

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

***ELED 545 Section 001***  
***Differentiating Elementary Methods and Management (3 credits)***  
Fall 2023 (August 21 – December 13)  
Wednesdays, 9:00am-11:40am  
Face-to-Face (Thompson L028, Fairfax Campus)

**Instructor:** Dr. Holly Glaser  
**Office Hours:** by appointment  
**Office Location:** Thompson 1407, Fairfax Campus  
**Cell Phone:** provided in class and on Blackboard  
**Email:** hglaser@gmu.edu



**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 face-to-face format using primarily 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 on or before Monday, August 14. 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](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](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/](http://www.apple.com/quicktime/download/)

### *Expectations*

1. Course Week: Our course week will begin on the Thursday before each week listed 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.
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.
- Chappuis, J., & Stiggins, R. J. (2017). *An introduction to student-involved assessment for learning* (7<sup>th</sup> ed.). Pearson Publishing.
- Additional selected readings will be posted on Blackboard.

## RECOMMENDED TEXTS:

- Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14* (4<sup>th</sup> ed.). Center for Responsive Schools.
- Charney, R. S. (2002). *Teaching children to care: Classroom management for ethical and academic growth in grades K-8*. Northeast Foundation for Children.  
(<https://eric.ed.gov/?id=ED369531>)

## COURSE PERFORMANCE EVALUATION:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA/SLL, 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 (10%)

**DUE: Wednesday, October 4**

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 (10%)**

**DUE: Wednesday, October 18**

The purpose of this assignment is to analyze a set of student data, then use that 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.

- 1) You will organize the data in a chart that synthesizes your analysis of each student's readiness for the objectives 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 on a given target (not met yet, partially met, met)
  - 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: Wednesday, November 29**

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 Objectives/KUDs

- b) Detailed, mostly scripted procedures
  - c) Differentiated instruction, accommodations, and modifications
  - d) Formative assessments/checks for understanding
  - e) Plan for how you are assessing student learning at the end of each lesson in “Assessment” section of template
- 3) You will ***implement*** the lessons you have designed. As you implement the lessons, pick one to video record. Using GoReact, reflect on your instruction. Your reflection/comments should focus on the following questions:
- a) How did you differentiate instruction and what you did you notice as a result?
  - b) How did you check for student understanding during the lesson and what did you do as a result of this information in the moment?
  - c) How do you know students did or did not make progress in relation to the planned learning targets?
  - d) What are some opportunities for growth you identified in the moment and after watching the lesson video?

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 (20%)**

**DUE: Wednesday, December 6**

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? Who will use the results and how will the results be used?
2. Will the results be used formatively or summatively?
3. How will the results impact future instruction for individual children, groups of children and the class?

##### **Section 2: Assess What?**

1. What is/are the objective(s) or learning target(s) being assessed? How would you write this in kid-friendly language?
2. Why is this target important enough to warrant a specific assessment plan?

##### **Section 3: Assess How?**

1. What 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 method using the concept of target/method match and **cite your text** to support your decision.

3. Include a copy of the assessment.
  - 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 mastered the standard.
  - b) If using **written response** include BOTH
    1. the prompts or questions that will elicit the constructed response
    2. the checklist, rating scale or rubric you will use to determine if students have mastered the standard.
  - 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 mastered the standard.
  - 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 mastered the standard.
4. Is this assessment developmentally appropriate? Why?

#### **Section 4: Considering Students**

1. In what way(s) will you involve students in tracking, reflecting, and sharing their learning? How will you involve students in the assessment process? If this is not possible, how might you, in the future, involve students in the assessment process for a similar assessment?

#### **Section 5: Implementation of Assessment & Reflection on Student Learning**

1. You will **implement** the assessment you have designed.
2. You will score the assessment using the answer key, rubric, checklist, etc. you created. You will organize this data into a table, organized by learning target.
3. After organizing the assessment data, you will reflect on the results using the prompts below.
  - a) What did the assessment tell you about student learning? In other words, what impact did your lessons have on student performance in relation to the learning targets from the pre- to the post-assessment? What do you attribute this to?
  - b) What worked well with the assessment tool you designed? What would you do differently in terms of the assessment design or implementation? Why?

Your submission should include your (1) completed question template, (2) assessment you designed, (3) scoring guide/rubric/checklist, etc., (4) student data chart, and (5) reflection on student learning. This assignment will be scored using a checklist provided in class.

### **5. Restraint and Seclusion Modules (5%)**

**DUE: Wednesday, September 6**

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, follow these directions:

- 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 and Participation (ongoing—35%)**

It is expected that you attend all face-to-face meetings outlined in the syllabus and complete all asynchronous activities assigned in Blackboard. Absence from class to observe a religious holiday, to serve jury duty, to participate in required military service, and medical emergencies are exceptions to the above policy. 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, or early departure as de facto evidence of nonparticipation."

If you must be absent from class, it is your responsibility to inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points.

**After three absences, students will not be able to earn a passing grade and must retake the class.**

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**
- **Differentiating a sample lesson practice**
- **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 prior arrangements have been made with the instructor 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 (7<sup>th</sup>) 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](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 &amp; Assignments</i>	<i>%</i>	<i>Due Date</i>
A-I	<b>Attendance &amp; Participation</b>	35%	ongoing
A-B	<b>*Assignment 1: Understanding Learner Differences</b>	10%	October 4
D-G	<b>*Assignment 2: Analyzing Student Assessment Data</b>	10%	October 18
A-M	<b>*Assignment 3: Differentiated Lesson Plans</b>	20%	November 29
D-I	<b>*Assignment 4: Creating an Assessment</b>	20%	December 6
J-K	<b>Restraint and Seclusion Modules</b>	5%	September 6
TOTAL		100%	

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

### GRADING POLICIES

The grading for this course is as follows:

<b>Grade</b>	<b>Grading Scale</b>	<b>Interpretation</b>
A+	97-100	<b>Represents mastery of the subject through effort beyond basic requirements</b>
A	93-96	
A-	90-92	
B+	87-89	<b>Reflects an understanding of and the ability to apply theories and principles at a basic level</b>
B	83-86	
B-	80-82	<b>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.</b>
C	70-79	
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 Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**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](mailto:titleix@gmu.edu).

**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.*

Class Meeting	Learning Targets	Readings and Assignments (DUE BEFORE CLASS)
<p>Day 1</p> <p><b>Wednesday, Aug. 23</b>  <b>Face-to-Face</b>  <b>9:00am – 11:40am</b>                      Thompson L028</p>	<p><b>Defining the Key Principles of Differentiation</b></p> <ul style="list-style-type: none"> <li>• I can define differentiation, its key principles, and why it is a necessary orientation in elementary classrooms.</li> <li>• I can identify the elements of classroom community and learning environment necessary for supporting differentiation.</li> </ul> <p><i>Assignment Intro: Restraint &amp; Seclusion Modules</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chappuis &amp; Stiggins (2017), Ch. 1</li> <li>• <b>Review from ELED 544:</b> Doubet &amp; Hockett (2018), Introduction (pp. 1-4) <b>and</b> Ch. 1 (pp. 9-15)</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Jamboard: DI Perspectives</li> <li>• Getting Started Survey</li> <li>• What’s in the Sack? Activity</li> </ul>
<p>Day 2</p> <p><b>Wednesday, Aug. 30</b>  <b>Face-to-Face</b>  <b>9:00am – 11:40am</b>                      Thompson L028</p>	<p><b>Connecting Assessment to Differentiation</b></p> <ul style="list-style-type: none"> <li>• I can describe the relationship between differentiation and assessment.</li> <li>• I can discuss why we assess and the role of formative and summative assessment in a balanced assessment system.</li> </ul> <p><b>Culturally Responsive Assessment</b></p> <ul style="list-style-type: none"> <li>• I can define, and incorporate the principles of, culturally responsive assessment.</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chappuis &amp; Stiggins (2017), Ch. 2</li> <li>• Tomlinson &amp; Moon (2014). Ch. 2 (pp. 17-21)</li> <li>• Sampson &amp; Oldham (2021), Ch. 3 (pp. 65-80)</li> <li>• Trumbull &amp; Nelson-Barber (2019), Table 1</li> <li>• Powell (2011), Table 5.1</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Field Reflection – Aug. 30</li> <li>• Me Shirt</li> </ul>
<p>Day 3</p> <p><b>Wednesday, Sep. 6</b>  <b>Face-to-Face</b>  <b>9:00am – 11:40am</b>                      Thompson L028</p>	<p><b>Designing &amp; Assessing High Quality Learning Targets</b></p> <ul style="list-style-type: none"> <li>• I can construct clear learning targets using the KUD format.</li> <li>• I can describe the role of clear learning targets in assessment design and quality.</li> <li>• I can evaluate a set of learning goals based on specific criteria.</li> </ul> <p><i>Assignment Intro: Understanding Learner Differences (Assignment #1)</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <b>Review from ELED 544:</b> Doubet &amp; Hockett (2018), Ch. 2 (pp. 41-55)</li> <li>• Chappuis &amp; Stiggins (2017), Ch. 3</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Checklist for High Quality Learning Goals</li> <li>• Field Reflection – Sep. 6</li> <li>• <b>Submit Assignment #5: Restraint &amp; Seclusion Modules</b></li> </ul>

<p>Day 4</p> <p><b>Wednesday, Sep. 13</b>  <b>Face-to-Face</b>  <b>9:00am – 11:40am</b>  Thompson L028</p>	<p><b>Pre-Assessing Student Readiness, Interest, &amp; Learning Preferences</b></p> <ul style="list-style-type: none"> <li>• I can use the attributes of an effective pre-assessment to analyze a sample assessment.</li> <li>• I can create an assessment of students' readiness, interest, and learning preferences.</li> </ul> <p><i>Assignment Intro: Analyzing Student Assessment Data (Assignment #2)</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Doubet &amp; Hockett (2018), Ch. 3 (pp. 73-83, 86-89)</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Field Reflection – Sep. 13</li> <li>• PMI on Readiness Pre-Assessments</li> </ul>
<p>Day 5</p> <p><b>Wednesday, Sep. 20</b>  <b>Face-to-Face</b>  <b>9:00am – 11:40am</b>  Thompson L028</p>	<p><b>Designing a Pre-Assessment</b></p> <ul style="list-style-type: none"> <li>• I can apply my understanding of pre-assessment to my design of an interest and/or learning preferences pre-assessment.</li> <li>• I can create an assessment of students' readiness, interest, and learning preferences.</li> </ul> <p><b>Low Prep DI Strategies &amp; Using Readiness Data to Plan Instruction</b></p> <ul style="list-style-type: none"> <li>• I can use students' readiness, interests, and learner preferences to create engaging instruction.</li> <li>• I can differentiate instruction using low-prep DI strategies (looking and listening lenses, jigsaw, debate carousel, matrix, cubing, think dots).</li> <li>• I can incorporate higher order thinking into lessons using a variety of instructional strategies.</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• <b>Review from ELED 544:</b> Doubet &amp; Hockett (2018), Ch. 4 (pp. 105-117)</li> <li>• Bloom's Taxonomy review</li> <li>• DI Strategies: Cubing &amp; Think Dots</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Intro to Cubing</li> <li>• Field Reflection – Sep. 20</li> <li>• Create an interest and/or learning preferences pre-assessment; bring to class on Wed. Sep. 20</li> </ul>
<p>Day 6</p> <p><b>Wednesday, Sep. 27</b>  <b>Face-to-Face</b>  <b>9:00am – 11:40am</b>  Thompson L028</p>	<p><b>Differentiating Instruction Based on Student Readiness</b></p> <ul style="list-style-type: none"> <li>• I can differentiate instruction based on student readiness using a variety of strategies, including tiering.</li> <li>• I can describe the importance of flexible grouping.</li> </ul> <p><i>Assignment Intro: Differentiated Lesson Plans (Assignment #3)</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Doubet &amp; Hockett (2018), Ch. 6 (pp. 201-225, 230-234, 237-243)</li> <li>• Lynch (2022), Flexible grouping</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Field Reflection – Sep. 27</li> <li>• Implement interest/learning preferences pre-assessment</li> </ul>

<p>Day 7</p> <p><b>Wednesday, Oct. 4</b>  <b>Face-to-Face</b>  <b>9:00am – 11:40am</b>  Thompson L028</p>	<p><b>Formative Assessment Strategies &amp; Effective Feedback</b></p> <ul style="list-style-type: none"> <li>• I can apply my understanding of pre-assessment to my design of an interest and/or learning preferences pre-assessment.</li> <li>• I can use formative assessment strategies to guide instruction.</li> <li>• I can identify the attributes of effective feedback and provide effective feedback to students.</li> <li>• I can assess for learning by providing a) clear targets, b) using strong and weak work, and c) giving descriptive feedback.</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chappuis (2015), Ch. 3</li> <li>• Doubet &amp; Hockett (2018), Ch. 5 (pp. 171-181, 184-198)</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• Field Reflection – Oct. 4</li> <li>• <b>Submit Assignment #1: Understanding Learner Differences</b></li> </ul>
<p>Day 8</p> <p><b>Wednesday, Oct. 11</b>  <b>Asynchronous Online</b></p>	<p><b>Differentiating Instruction Based on Students’ Interests and Learning Preferences</b></p> <ul style="list-style-type: none"> <li>• I can differentiate instruction based on students’ interests and learning preferences.</li> <li>• I can use strategies such as choice boards and menus to differentiate instruction.</li> </ul> <p><b>Designing Quality Classroom Assessments</b></p> <ul style="list-style-type: none"> <li>• I can select appropriate assessment methods for assessing specific learning targets.</li> <li>• I can identify the key principles of assessment design and implementation.</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chappuis &amp; Stiggins (2017), Ch. 4 (pp. 79-86, 93, 95, 104)</li> <li>• Doubet &amp; Hockett (2018), Ch. 7 (pp. 251-267)</li> <li>• DI Strategies: Choice Boards, Menus, Playlists</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• DI Strategy Cheat Sheet</li> <li>• Target-Method Match Jigsaw Activity</li> </ul>
<p>Day 9</p> <p><b>Wednesday, Oct. 18</b>  <b>Face-to-Face</b>  <b>9:00am – 11:40am</b>  Thompson L028</p>	<p><b>Strategies for Self-Assessment &amp; Goal-Setting</b></p> <ul style="list-style-type: none"> <li>• I can describe strategies for engaging students in self-assessment and goal-setting.</li> </ul> <p><b>Selected Response Assessments</b></p> <ul style="list-style-type: none"> <li>• I can analyze, create, and use selected response assessments to formatively and summatively assess students.</li> </ul> <p><i>Assignment Intro: Creating an Assessment (Assignment #4)</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Chappuis (2015), Ch. 4 (pp. 145-156)</li> <li>• Chappuis &amp; Stiggins (2017), Ch. 5</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>• PMI on Selected Response Assessment Sample</li> <li>• <b>Submit Assignment #2: Analyzing Student Assessment Data</b></li> </ul>

<p>Day 10</p> <p><b>Wednesday, Oct. 25</b>  <b>Face-to-Face</b>  <b>9:00am – 11:40am</b>  Thompson L028</p>	<p><b>Written Response Assessments</b></p> <ul style="list-style-type: none"> <li>I can use formative assessment strategies such as written responses to guide instruction.</li> <li>I can analyze, create, and use written response assessments to formatively and summatively assess students.</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chappuis &amp; Stiggins (2017), Ch. 6</li> <li>DI Strategies: Stations &amp; Centers</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>DI Strategy Cheat Sheet</li> <li>Bring a Sample Written Response Assessment Sample to class on Wed. Oct. 25</li> </ul>
<p>Day 11</p> <p><b>Wednesday, Nov. 1</b>  <b>Face-to-Face</b>  <b>9:00am – 11:40am</b>  Thompson L028</p>	<p><b>Performance Assessment</b></p> <ul style="list-style-type: none"> <li>I can analyze, create, and use performance assessments to formatively and summatively assess students.</li> <li>I can identify the hallmarks of a high quality rubric.</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chappuis &amp; Stiggins (2017), Ch. 7 (pp. 181-205, 206, 214-216)</li> <li>DI Strategy: Six Thinking Hats</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>DI Strategy Cheat Sheet</li> </ul>
<p>Day 12</p> <p><b>Wednesday, Nov. 8</b>  <b>Face-to-Face</b>  <b>9:00am – 11:40am</b>  Thompson L028</p>	<p><b>Personal Communication as Assessment, Student Portfolios</b></p> <ul style="list-style-type: none"> <li>I can analyze, create, and use personal communication to formatively and summatively assess students.</li> <li>I can describe the different uses of student portfolios in the classroom.</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chappuis &amp; Stiggins (2017), Ch. 8 (pp. 229-236, 245-253)</li> <li>Chappuis &amp; Stiggins (2017), Ch. 10 (pp. 281-286)</li> <li>DI Strategy: Socratic Seminar, RAFTs</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>DI Strategy Cheat Sheet</li> </ul>
<p>Day 13</p> <p><b>Wednesday, Nov. 15</b>  <b>Asynchronous Online</b></p>	<p><b>Teacher Record Keeping, Grading, Report Cards</b></p> <ul style="list-style-type: none"> <li>I can describe the importance of, and strategies for, effective record keeping for reporting student achievement.</li> <li>I can describe the purpose of grades and grading.</li> </ul> <p><b>Connecting Culturally Responsive Teaching to Differentiation, Setting up a Differentiated Learning Environment</b></p> <ul style="list-style-type: none"> <li>I can identify the elements of classroom community and learning environment necessary for supporting differentiation.</li> <li>I can describe how culturally responsive teaching and differentiation work in tandem to meet the needs of my students.</li> </ul>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>Chappuis &amp; Stiggins (2017), Ch. 9 (pp. 258-270)</li> <li>Chappuis &amp; Stiggins (2017), Ch. 11 (pp. 294-309)</li> <li>Hammond (2015), Ch. 9</li> <li>Sousa &amp; Tomlinson (2018), Ch. 2 (pp. 33-38, 41-44)</li> </ul> <p><b>Watch/Do:</b></p> <ul style="list-style-type: none"> <li>Field Reflection – Nov. 15</li> <li>Reflection on Classroom Management Plan</li> </ul>



Wednesday, Nov. 22	<i>No Class Meeting – Thanksgiving Break</i>	
Day 14 Wednesday, Nov. 29 Face-to-Face 9:00am – 11:40am Thompson L028	<b>Conferencing, Nuts &amp; Bolts of Differentiation</b> <ul style="list-style-type: none"> <li>I can identify strategies for engaging families from culturally, linguistically, and socioeconomically diverse backgrounds.</li> </ul> <b>Course Evaluations</b> <b>Course Wrap-Up</b>	<b>Read:</b> <ul style="list-style-type: none"> <li>Chappuis &amp; Stiggins (2017), Ch. 12</li> <li>Doubet &amp; Hockett (2018), Ch. 8</li> <li>DI Strategy: SCAMPER &amp; Mind Maps</li> </ul> <b>Watch/Do:</b> <ul style="list-style-type: none"> <li>DI Strategy Cheat Sheet</li> <li>Submit Assignment #3 (Differentiated Lesson Plans)</li> </ul>
Wednesday, Dec. 6		<ul style="list-style-type: none"> <li>Submit Assignment #4 (Creating an Assessment)</li> </ul>