



Leveraging New Partnerships in Continuous Improvement: Assessment Leaders, Faculty, and Instructional Designers as Joint Collaborators

PEPPERDINE | GRADUATE SCHOOL OF
EDUCATION & PSYCHOLOGY

OBJECTIVES



Participants will explore instructional designers' various roles and recognize the value of their potential contributions to the field of formal assessment.



Participants will critically reflect on the relationship between assessment leaders, faculty, and instructional designers.



Participants will envision transformative approaches to formal assessment processes through collaborative assessment leader-faculty-instructional designer partnerships.

MEET THE TEAM



Terrance Cao, MEd
Sr. Certification Manager
4th Year EdD Student



Jennifer Miyake-Trapp, EdD
Associate Professor of Education
Director, Virtual Initiatives



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Sr. Learning Experience Designer
3rd Year EdD Student



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Instructional Designer
2nd Year EdD Student



Opening Activity

What is the role of an
Instructional Designer?



WHAT IS AN INSTRUCTIONAL DESIGNER (ID)?



Required Skills

- Design Expertise
- Technical Proficiency
- Learning Theories
- Pedagogical Skills
- Assessment Knowledge
- Relationship building

Potential Benefits of Instructional Designer Partnerships

**Provide LMS and Learning
Technologies Support**

**Co-Design Authentic
Learning Activities**

**Co-Develop Effective
Assessment Practices**

**Access and Co-Analyze
Data Analytics**



High Five Partner

How might you envision instructional designers supporting assessment work?



Ambiguity and Challenges of Formal Assessment Processes

Misconceptions of
the purpose of
formal assessment
processes

Time and **labor**
invested in
collaboration

Interplay between
student learning and
compliance



Why AL-Faculty-ID Partnerships?



Necessity

Completion of Formal
Assessment Process

Collaboration and Efficiency

Share the Load!

Building a Culture of Student Learning

Ongoing Development and
Refinement

**BEFORE
ID Partnerships**

Discussion
AL discusses findings and improvements with faculty

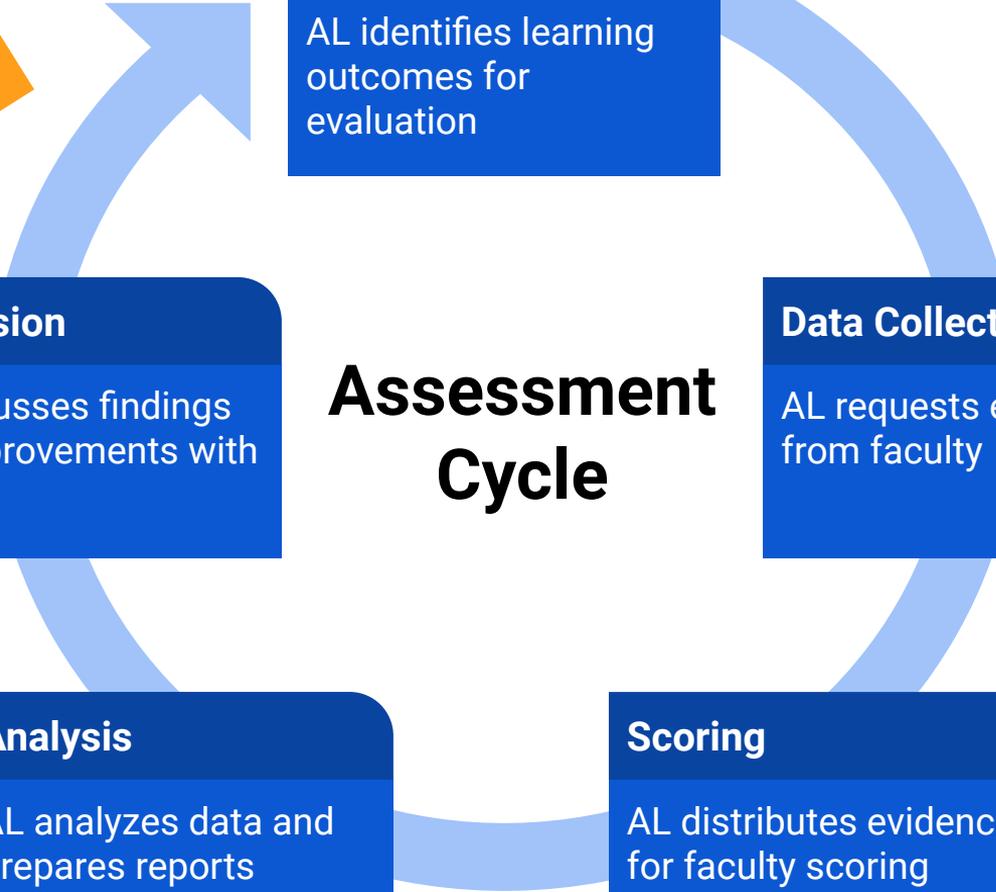
Outcomes
AL identifies learning outcomes for evaluation

Data Collection
AL requests evidence from faculty

**Assessment
Cycle**

Analysis
AL analyzes data and prepares reports

Scoring
AL distributes evidence for faculty scoring



**AFTER
ID Partnerships**

Discussion
AL discusses findings with faculty and ID. ID records improvements for future design.

Analysis
ID shares requested data analytics. AL analyzes data.

Outcomes
AL identifies learning outcomes. ID emphasizes outcomes and aligns design.

**Assessment
Cycle**

Data Collection
ID collects evidence via LMS access with prior faculty approval. AL redacts samples.

Scoring
ID organizes evidence. AL distributes evidence for faculty scoring.

How to Engage IDs in Assessment

Assessment Onboarding & Training

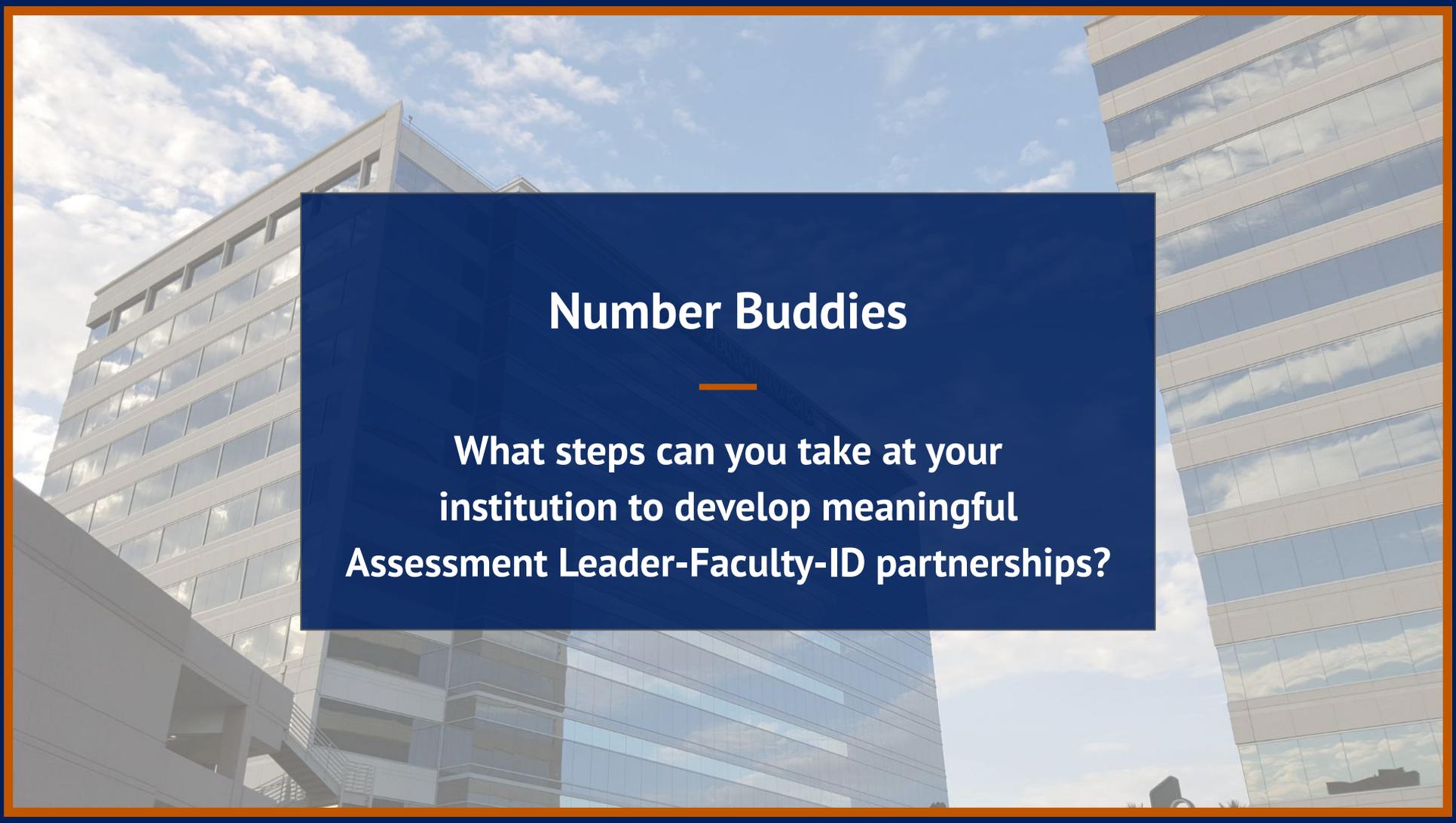
- Involve IDs in professional learning related to assessment

Revise (In)formal Org Charts

- Develop systems of communication and practice that intentionally include IDs

Ask the Instructional Designers!

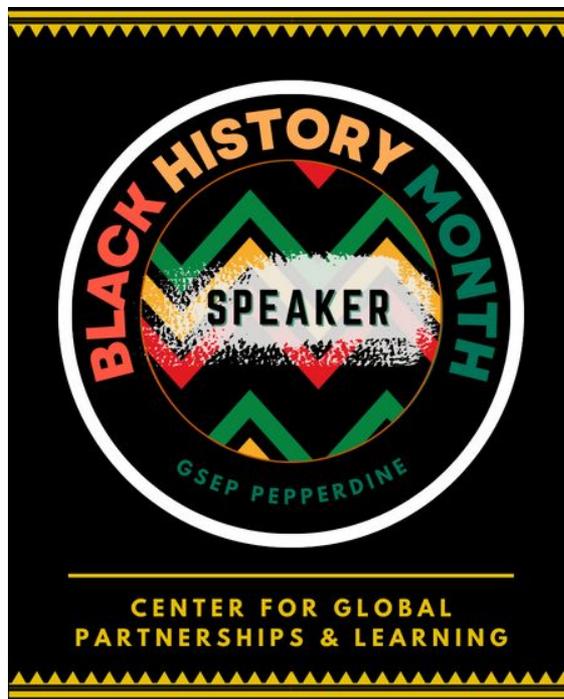
- Include IDs in assessment conversations and ask them how they can support this important work—they know the tools!

A low-angle photograph of a modern, multi-story office building with a glass facade. The building is set against a bright blue sky with scattered white clouds. The perspective is looking up, making the building appear tall and imposing. The glass windows reflect the sky and clouds. A dark blue rectangular overlay is positioned in the center of the image, containing white text.

Number Buddies

What steps can you take at your institution to develop meaningful Assessment Leader-Faculty-ID partnerships?

Celebrate Partnerships!



THANK YOU!



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- Syllabus
- Announcements
- Messages
- Assignments
- Discussions
- Gradebook
- Zoom Pro
- Student Resources
- Resources
- Roster
- Calendar
- Site Info**
- Student Guides
- Help

Overview

Link

Help



MATP 610.20 Instructional Design for Teaching

Instructional design and the psychological foundations of teaching and learning are important components to teacher candidates pursuing a complex understanding of instructional practices. Significant attention is given to connecting theory and practice, providing depth and understanding to the process of K-12 learning and lesson design. The theoretical foundations of learning involve the study of major learning theories, learner preferences, learner outcomes, the instructional process, identifying individual differences, optimal learning environments and assessing the learner to drive instruction. Aspects of planning, instructional strategies, assessment, management, and creating a positive learning environment will be presented so that candidates can create comprehensive and meaningful instructional sequences to meet the diverse needs of students. Finally, characteristics of child development from birth through adolescence and their implications on teaching and learning will be explored.

Getting Started

1. Click on the **Faculty Bio** link below to learn about your faculty.
 - [Faculty Bio](#)
2. Thoroughly review the **Syllabus**. If you have not purchased your textbooks, please do so as soon as possible.

Design Document

WELCOME PAGE FOR PSY 601 <i>This is the first page the students will see when they access their Sakai Site</i>	
	Section to be completed (or edited) by the instructor
COURSE DESCRIPTION	Students examine the theory and clinical assessment of cognitive functioning, with emphasis on commonly used instruments, including the Stanford Binet, Wechsler Adult Intelligence Scale, and Wechsler Intelligence Scale for Children. Practical experiences are offered in administration, scoring, interpretation, and professional report writing.
COURSE OBJECTIVES	<ul style="list-style-type: none">• Objective 1• Objective 2• Objective 3
PROGRAM LEARNING OBJECTIVES	<ul style="list-style-type: none">• Students will demonstrate basic competency in applied psychology and counseling theories. (Knowledge Acquisition)• Students will integrate knowledge of how various cultures, dimensions of diversity and social stress impact both clinical work and mental health/recovery.
COURSE OVERVIEW VIDEO <i>Create a 1-2 minute welcome video for the students that includes how this module is organized. Include key information the students need to know.</i> Sample Course Overview Video	<ul style="list-style-type: none">• [Insert link to the video] or email the video file (.mp4) to linda.lee@pepperdine.edu• Video Transcript (if available)
FACULTY BIO AND PHOTO	<ul style="list-style-type: none">• [Insert bio here]• [Insert link to the photo] or email the photo to linda.lee@pepperdine.edu
LINK TO SYLLABUS	

TESOL Program Support

Program Chair

Dr. Kevin Wong
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Academic Advisor

Moises Olavarrieta
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Academic Support

GSEP Ed Division Academic Calendar 2021-2022

GSEP Writing Center

Regina Meister
Associate Director, Writing Support
Contact: 310.258.2815
Email: Regina.Meister@pepperdine.edu

Carlos Jimenez
Manager, Writing Support
Contact: 310.568.5658
Email: Carlos.Jimenez@pepperdine.edu

Writing Support Resources

Student Resources

GSEP Career Services

Contact: 310.568.5666
Email: gsep.careerservices@pepperdine.edu

Office of International Student Services (OISS)

Contact: 310.506.4246
Email: OISS@pepperdine.edu

Pepperdine Counseling Center

Contact for Appointments: 310.506.4210
Email: student.counseling.center@pepperdine.edu

Associations and Related Conferences

California Commission on Teacher Credentialing

Website: <https://www.ctc.ca.gov/>

edTPA

Website: <https://www.edtpa.com/>

National Association of Bilingual Education (NABE)

Website: <https://nabe.org/>

Conference: NABE Conference

California Association of Bilingual Education (CABE)

Website: <https://www.gocabe.org/>

Conference: CABE Annual Conference

American Association of Colleges for Teacher Education

Website: <https://aacte.org/>

Conference: Conference of the California Council on Teacher Education

California Council on Teacher Education

Website: <https://cte.org/>

Conference: Conference of the California Council on Teacher Education

American Education Research Association

Website: <https://www.aera.net/>

Conference: AERA Annual Meeting

Teaching Standards and CA Curriculum Info

- [Teacher Preparation Program Handbook](#)
- [Teacher Performance Expectations \(TPEs\)](#)
- [California Content Standards](#)
- [California Curriculum Frameworks](#)

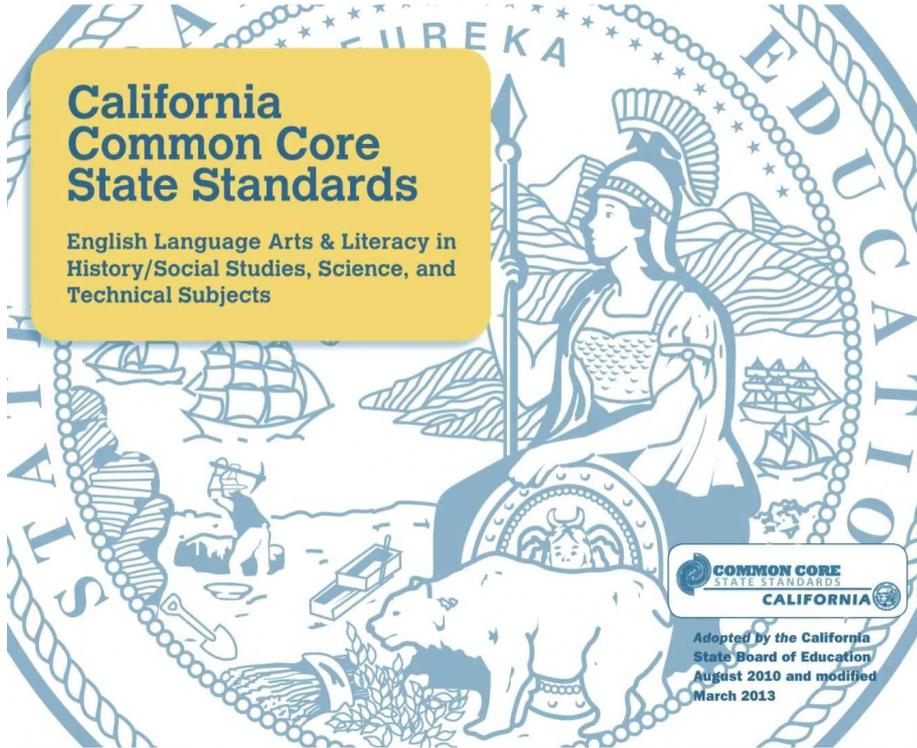
Recommended Journals

- Journal of Teacher Education
 - <https://us.sagepub.com/en-us/nam/journal/journal-teacher-education>
- Teacher Education Quarterly
 - <https://www.cte.org/teq>

Explainer Video

California Common Core State Standards

English Language Arts & Literacy in
History/Social Studies, Science, and
Technical Subjects



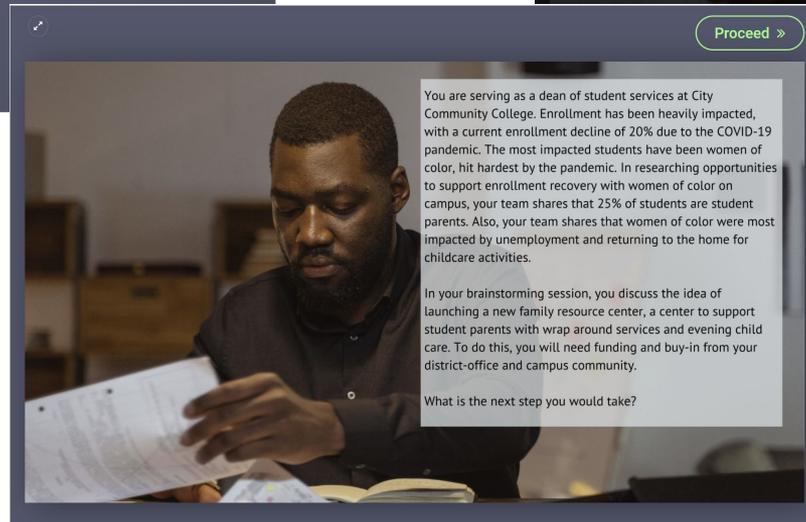
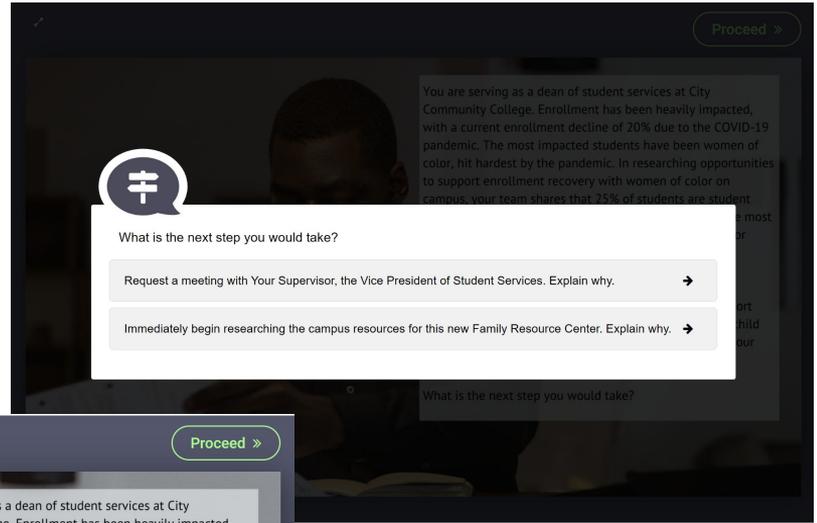
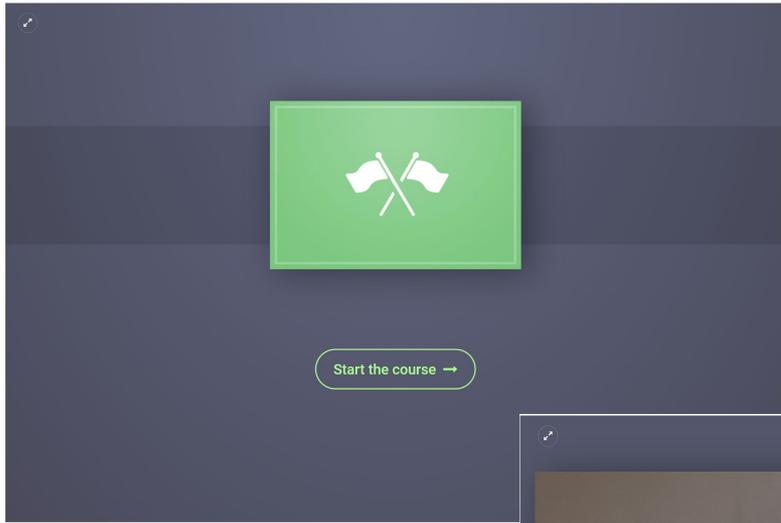
Adopted by the California
State Board of Education
August 2010 and modified
March 2013



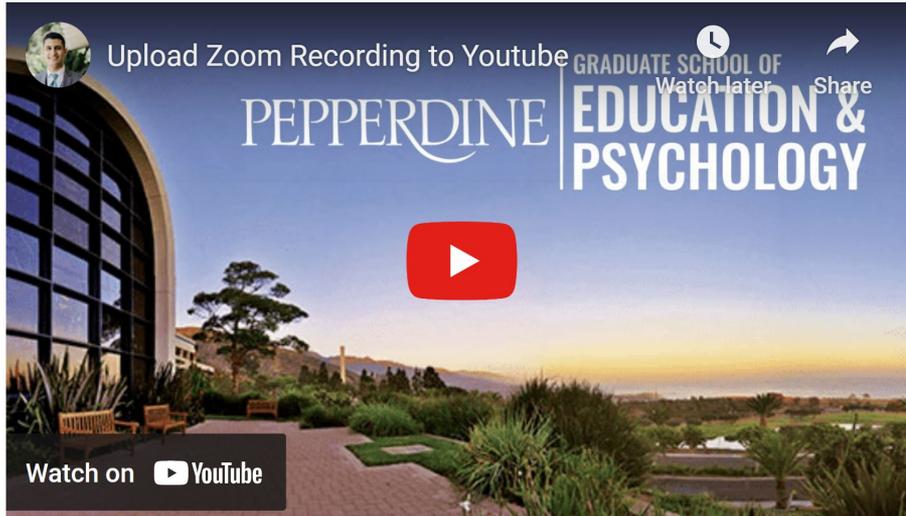
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CORE STANDARDS PDF

JAMBOARD GUIDE





Support Videos



Materials for Hybrid Class Weekend Session:

 Edit

> **APA 7th Basics**

▼ **Academic Vocabulary Series**

1. [Adjectives and Adverbs](#)
2. [Linking Ideas](#)
3. [Transitional Words and Phrases](#)
4. [Verbs in Academic Writing](#)
5. [Verbs for Citing Sources](#)

MEDIA ASSET EXAMPLE



INSTRUCTIONAL DESIGNER OFFICE HOURS

for faculty professional learning

FACILITATED BY: THE VIRTUAL INITIATIVES TEAM



Dr. Jennifer
Miyake-Trapp



Elias Saade



Lucy Lu



Linda Lee

We look forward to collaborating with you soon!

POSSIBLE TOPICS & TOOLS

-  Sakai Tools and Course Design
-  Zoom Features and Virtual Class Sessions
-  Best Practices in Online/Hybrid Teaching & Learning
-  Brainstorm Interactive Learning Activities
-  Building Rubrics and Providing Feedback
-  Curating and Sharing Resources

SPRING 2023 SCHEDULE

Every **Monday & Thursday**
from 12:00 PM - 2:00 PM PT
January 9 - April 20

No appointment needed.
[Just click here to join!](#)

**For non-2U courses*

Accessibility

Watch the Video: The Era of Corporate Social Responsibility Is Ending (8:19 minutes). [Video Transcript](#)



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Transcript of The Era of Corporate Social Responsibility is Ending | Rachel Hutchisson | TEDxWilmington

I've spent the past 25 years passionately building a career in corporate social responsibility. But by the time I retire, what I do for a living will be archived, outdated, done, because corporate social responsibility is already on its way to being replaced by human social responsibility. You might be wondering, have I told my boss this yet? Here I am doing everything I can to scale corporate social responsibility at the company where I work, and I'm up here telling you that my profession is going to be a goner. The answer is yes, I have told my boss, and he agrees.

Let me give you a little bit of context here. I run corporate social responsibility for a technology company that powers the business of philanthropy, which means I work in a setting every day that's all about giving back, both through what we do as a business and what we care about as people. You might think that building this program has been a lot of fun, and it has. But it also hasn't been easy. I say that because traditionally corporate social responsibility has been for the big guys, the Fortune 500 companies with the capacity to invest in staff and programs. There are a lot of companies out there that aren't big. Does that mean that they don't care about giving back? Of course not.

I've come to learn that the focus on corporate, which was once a vanguard idea, is actually a problem. Why do I think this? Two reasons. One, the focus on corporate is limiting. Did you know that more than 70% of all people who work for business in America work for small to midsize businesses? They work for enterprises that are anything but corporate. This might sound picky, but when you have a professional area that's all about giving back and being a good corporate citizen, that has corporate at its very, very heart, you're leaving a lot of people without a seat at the table. You're putting up barriers with the very language you use that says,