea whether the source is a book, Internet site, article, or any other medium. In written work, quotation marks or block indentations show direct quotations and the source must be cited. If information that is not common knowledge is paraphrased or summarized from a source, that source (including websites) must be cited. Failure to do so in academic assignments represents cheating and carries the appropriate penalties.

Copyright compliance is the goal of VanderCook College. Information to help with clarification of what constitutes fair use of copyrighted material, including photocopying, is on permanent reserve in the Ruppel Library.

No candidate should expect to receive a passing grade on any test or assignment that reflects dishonesty or academic irregularity. Cheating in any form may result in failure of the class and academic expulsion.”

Disability Statement

“If a student has a disability which might interfere with that student’s ability to function in this course it is the responsibility of that student to notify the instructor at the beginning of the course.”