

George Mason University
College of Education and Human Development
Graduate School of Education
Elementary Education Program (ELED)

ELED 545 Section A01
Differentiating Elementary Methods and Management (3 credits)
Summer 2024 (May 13 – June 14)
Mondays & Wednesdays (Asynchronous online via Blackboard)
Tuesdays & Thursdays, 4:30-6:35pm (Face-to-Face in Thompson L003, Fairfax Campus)

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Prerequisites: Admission to Elementary Education graduate program; must be taken in programmatic sequence.

University Catalog Course Description: Provides an introduction to differentiated instruction and management for children in grades PK-6. Emphasizes the assessment of learners, incorporation of varied instructional and management strategies to meet the needs of all learners.

Course Overview: This course examines the principles of differentiated instruction, assessment, and classroom management and the intersection of the three. Teacher candidates will explore a variety of assessment strategies, as well as methods for using data to differentiate content, process, and product based upon students' readiness, interests, and learner preferences. Teacher candidates will expand their repertoire of management techniques that support students' learning, motivation, and a positive, supportive classroom climate. This includes exploration of the relationship between classroom environment, student behavior, and student learning.

Course Delivery Method: This course will be delivered **in a hybrid format using face-to-face, as well as asynchronous online, methods** via Blackboard Learning Management system (LMS) housed in the MyMason portal and Google Drive (see "Class Schedule" for details). You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available before the first day of class. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student-led activities. A detailed schedule is included below.

Field Hours: This course requires 15 hours of field observation. Additional details are in the "Assignments" section.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

1. High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
2. To get a list of supported operating systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
3. Students must maintain consistent and reliable access to their GMU email and Blackboard accounts, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with Zoom or other required web conferencing tools.
5. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
6. The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

1. **Course Week:** Our course week will begin on the day that our face-to-face meetings take place as indicated in the "Class Schedule."
2. **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials 5 times per week.
3. **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions. In addition, students must complete assigned asynchronous activities by the due dates specified.
4. **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
5. **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
6. **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
7. **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to the Mason Fairfax campus can meet with the instructor via telephone or videoconference. Students should

email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

8. **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates; rather, you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. **Accommodations:** Students who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES:

This course is designed to enable teacher candidates to:

- A. Explain the core principles of differentiated instruction and flexible grouping and use these to address diverse ways of learning through planning and implementing whole class, small group, and individualized/targeted instruction related to a specific content/strategy/skill instruction. (INTASC 2, 7, 8)
- B. Use their theoretical understanding of how children grow, develop and learn, as well as their individual differences (SES, disabilities, race, gender) and diverse cultures (ethnic and linguistic diversity), to plan and implement a cohesive sequence of differentiated lessons that meets the needs of diverse student populations through a variety of instructional practices. (INTASC 2, 7, 8)
- C. Select appropriate materials, tools, and technologies to achieve instructional goals with all learners.
- D. Understand general methods of assessment and identify how assessment data is used in the state, district, building, and by classroom teachers to drive instruction. (INTASC 6)
- E. Understand legal and ethical responsibilities associated with assessments used in PK-6 education.
- F. Explore formative and summative assessment techniques and use these to collect data on the readiness, interests, and learning profiles of students as the basis for differentiation before and during instruction. (INTASC 6)
- G. Use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress.
- H. Use their knowledge of effective communication strategies to explore methods for providing constructive feedback to guide children's learning and for discussing student progress with colleagues and parents. (INTASC 6)
- I. Explore the relationship between assessment and grading in a differentiated classroom. (INTASC 6)
- J. Use their understanding of learner differences, classroom management models, and diverse cultures and communities to plan for and ensure an inclusive learning environment that builds responsibility, self-discipline, self-regulation and supports motivation and engagement in learning. (INTASC 2, 3)

- K. Understand the ethical, legal, and safety obligations when responding to student behaviors. (INTASC 2, 3)
- L. Reflect individually and collaboratively with peers and colleagues on lessons to self-evaluate, determine effectiveness of instruction, and plan for future instruction. (INTASC 9, 10)
- M. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, music, drama, movement, and computer technology.

PROFESSIONAL STANDARDS:

Upon completion of this course, students will have met the following professional standards:

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **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 #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **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.
- **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 #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners,

families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

REQUIRED TEXTS:

- Doubet, K. J., & Hockett, J. A. (2018). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. ASCD. * (Available online for free through GMU library – see course announcement for details.)
- Chappuis, J., & Stiggins, R. J. (2017). *An introduction to student-involved assessment for learning* (7th ed.). Pearson Publishing.
- Additional selected readings will be posted on Blackboard.

RECOMMENDED TEXTS:

- Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Sage. * (Available online for free through GMU library)
- Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14* (4th ed.). Center for Responsive Schools.

COURSE PERFORMANCE EVALUATION:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Assignments and/or Examinations:

Assignments 1-4 are connected and together serve as the PBA (performance-based assessment) for this course. All will be combined at the end of the course and uploaded to VIA/SLL.

1. Understanding Learner Differences (15%)

DUE: Monday, May 28

The purpose of this assignment is to systematically design, administer, and reflect on interest and learner preferences from your field experience classroom. This information will provide important information that you may use to differentiate instruction.

- 1) You will design and implement a student interest and learner preferences inventory to learn more about your students.
- 2) You will use the inventory, as well as your observations of the students across the semester, to complete a 'Student Data Chart.' A data chart will be provided for you to use for this portion of the assignment.
- 3) Using your *Student Data Chart*, you will write a **descriptive reflection (2-3 paragraphs)** of what you learned. This should include the following information:
 - A description of the academic, social, and emotional needs of your students. You should use readings and resources from this class and others to support your assertions (i.e., include citations).

- A description of your general themes and perceptions of the students' areas of interest and their learning preferences and how you might build on those as you plan instruction.
- 4) Prior to submitting your assignment, you will self-assess your work by completing the Assignment 1 Self-Assessment, a link to which will be provided in class.

Your submission should include your (1) interest/learner preferences inventory, (2) student data chart, (3) descriptive reflection, and (4) completed self-assessment. This assignment will be scored via self-assessment using a rubric provided in class.

2. Analyzing Student Assessment Data (20%)

DUE: Wednesday, June 5

The purpose of this assignment is to analyze a set of student data, and use the analysis as a guide for planning and differentiating instruction. This data can be generated using previously gathered assessment data ***OR*** data you gather in collaboration with your mentor teacher. ***Note: The data that you use for this assessment must be related to a specific set of learning targets (i.e., it should be a pre-assessment of student readiness) as it will be used to plan next steps for instruction related to those targets.*** More robust student data (such as that with accompanying student work) will be more worthwhile to analyze (and use for planning) than decontextualized data with no student work.

- 1) You will organize the data in a chart that synthesizes your analysis of each student's readiness for the learning targets measured by the assessment. Your chart should include the following information:
 - a. The specific learning targets you assessed
 - b. **How** you would determine student progress for each learning target (i.e., how you decide a student has *not met yet*, *partially met*, or *met* each target)
 - c. **Analysis of each student's assessment in relation to each target.** *This should include what exactly is not met yet, partially met, and met for each student.*
- 2) You will write a **2-3 paragraph holistic summary** of trends and implications of your analysis for your subsequent instruction. Questions to consider: How will your diagnostic data inform your lesson planning? How will you differentiate instruction for your students based on the readiness information you gathered in this assessment? What specific lessons and groupings are needed to best meet students' needs (i.e., what lessons will you need to design for Assignment 3)? How could you incorporate the interests and learner preferences you learned about in Assignment 1 into your lesson plans for Assignment 3?

Your submission should include (1) three to four samples of student work on the assessment. Your samples should represent students' understandings at varied readiness stages in relation to the targets. Your submission should also include your (2) analysis chart and (3) holistic summary. This assignment will be scored using a rubric provided in class.

3. Differentiated Lesson Plans (20%)

DUE: Sunday, June 16

The purpose of this assignment is to use the data you analyzed to design differentiated instruction.

- 1) You will create a series of lessons based on your knowledge of students (Assignment 1) and their readiness for the learning targets you assessed (Assignment 2).
- 2) These lessons must have all of the required components including:
 - a) SOLs and Targets/KUDs
 - b) Detailed, mostly scripted procedures
 - c) Differentiated instruction and accommodations, modifications, & scaffolds (including UDL)
 - d) Formative assessments/checks for understanding
 - e) Plan for how you are assessing what students learned in relation to that lesson's specific learning targets at the end of each lesson in the "Assessment" section of the template

Your submission should include (1) lesson plans and (2) the associated lesson materials (slides, graphic organizers, etc.). This assignment will be scored using a checklist provided in class.

4. Creating an Assessment (10%)

DUE: Tuesday, June 18

The primary purpose of this assignment is for you to create an assessment from start to finish. You may (and should) look at other assessments for ideas, but you must create your own assessment. The assessment you create **should connect directly to Assignments 1, 2, and 3**. Complete the steps below for this assignment:

Section 1: Why Assess?

1. Why are you doing this assessment?
2. Will the results be used formatively or summatively? Who will use the results and how will the results be used? How will the results impact future instruction for individual children, groups of children and the class?

Section 2: Assess What?

1. What learning target(s) are being assessed? How would you write these learning targets in kid-friendly language?
2. Why are these targets important enough to assess?

Section 3: Assess How?

1. What assessment method will be used (selected response, written response, performance assessment, or personal communication/interview). Don't forget to use your targets to find the appropriate assessment method 'match.'
2. Explain why you have chosen this assessment method using the concept of target/method match and **cite your text** to support your decision.
3. Plan your assessment. Include a copy in your submission.
 - a) If using **selected response** include BOTH
 1. a copy of the test, quiz, or exit ticket

2. the answer key you will use to determine if students have met the learning targets
- b) If using **written response** include BOTH
 1. the prompts or questions students will be asked to respond to
 2. the checklist, rating scale, or rubric you will use to determine if students have met the learning targets
- a) If using **performance assessment** include BOTH
 1. the task
 2. the checklist, rating scale, or rubric you will use to determine if students have met the learning targets
- b) If using **personal communication/interview** include BOTH
 1. The questions you will ask
 2. the checklist, rating scale, or rubric you will use to determine if students have met the learning targets
4. How do you know this assessment is developmentally appropriate?

Section 4: Considering Students

1. In what way(s) could you involve students in tracking, reflecting, and sharing their learning (i.e., involve students in the assessment process)?

Your submission should include your (1) completed question template, (2) assessment you designed, and (3) scoring guide/rubric/checklist, etc. This assignment will be scored using a checklist provided in class.

5. Restraint and Seclusion Modules (5%)

DUE: Monday, May 20

As a part of your application for licensure, you must demonstrate an understanding of the VDOE regulations regarding restraint and seclusion of students. To complete this assignment

- 1) Visit the modules website <https://cieesodu.org/initiatives/restraint-and-seclusion/> and complete each of the five modules
- 2) Upon conclusion, download the certificate of completion.
- 3) Upload a copy of this to Bb in our 'Submit Assignments' section and keep a copy for your licensure records.

Other Requirements:

Attendance & Course Engagement (ongoing—30%)

It is expected that you attend all face-to-face meetings outlined in the syllabus and complete all asynchronous activities assigned in Blackboard.

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), "Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation." See

<https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>

If you must be absent from a face-to-face class, inform the instructor prior to the beginning of the class session. Missed face-to-face classes (or portions of classes) will result in loss of participation points. ***Unless there are extenuating circumstances that have been shared with the instructor, missing 15% or more face-to-face classes will result in a failing grade, and you must retake the course if you wish to earn credit. In this course, this means you may only miss one face-to-face class.***

Absence from class to observe a religious holiday, to serve jury duty, to participate in a university-sponsored event, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please notify your instructor at least 48 hours in advance. See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>

In addition, you are expected to be on time to, and stay for the entirety of, class each week unless 48 hours advance notice has been provided to the instructor. Your instructor will define their policy for tardiness as it relates to class participation points and absences.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute in face-to-face class meetings and engage fully in asynchronous online activities** as well as genuinely listen and respond to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed **all assigned readings and tasks** for that class.

Your participation includes participation in all face-to-face meetings and completion of all asynchronous application activities. This includes but is not limited to:

- **Contributions to whole group and small group discussions**
- **Creating pre-assessments for readiness, interests, and learner preferences**
- **Graphic organizers and activities associated with asynchronous learning**
- **Field reflections**

Work Timeliness & Assignment Expectations

All assignments are to be submitted **by 11:59 PM on the date listed in the syllabus. Written work will not be accepted after the due date unless arrangements have been made with the instructor at least 48 hours in advance and may include an automatic 10% reduction on the assignment score.** All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class.

All written papers are expected to be double-spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA (7th) format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advance notice of any modifications.

COURSE PERFORMANCE EVALUATION WEIGHTING

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>%</i>	<i>Due Date</i>
A-I	Attendance & Course Engagement	30%	ongoing
A-B	*Assignment 1: Understanding Learner Differences	15%	May 28
D-G	*Assignment 2: Analyzing Student Assessment Data	20%	June 5
A-M	*Assignment 3: Differentiated Lesson Plans	20%	June 16
D-I	*Assignment 4: Creating an Assessment	10%	June 18
J-K	Assignment 5: Restraint and Seclusion Modules	5%	May 20
TOTAL		100%	

*These four assignments constitute the Performance-Based Assessment (PBA) for this course.

GRADING POLICIES

The grading for this course is as follows:

Grade	Grading Scale	Interpretation
A+	97-100	Represents mastery of the subject through effort beyond basic requirements
A	93-96	
A-	90-92	
B+	87-89	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	
B-	80-82	
C	70-79	Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.
F	<69	

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times (see Elementary Education Program Handbook). See <https://cehd.gmu.edu/students/policies-procedures/>

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments>
- Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking: As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For information on student support resources on campus, see
<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>

TENTATIVE CLASS SCHEDULE

*Faculty reserves the right to alter the schedule as necessary with notification to students.

Meeting Day	Learning Targets	Readings and Assignments (DUE BEFORE CLASS)
Week 1		
Day 1 Monday, May 13 Asynchronous Online	Defining the Key Principles of Differentiation & Assessment <ul style="list-style-type: none"> • I can define differentiation, its key principles, and why it is a necessary orientation in elementary classrooms. • I can identify the elements of classroom community and learning environment necessary for supporting differentiation. • I can identify the four keys to quality assessment. 	Read: <ul style="list-style-type: none"> • Chappuis & Stiggins (2017), Ch. 1 • Review from ELED 544: Doubet & Hockett (2018), Introduction (pp. 1-4) and Ch. 1 (pp. 9-15) Watch/Do: <ul style="list-style-type: none"> • Jamboard: DI Perspectives • Getting Started Survey
Day 2 Tuesday, May 14 Face-to-Face 4:30pm – 6:35pm Thompson L003	Connecting Assessment to Differentiation <ul style="list-style-type: none"> • I can describe the relationship between differentiation and assessment. • I can discuss why we assess and the role of formative and summative assessment in a balanced assessment system. <p><i>Assignment #5 Intro: Restraint & Seclusion Modules</i></p>	Read: <ul style="list-style-type: none"> • Chappuis & Stiggins (2017), Ch. 2 • Tomlinson & Moon (2014). Ch. 2 (pp. 17-21) Watch/Do: <ul style="list-style-type: none"> • Field Reflection – May 14 • What’s in the Sack? Activity
Day 3 Wednesday, May 15 Asynchronous Online	Designing High Quality Learning Targets, Culturally Responsive Assessment <ul style="list-style-type: none"> • I can construct clear learning targets using the KUD format. • I can evaluate a set of learning goals based on specific criteria. • I can define, and incorporate the principles of, culturally responsive assessment. 	Read: <ul style="list-style-type: none"> • Review from ELED 544: Doubet & Hockett (2018), Ch. 2 (pp. 41-55) • Sampson & Oldham (2021), Ch. 3 (pp. 65-80) • Trumbull & Nelson-Barber (2019), Table 1 • Powell (2011), Table 5.1 Watch/Do: <ul style="list-style-type: none"> • Checklist for High Quality Learning Goals
Day 4 Thursday, May 16 Face-to-Face 4:30pm – 6:35pm Thompson L003	Assessing High Quality Learning Targets <ul style="list-style-type: none"> • I can describe the role of clear learning targets in assessment design/quality. <p><i>Assignment #1 Intro: Understanding Learner Differences</i></p>	Read: <ul style="list-style-type: none"> • Chappuis & Stiggins (2017), Ch. 3 Watch/Do: <ul style="list-style-type: none"> • Field Reflection – May 16 • Me Shirt

Week 2

<p>Day 5</p> <p>Monday, May 20 Asynchronous Online</p>	<p>Pre-Assessing Student Readiness, Interest, & Learning Preferences</p> <ul style="list-style-type: none"> I can use the attributes of an effective pre-assessment to analyze a sample assessment. I can create an assessment of students' readiness, interest, and learning preferences. 	<p>Read:</p> <ul style="list-style-type: none"> Doubet & Hockett (2018), Ch. 3 (pp. 73-83, 86-89) <p>Watch/Do:</p> <ul style="list-style-type: none"> Field Reflection – May 20 PMI on Readiness Pre-Assessments Submit Assignment #5: Restraint & Seclusion Modules
<p>Day 6</p> <p>Tuesday, May 21 Face-to-Face 4:30pm – 6:35pm Thompson L003</p>	<p>Designing a Pre-Assessment</p> <ul style="list-style-type: none"> I can apply my understanding of pre-assessment to my design of an interest and learning preferences pre-assessment. I can create an assessment of students' readiness, interest, and learning preferences. <p><i>Assignment #2 Intro: Analyzing Student Assessment Data</i></p>	<p>Read:</p> <ul style="list-style-type: none"> N/A <p>Watch/Do:</p> <ul style="list-style-type: none"> Create an interest and learning preferences pre-assessment; bring to class on Tuesday, May 21
<p>Day 7</p> <p>Wednesday, May 22 Asynchronous Online</p>	<p>Low Prep DI Strategies & Using Readiness Data to Plan Instruction</p> <ul style="list-style-type: none"> I can use students' readiness, interests, and learner preferences to create engaging instruction. I can differentiate instruction using low-prep DI strategies (looking and listening lenses, jigsaw, debate carousel, matrix, cubing, think dots). I can incorporate higher order thinking into lessons using a variety of instructional strategies. 	<p>Read:</p> <ul style="list-style-type: none"> <i>Review from ELED 544:</i> Doubet & Hockett (2018), Ch. 4 (pp. 105-117) Bloom's Taxonomy review DI Strategies: Cubing & Think Dots <p>Watch/Do:</p> <ul style="list-style-type: none"> Intro to Cubing Field Reflection – May 22 Implement interest/learning preferences pre-assessment
<p>Day 8</p> <p>Thursday, May 23 Face-to-Face 4:30pm – 6:35pm Thompson L003</p>	<p>Differentiating Instruction Based on Student Readiness</p> <ul style="list-style-type: none"> I can differentiate instruction based on student readiness using a variety of strategies, including tiering. I can describe the importance of flexible grouping. <p><i>Assignment #3 Intro: Differentiated Lesson Plans</i></p>	<p>Read:</p> <ul style="list-style-type: none"> Doubet & Hockett (2018), Ch. 6 (pp. 201-225, 230-234, 237-243) Lynch (2022), Flexible grouping <p>Watch/Do:</p> <ul style="list-style-type: none"> Field Reflection – May 23

Week 3

<p style="text-align: center;">Day 9</p> <p style="text-align: center;">Tuesday, May 28 Face-to-Face 4:30pm – 6:35pm Thompson L003</p>	<p>Formative Assessment Strategies & Effective Feedback</p> <ul style="list-style-type: none"> I can use formative assessment strategies to guide instruction. I can identify the attributes of effective feedback and provide effective feedback to students. I can assess for learning by providing a) clear targets, b) using strong and weak work, and c) giving descriptive feedback. <p>Understanding Learner Differences</p> <ul style="list-style-type: none"> I can gather and make sense of data related to students’ interests, learning preferences, and academic, behavioral, and socioemotional needs. 	<p>Read:</p> <ul style="list-style-type: none"> Chappuis (2015), Ch. 3 Doubet & Hockett (2018), Ch. 5 (pp. 171-181, 184-198) <p>Watch/Do:</p> <ul style="list-style-type: none"> Field Reflection – May 28 Submit Assignment #1: Understanding Learner Differences
<p style="text-align: center;">Day 10</p> <p style="text-align: center;">Wednesday, May 29 Asynchronous Online</p>	<p>Differentiating Instruction Based on Students’ Interests and Learning Preferences</p> <ul style="list-style-type: none"> I can differentiate instruction based on students’ interests and learning preferences. I can use strategies such as choice boards and menus to differentiate instruction. 	<p>Read:</p> <ul style="list-style-type: none"> Doubet & Hockett (2018), Ch. 7 (pp. 251-267) DI Strategies: Choice Boards, Menus, Playlists <p>Watch/Do:</p> <ul style="list-style-type: none"> DI Strategy Cheat Sheet
<p style="text-align: center;">Day 11</p> <p style="text-align: center;">Thursday, May 30 Face-to-Face 4:30pm – 6:35pm Thompson L003</p>	<p>Designing Quality Classroom Assessments and Strategies for Self-Assessment & Goal-Setting</p> <ul style="list-style-type: none"> I can select appropriate assessment methods for assessing specific learning targets. I can identify the key principles of assessment design and implementation. I can describe strategies for engaging students in self-assessment and goal-setting. 	<p>Read:</p> <ul style="list-style-type: none"> Chappuis (2015), Ch. 4 (pp. 145-156) Chappuis & Stiggins (2017), Ch. 4 (pp. 79-86, 93, 95, 104) <p>Watch/Do:</p> <ul style="list-style-type: none"> Target-Method Match Jigsaw Activity

Week 4

<p>Day 12</p> <p>Monday, June 3 Asynchronous Online</p>	<p>Selected Response Assessments</p> <ul style="list-style-type: none"> I can analyze, create, and use selected response assessments to formatively and summatively assess students. 	<p>Read:</p> <ul style="list-style-type: none"> Chappuis & Stiggins (2017), Ch. 5 <p>Watch/Do:</p> <ul style="list-style-type: none"> PMI on Selected Response Assessment Sample
<p>Day 13</p> <p>Tuesday, June 4 Face-to-Face 4:30pm – 6:35pm Thompson L003</p>	<p>Written Response Assessments</p> <ul style="list-style-type: none"> I can use formative assessment strategies such as written responses to guide instruction. I can analyze, create, and use written response assessments to formatively and summatively assess students. <p><i>Assignment #4 Intro: Creating an Assessment</i></p>	<p>Read:</p> <ul style="list-style-type: none"> Chappuis & Stiggins (2017), Ch. 6 DI Strategies: Stations & Centers <p>Watch/Do:</p> <ul style="list-style-type: none"> DI Strategy Cheat Sheet
<p>Day 14</p> <p>Wednesday, June 5 Asynchronous Online</p>	<p>Performance Assessment</p> <ul style="list-style-type: none"> I can analyze, create, and use performance assessments to formatively and summatively assess students. I can identify the hallmarks of a high quality rubric. 	<p>Read:</p> <ul style="list-style-type: none"> Chappuis & Stiggins (2017), Ch. 7 DI Strategy: Six Thinking Hats <p>Watch/Do:</p> <ul style="list-style-type: none"> DI Strategy Cheat Sheet Submit Assignment #2: Analyzing Student Assessment Data
<p>Day 15</p> <p>Thursday, June 6 Face-to-Face 4:30pm – 6:35pm Thompson L003</p>	<p>Personal Communication as Assessment, Student Portfolios</p> <ul style="list-style-type: none"> I can analyze, create, and use personal communication to formatively and summatively assess students. I can describe the different uses of student portfolios in the classroom. 	<p>Read:</p> <ul style="list-style-type: none"> Chappuis & Stiggins (2017), Ch. 8 (pp. 229-236, 245-253) Chappuis & Stiggins (2017), Ch. 10 (pp. 281-286) DI Strategy: Socratic Seminar, RAFTs <p>Watch/Do:</p> <ul style="list-style-type: none"> DI Strategy Cheat Sheet

Week 5

<p>Day 16</p> <p>Monday, June 10 Asynchronous Online</p>	<p>Teacher Record Keeping, Grading, Report Cards</p> <ul style="list-style-type: none"> I can describe the importance of, and strategies for, effective record keeping for reporting student achievement. I can describe the purpose of grades and grading. 	<p>Read:</p> <ul style="list-style-type: none"> Chappuis & Stiggins (2017), Ch. 9 (pp. 258-270) Chappuis & Stiggins (2017), Ch. 11 (pp. 294-309) DI Strategy: RAFTs <p>Watch/Do:</p> <ul style="list-style-type: none"> Field Reflection – June 10
<p>Day 17</p> <p>Tuesday, June 11 Face-to-Face 4:30pm – 6:35pm Thompson L003</p>	<p>Connecting Culturally Responsive Teaching to Differentiation, Setting up a Differentiated Learning Environment</p> <ul style="list-style-type: none"> I can identify the elements of classroom community and learning environment necessary for supporting differentiation. I can describe how culturally responsive teaching and differentiation work in tandem to meet the needs of my students. 	<p>Read:</p> <ul style="list-style-type: none"> Hammond (2015), Ch. 9 Sousa & Tomlinson (2018), Ch. 2 (pp. 33-38, 41-44) <p>Watch/Do:</p> <ul style="list-style-type: none"> Reflection on Classroom Management Plan
<p>Day 18</p> <p>Wednesday, June 12 Asynchronous Online</p>	<p>Conferencing, Nuts & Bolts of Differentiation</p> <ul style="list-style-type: none"> I can describe strategies for proactively addressing management dilemmas in a differentiated classroom. I can identify strategies for effective family and student conferences. 	<p>Read:</p> <ul style="list-style-type: none"> Chappuis & Stiggins (2017), Ch. 12 Doubet & Hockett (2018), Ch. 8 DI Strategy: SCAMPER & Mind Maps <p>Watch/Do:</p> <ul style="list-style-type: none"> DI Strategy Cheat Sheet
<p>Day 19</p> <p>Thursday, June 13 Face-to-Face 4:30pm – 6:35pm Thompson L003</p>	<p>Reflecting on Our Learning & Next Steps</p> <ul style="list-style-type: none"> I can synthesize new learnings from across the semester using one or more of the strategies learned in the course. <p>Course Evaluations Course Wrap-Up</p>	<p>Read:</p> <ul style="list-style-type: none"> N/A <p>Watch/Do:</p> <ul style="list-style-type: none"> Work on Assignments #3 and #4
<p>Sunday, June 16</p>		<ul style="list-style-type: none"> Submit Assignment #3 (Differentiated Lesson Plans)
<p>Tuesday, June 18</p>		<ul style="list-style-type: none"> Submit Assignment #4 (Creating an Assessment)