George Mason University
College of Education and Human Development
Program: Elementary Education

EDCI 545 – Assessment and Differentiation

Fall 2013, Online	3 Credit Hours, Sec. 616
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Course Description

This course provides a research-based introduction to differentiated instruction for children in grades K-6. The emphasis in this course is on the assessment of learners and differentiation of instruction to meet the needs of all learners. *Prerequisites: Admission to the program, and taken in program sequence.*

Relationship to Program Goals and Professional Organizations

This course addresses the following GSE priorities: research-based practice and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades K-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC) and International Society for Technology in Education, (ISTE). This course will build closely upon themes addressed throughout the program.

Student Outcomes

1. Students will be able to discuss current, validated research underlying the theory, principles, and practices of differentiated instruction.
2. Students will be able to identify and explain the core principles of differentiated instruction and the ways in which these principles inform and guide all aspects of instructional implementation.
3. Students will be able to apply the core principles of differentiation when planning and assessing lessons.
4. Students will be able to discuss the interdependent relationship between assessment and instruction in a learning environment.
5. Students will be able to identify formal and informal assessment tools to collect data on the readiness, interests, and learning profiles of students as the basis for differentiation before and during instruction.
6. Students will be able to identify and discuss strategies for assessment and grading in a differentiated classroom.

7. Students will be able to generalize course content to reflect how the multicultural, special needs, gifted students and other diverse populations within classrooms have their needs met via the application of the skills, strategies, and knowledge of this course.

Nature of Course Delivery

This course will be 100% online. Individual session formats will vary and may include lecture, small group/ large group discussion, and cooperative learning. Students are expected to participate in all activities.

Standards

INTASC 2011

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

ISTE NETS for Teachers

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

a. participate in local and global learning communities to explore creative applications of technology to improve student learning.

b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

Required Texts

Tomlinson, C. A. (2005*). How to differentiate instruction in mixed ability classrooms* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Burke, K. (2009). *How to assess authentic learning* (5th ed.). Thousand Oaks, CA: Corwin Press.

Required Articles (available through E-Reserves – Password: Difference)

Brulles, D. & Winebrenner, S. (2012). Clustered for success. *Educational Leadership, 69*(5), 41-45.

Buteau, G. & True, M. (2009). Differentiating instructional strategies to support English language learners. *The NERA Journal, 44*(2), 23-25.

Demos, E. & Foshay, J. (2009). Differentiated instruction: Using a case study. *The NERA Journal, 44*(2), 26-30.

Gould, J. C., Staff, L. K., & Theiss, H. M. (2012). The right fit for Henry. *Educational Leadership, 69*(5), 71-73.

Hoover, J. & Patton, J. (2005). Differentiating curriculum and instruction for English-language learners with special needs. *Intervention in School and Clinic, 40*(4), 231-235.

King-Sears, M. (2008). Facts and fallacies: Differentiation and the general education curriculum for students with special educational needs. *Support for Learning, 23*(2), 55-62.

Raskow, S. (2012). Helping gifted learners soar. *Educational Leadership, 69*(5), 34-40.

Other articles to be provided.

Assignments:

ALL ASSIGNMENTS SHOULD BE SUBMITTED ELECTRONICLY BY THE DUE DATE. Assignments that contain multiple grammar and spelling errors and/or typos will be returned, without grading, to be edited by the student.

Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations.

All written papers must be double spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial).

Readings, Class Participation, and Online Activities (35 pts)
The readings for the course are essential to your learning. They provide you with the theory necessary to implement, with meaning, the practical strategies involved in differentiating instruction. It is expected that each week you will read the assigned selections and that you will participate with your peers in a professional learning community (PLC). A PLC is a way for you to engage with your peers professionally to share successes and challenges, to support and question one another, and be leaders of your own professional learning. Each week you are expected to have read and completed any assigned tasks. You will participate in online discussions with your PLC. If you are not prepared, it affects not just your own learning, but that of your peers.

Student Learning Profiles (15 pts)
Implement a variety of methods to learn about your students academically, personally, and socially. You are expected to implement a minimum of one strategy per column and per row to learn about your students.

	Academically	**Personally**	**Socially**
From family			
From student			
From self			

1. Copy the chart. In the corresponding boxes, write a brief description of each strategy utilized and the kinds of information learned from it.

2. Create an at-a-glance sheet for each student that reports the information that you learned (template provided in class and online). You will use this information to create groups and plan lessons that consider learning profile, interest, and/or readiness to differentiate the content, process, and/or product for your learners (in other words, you will use this for your PBA#1).

PBA #1: Planning for Differentiated Instruction (30 pts)
Using the skills in assessment and differentiation that you have developed, you will create a formal lesson plan sequence that details three days of instruction in a core subject area (towards the end of the semester). Your plan will include an overarching goal for the lessons, measurable sub-objectives, learning standards, grouping methods, activities, and detailed evaluation methods. You will include appropriate references justifying your decisions throughout the plan. One of the lessons should include the integration of technology. Please use the GMU lesson plan template. You will receive feedback from your instructor as well as work with a critical friend to collaboratively refine your lesson sequence. You will then implement the sequence and collect data of student learning for analysis. A detailed description and rubric for evaluation of this task

is included at the end of the syllabus. **Submit the final version to TaskStream at https://www1.taskstream.com/.**

PBA #2: Assessing Student Learning (20 pts)
Using the skills in assessment that you have developed, you will analyze the student learning data collected from your lesson sequence. You will be expected to examine it to such a level that you are able to identify areas of strength and weakness for individual students while also identifying learning trends across the classroom. A detailed description and rubric for evaluation of this task is included at the end of the syllabus. **Submit the final version to TaskStream at https://www1.taskstream.com/.**

TASKSTREAM REQUIREMENTS
Every student registered for any Elementary Education course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment (***PBA #1: Planning for Differentiated and PBA #2: Assessing Student Learning***) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

A = 94-100%	A- = 90-93%	B+ = 87-89%
B = 80-86%	B- = 77-79%	C = 70-76%

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
STATEMENT OF EXPECTATIONS:

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honorcode/].

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

IMPORTANT and HELPFUL INFORMATION

If you have difficulty with an assignment or have questions about course content please contact Dr. Sprague at dspragu1@gmu.edu. She will respond to you within 24 hours during the week and within 48 hours on weekends and holidays.

If you have questions regarding MyMason, Blackboard, or Collaborate please contact the ITU Support Center at 703-993-8870. For questions and comments regarding the Blackboard Courses

system, e-mail courses@gmu.edu. You may also find information about Blackboard at http://doit.gmu.edu/studentSection.asp?page=blackboard.

For questions regarding TaskStream or if you have forgotten your Taskstream username or password contact Taskstream Mentoring Services at Help@TaskStream.com or 1-800-311-5656. If you do not have a Taskstream account, please contact Emily Gibson at egibson5@gmu.edu and she will create one for you. **DO NOT CREATE ONE YOURSELF.**

REQUIRED TECHNOLOGY

Hardware:

You will need access to a Windows or Macintosh computer with at least 2 GB of RAM and to a fast and reliable broadband internet connection (e.g., cable, DSL). A larger screen is recommended for better visibility of course material. You will need speakers or headphones to hear recorded content and a headset with a microphone is recommended for the best experience. For the amount of Hard Disk Space required to take a distance education course consider and allow for:

1. the storage amount needed to install any additional software and
2. space to store work that you will do for the course.

If you are considering the purchase of a new computer, please go to http://compstore.gmu.edu/recommend/ to see recommendations.

Software:

You will need a browser and operating system that are listed compatible or certified with the Blackboard version available on the myMason Portal. See supported browsers and operating systems. Log in to myMason to access your registered courses.

Online courses typically use Acrobat Reader, Flash, Java (Windows), and Windows Media Player, QuickTime and/or Real Media Player. Your computer should be capable of running current versions of these applications. Also, make sure your computer is protected from viruses by downloading the latest version of Symantec Endpoint Protection/Anti-Virus software for free at http://antivirus.gmu.edu.

Students owning Macs or Linux should be aware that some courses may use software that only runs on Windows. You can set up a Mac computer with Boot Camp or virtualization software so Windows will also run on it. Watch http://support.apple.com/kb/VI54?viewlocale=en_US about using Windows on a Mac. Computers running Linux can also be configured with virtualization software or configured to dual boot with Windows.

Note: If you are using an employer-provided computer or corporate office for class attendance, please verify with your systems administrators that you will be able to install the necessary applications and that system or corporate firewalls do not block access to any sites or media.

This course will also use a Pbworks Wiki.A wiki tool allows a team or group to collaborate on a task or project. For an overview of a wiki tool, watch this YouTube video.

Mason has purchased a PBworks Campus Edition license for a wiki tool that faculty and staff may use. For information on how to obtain an account, please go to https://wikis4gmu.pbworks.com/w/page/26978513/Mason-PBworks-Wikis-Support-Wiki

To view videos on how to use PBworks, please go to the following web address: http://pbworks.com/content/supportcenter-createpage

MEETING WITH DR. SPRAGUE

Although Dr. Sprague has provided you with multiple ways to reach her (e-mail, office phone, cell phone, and Skype) you may find that you wish to meet with her face-to-face. This is acceptable. Please, contact Dr. Sprague and arrange a time and place that is mutually beneficial. Dr. Sprague lives in Fairfax, Virginia, but is willing to travel to Arlington, Alexandria, and Washington, DC if need be. However, if requesting a meeting in Washington, DC. Please arrange a venue close to a Metro Stop.

If you want to meet Dr. Sprague on the GMU Fairfax campus, her office is in Thompson Hall, Rm. 1807. Campus directions and maps are available at http://www.gmu.edu/resources/welcome/Directions-to-GMU.html

Parking on campus requires a valid parking pass. Visitor parking is available in the Mason Parking Deck and costs $3.00 per hour or $14.00 per day. GMU runs a free shuttle between the Vienna Metro stop and Fairfax Campus. Information about the shuttle can be found at http://shuttle.gmu.edu/masontometro.html.

MASON ID

It is recommended that all students obtain a George Mason ID Card. This will allow access to the library, on campus computer labs, and recreation facilities. In addition, some local businesses offer discounts to GMU students and accept Mason Money as a form of payment.

Information on obtaining a Mason ID can be found at http://masonid.gmu.edu/photoid/. Information on Mason Merchants can be found at http://masonid.gmu.edu/masonmoney/masonmerchants.html.

PBA Task Description 1: Planning

Create a series of **three** lessons that effectively differentiate instruction for various groups of students in a classroom. You will design these lessons to promote equity in learning opportunities for all students. This means that intentional decisions will need to be made to consider student readiness, interests, and learning profiles. You will need to consider how content, process, and/or products of the lesson will be different for different groups of students depending on their strengths.

In order to plan effective instruction, in this assignment - three consecutive lesson plans, you will need to know students academically, personally, and socially. If you are not currently teaching full-time, a composite profile representing a diverse third grade classroom will be provided to you. If you are a practicing teacher or currently in your internship, you will receive blank student profiles to complete with your own classroom data. In each case, composites will include a variety of information for each student that will aid you in making instructional decisions. Using the composite data, you will prepare lesson plans that support the learning of all students by effectively differentiating instruction to target students' strengths to meet their needs*. For each part of your lesson plan, you will describe in detail the rationale for designing your lesson plan using relevant course readings and research literature (e.g., literature in Differentiated Instruction, assessment, effective literacy instruction, effective technology integration, and effective instruction for specific student groups) to support your decisions.

This task will engage you in a feedback cycle of professional development. For these purposes, your professional development feedback cycle will involve formative reviews of your first set of lesson plans to support your final submission. After the submission of your lesson design, you will receive feedback from your instructor and your peers related to your utilization of learning theory, differentiation in practice, and assessment. It is expected that after receiving feedback on your lesson plans, you will use the feedback to drive the construction of your final lesson plans. Because this assignment involves formative assessments, your final grade for the task will be earned after you create your **second set of lesson plans**.

Each lesson will have its own objectives for student learning, but all lessons need to be conceptually connected by a large overarching question (e.g., "How do good readers make sense of expository text?"). It is expected that the lessons act as the beginning to a larger "unit" of study.

Lesson plans should contain all sections of the elementary program lesson plan template provided to you.

*Assignment notes:

- For students who are currently teaching full time, the lesson series will need to be an actual series that you will be teaching in your curriculum towards the end of the semester.
- For your student profiles, if you teach multiple blocks of students, choose the one to whom you will teach your sequence. Your student profiles must be from the class for whom you plan your lessons.

PBA Task Description 2: Assessing
*Note this task may or may not be directly related to the planning from Part I.

Given an assessment of student learning, you will analyze student performance related to a lesson's objectives and sub-objectives. You will go beyond merely attending to percentage correct/incorrect of the assignment and instead will "break the assessment down" to its skills and subskills.

First, you will evaluate what the student demonstrated that he/she knew or did not know within each objective. Second, you will pose implications for further instruction based on your analysis.

PBA Task 1 Rubric: Planning

Criteria	Exceeds Requirements (A) 5 Points	Meets Requirements (A-, B+, B) 2-4 Points	Needs Improvement (C and below) 0-1 Points	Weight
Objectives	There is a clear overarching conceptual question for the three plans. The objectives clearly state what students will do and learn during each lesson. The objectives clearly state the content/essential understandings of the lesson sequence and individual lessons. The objectives target appropriate higher order and real life learning opportunities. The objectives are tied to state/national standards. As necessary, multiple sub-objectives are stated representing differentiation.	The majority of the objectives state what students will do during each lesson. The majority of the objectives are tied to state/national standards. The majority of the objectives are tied to assessment and it is clear how the learning will be assessed.	No objectives are stated or inappropriate objectives are used. Objectives are not distinguishable from state/national standards. Few of the objectives are tied to the assessment. It is not clear how learning will be assessed.	.05
Materials	A list of materials necessary for each lesson is included. Copies of the materials are included as possible. A variety of materials are used in each lesson (manipulatives, technology, etc.). Appropriate materials are selected for the concepts being taught. Worksheets, if used, are generally used in ways that promote higher order thinking. Materials are differentiated as appropriate.	A partial list of necessary materials is provided. A copy of some of the materials is provided. There is a lack of variety of materials used. Most of the materials are appropriate for the concepts being taught, but some need more modifications.	No list of materials is provided or materials chosen are not appropriate for the concepts being taught. The materials chosen do not reflect differentiation. The lessons *rely on* worksheets. Materials are not differentiated.	.05
Procedures (includes Technology Integration as appropriate)	The lesson sequence is *substantive* in length, breadth, and depth. The sequence should be so explicit that a substitute could teach from the plan. Actions are described throughout each lesson (e.g., lesson does not merely state "review lesson from yesterday" but describes HOW you plan to review and WHAT content you plan to review) For each lesson: The procedures thoroughly and completely outline what the	The lesson sequence is *adequate* in length, breadth, and depth. The majority of the procedures outline what the teacher will do during the lessons, but parts are vague and unclear. The majority of the procedures outline what students will do during the lessons, but parts are vague and unclear. Estimated times are provided, but seem unreasonable (either too short or too long). There is a lack of teacher questions. The procedures include either an introduction for activating	The lesson sequence is not adequate in length, breadth, or depth. It is not clear what the teacher will do during the lessons. It is not clear what the students will do during the lessons. Estimated times are not provided. No questions or content the teacher uses during the lessons are included in the procedures. The procedures do not include an introduction for activating prior knowledge or a plan for closing the lessons and checking for understanding. There are many omissions of key lesson	.2

	teacher will do during the lessons: How will you present and guide the lesson? The procedures thoroughly outline what the students will do during the lesson. Estimated times for each phase are provided. Important questions to ask during the lesson are included. The procedures include an introduction for surfacing and activating prior knowledge. The procedures include a plan for closing the unit and checking for understanding. If you have different groups doing different activities, each group's activity is clearly explained.	prior knowledge or a plan for closing the lessons and checking for understanding, but not both. There is a general lack of specificity across the lessons.	components across the lessons.	
Assessment	The assessment methods directly relate to the objectives. A variety of formal *and* informal assessments are described for before, during, and after the lesson. The assessment is differentiated as necessary. Assessment descriptions include exactly how each method will contribute to student learning evidence for your (1) Conceptual question and (2) your lesson specific measurable learning objectives.	A variety of formal *and* informal assessments are listed in each lesson, but descriptions are vague and may only vaguely tie to lesson objectives. The assessment is differentiated as necessary. Learning of each and all students is clearly able to be demonstrated by the methods selected.	Formal *or* informal assessments are listed in each lesson. Descriptions may not be included or be vague. The assessment is not differentiated as necessary. It is not clear what the students will do to demonstrate their understanding in the lessons.	.3
Differentiation	Identifies and then explains how the lesson is organized to address the interests, readiness, and/or learning profiles of the students. Provides a strong rationale for differentiation decisions that provides clear reference to literature. Names and then explains how the features of the lesson address the 2nd means of differentiation (content, process, and/or product). Provides a strong rationale for differentiation decisions that provides clear reference to	Identifies and then explains how the lesson is organized to address the interests, readiness, and/or learning profiles of the students. Provides an adequate rationale for differentiation decisions that provides some, but limited, reference to literature. Names and then explains how the features of the lesson address the 2nd means of differentiation (content, process, and/or product). Provides an adequate rationale for differentiation decisions	Identifies but does not explain how the lesson is organized to address the interests, readiness, and/or learning profiles of the students. Provides no, or *very* weak, rationale for differentiation decisions that provides no reference to literature. Identifies but does not explain how the features of the lesson address the 2nd means of differentiation (content, process, and/or product). Provides no, or *very* weak, rationale for differentiation	.35

	literature. Differentiation described here is evident throughout procedures.	that provides some, but limited, reference to literature. Differentiation described here is somewhat evident throughout procedures.	decisions that provides no reference to literature. May confuse differentiation with accommodations. Differentiation described here is not evident throughout procedures.	
Accommodations	Identifies and describes students who need individualized special support to be successful during instruction. Lists the specific accommodations planned for each of these unique learners, whether they need special accommodations for a learning disability, for language development, for attention problems, for behavioral support, for giftedness, etc. It is clear from the description that accommodations are distinct from the differentiated instruction planned in the lessons.	Identifies and vaguely describes students who need individualized special support to be successful during instruction. Lists the specific accommodations planned for each of these unique learners. It is clear from the description that accommodations are distinct from the differentiated instruction planned in the lessons.	Does not identify or describe students who need individualized special support to be successful during instruction. Does not list the specific accommodations planned for each of these unique learners. It is *not* clear from the description that accommodations are distinct from the differentiated instruction planned in the lessons.	.05

PBA Task 2 Rubric: Assessing

Criteria	Exceeds Requirements (A) 5 Points	Meets Requirements (A-, B+, B) 2-4 Points	Needs Improvement (C and below) 0-1 Point	Weight
Analysis of learning	Analyzes each piece of student learning evidence. The analysis goes beyond identification of correct/incorrect. Student learning is analyzed in terms of skills and sub-skills. The analysis identifies patterns and trends within and among students. The data is clearly analyzed in terms of instructional objectives.	Analyzes each piece of student learning evidence. The analysis goes beyond identification of correct/incorrect but student learning is only weakly analyzed in terms of skills and sub-skills. The analysis is weak in identification of patterns and trends within and among students. The data is only vaguely analyzed in terms of instructional objectives.	Does not analyze each piece of student learning evidence. The analysis does not go beyond identification of correct/ incorrect. The analysis is missing identification of patterns and trends within and among students. The data is not analyzed in terms of instructional objectives.	2
Implications for learning and instruction	Implications for instruction are thoroughly discussed. The implications are explicitly tied to the learning analysis. Implications include both student learning implications and instructional implications. If the lesson was taught, how differentiation decisions did/did not impact learners is explored.	Implications for instruction are vaguely discussed. The implications are somewhat tied to the learning analysis. Implications include either student learning implications *or* instructional implications. If the lesson was taught, how differentiation decisions did/did not impact learners is somewhat explored.	Implications for instruction are not discussed, or are discussed very limitedly. If the lesson was taught, how differentiation decisions did/did not impact learners is not, or is only very limitedly, explored.	2

Course Schedule:

This course is set up with a series of modules. Each module will take one to four weeks to complete. Modules are located in Blackboard, under Course Content. Do not wait until the last day to sign on as there are several readings and activities associated with each module.

Date	Topics/Learning Experiences	Assignments
10/13	**Module: Who are your students?** In this module you will learn how students differ and develop a better understanding of your own students.	Log into Blackboard and access the "Who are your students" module. Work on the readings and assignments.
10/20	**Module: Who are your students?** Knowing your learners	Continue working on the "Who are your students" module. Start collecting data for the ***Student Learning Profiles***.
10/27	**Module: Special Needs Students** In this module you will develop an awareness of the educational needs of special populations of students. Particular attention will be paid to ESL, ADHD, LD, and Autism Spectrum Disorder students.	Log into Blackboard and access the "Special Needs Students" module. Work on the readings and assignments. Continue collecting data for the *Student Learning Profiles*.
11/3	**Module: Understanding differentiation** In this module, you will learn ways to differentiate instruction and examine your own practice. You will also practice differentiated planning.	***Student Learning Profiles due.*** Log into Blackboard and access the "Understanding differentiation" module. Work on the readings and assignments.
11/10	**Module: Understanding differentiation** Examining various differentiated strategies.	Continue working on the "understanding differentiation" module. Work on PBA #1: Planning assignment. Remember this is a draft and is not graded at this time, but you will receive feedback.
11/17	**Module: Assessment for Learning** In this module, you will learn about various ways to assess student learning, with particular attention paid to formative assessments. You will also learn how to use assessment data to improve your teaching and student learning.	***PBA #1: Planning (Draft #1) due.*** Log into blackboard and access the "Assessment for Learning" module. Work on the readings and assignments.
11/24	**Module: Assessment for Learning** Connecting assessments and instruction	Continue working on "Assessment for Learning" module. Modify PBA #1: Planning based on instructor feedback. Resubmit if additional feedback is needed.
12/1	**Module: Assessment for Learning** Applying what you learned.	Teach your lesson plans and collect the pre/post data and the formative

		assessments associated with the lessons. Analyze the results of the assessments.
12/8	**Module: Assessment for Learning** Share the results of your assessments. What does this mean for your students' future learning?	***PBA #1: Planning (Final version) due. Submit to Taskstream.***
12/13	**Note: This is a Friday.** Complete any assignments not yet completed.	***PBA #2: Assessing Student Learning Due. Submit to Taskstream by this date.***