

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
ADVANCED STUDIES IN TEACHING AND LEARNING PROGRAM**

**EDUC 614.DL3  
DESIGNING AND ASSESSING TEACHING AND LEARNING**

2 credits, Fall 2015 (online)

CRN 82511

**Meeting Days/Times**

ONLINE



**PROFESSOR**

**Melissa S. Ferro, PhD**

**Office Hours:** Online via Skype; please contact me via email at any time to schedule a conference

**Skype ID:** melissa.ferro

**E-mail:** [mferro@gmu.edu](mailto:mferro@gmu.edu)

(Emailed messages will be responded to within 24 hours during the week, 48 hours on weekends and holidays)

**COURSE DATES/TIMES**

Our week runs Monday-Sunday starting the Week of August 31 through November 15

**COURSE DESCRIPTION**

Explores design and development of curricular, pedagogical, and assessment strategies responsive to needs and interests of students. Investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms.

*Prerequisite: Admission to Graduate School and ASTL Program*

**LEARNER OUTCOMES**

*At the conclusion of EDUC 614, participants will be able to...*

- A. Engage the 21st century skills paradigm to plan and implement effective, culturally relevant, differentiated instruction for their students (*ASTL Outcomes 1, 2, 6*) (*IB Adv Cert Domains 1.1, 2.1, 2.3, 3.2*).
- B. Determine appropriate technologies for instruction and utilize those technologies to achieve instructional goals and facilitate student learning (*ASTL Outcomes 2, 6, 8*) (*IB Adv Cert Domains 1.2, 2.1, 3.2, 3.3*).
- C. Design, create, and implement appropriate assessments that ascertain what students know, understand, and are able to do related to the curricular standards of their professional setting (*ASTL Outcomes 1, 2, 3, 6*) (*IB Adv Cert Domains 3.2, 2.1*).
- D. Analyze assessment data to understand student learning and drive future instruction (*ASTL Outcomes 2, 3, 4*) (*IB Adv Cert Domains 2.2, 4.2, 4.4*).
- E. Critically reflect on teaching practices individually and with a learning community (*ASTL Outcomes 4 and 5*) (*IB Adv Cert Domain 3.2*)

## ***RELATIONSHIP TO PROFESSIONAL STANDARDS***

EDUC 614 is one of the five courses in the 12-credit, yearlong ASTL Core. EDUC 614 is aligned with the National Board for Professional Teaching Standards' (NBPTS) five core propositions, which provide the guiding principles for *what teachers should know and be able to do*.

- NBPTS II – Teachers know the subject they teach and how to teach those subjects well.
- NBPTS III – Teachers are responsible for managing and monitoring student learning.
- NBPTS IV – Teachers think systematically about their practice and learn from experience.

EDUC 614 is also aligned with the following Core Principles of the ASTL program:

- **Diversity:** Teachers attend to the needs of culturally, linguistically, and cognitively diverse learners.
- **Technology:** Teachers use technology effectively to facilitate student learning and their own professional development.

The content of EDUC 614 additionally aligns with aspects of the International Baccalaureate (IB) Certificate in Teaching and Learning Research, with a particular focus on the following Domains of Knowledge:

- Domains 1.1, 1.2: Contemporary issues in IB education – Identification, clarification, and articulation of contemporary issues in IB context; critical analysis of contemporary IB issues.
- Domains 2.1, 2.2, 2.3: Research practice – Application of planning and scoping process in IB contexts; Collection, analysis, interpreting and reporting of evidence; Evaluation of research activity.
- Domains 3.2, 3.3: Linking theory to practice in an IB context – Critical reading and reflection; Interpretation and evaluation of source material.
- Domains 4.2, 4.4: Building capacity for practitioner inquiry – Modes of research and methods of data collection; Analyzing, interpreting, and reporting research findings.

The aim of EDUC 614 is to increase learners' ability to: 1) articulate, reflect on, and question how best to create and assess positive learning experiences appropriate for diverse student identities both collective and individual; and 2) effectively teach knowledge emanating from the various academic disciplines. This course provides opportunities for participants to challenge and refine their ability to create constructive learning environments and appropriate assessment strategies for K-12 students.

As a result of participating and completing the requirements for the course, participants will engage in these learning experiences:

- Analyze their current educational setting and practices by video recording classroom interactions and synthesizing current research on effective instruction;
- Participate in discussion forums that will reflect course learning, demonstrating the ability to analyze teaching experiences, and reflect upon those experiences in order to determine implications for future teaching;

- Create and implement an authentic assessment to better assess student learning and then analyze the results;
- Implement new course learning (new teaching models/strategies, technology) in their classrooms, reflect on the outcomes related to student learning, and share with peers.

The performance-based assessment for EDUC 614 is the following:

- Summative video and analysis of classroom practices, interactions, lesson plan, and objectives based on two different teaching lessons

### **REQUIRED TEXT**

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. San Francisco, CA: Jossey-Bass.

Additional selected readings to be available via Blackboard and/or through Mason Libraries (<http://library.gmu.edu/>)

### *Recommended Texts and Resources*

Tomlinson, C., & McTighe, J. (2001). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. Alexandria, VA: ASCD. ISBN: 978-1416602842

American Psychological Association (2001). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

The OWL at Purdue is an excellent resource for APA style:

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

### **TECHNICAL REQUIREMENTS**

To participate in this online course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser. Mozilla Firefox is recommended.
  - Check the list of compatible, supported Web browsers at [https://help.blackboard.com/en-us/Learn/9.1\\_SP\\_10\\_and\\_SP\\_11/Student/002\\_Browser\\_Support\\_SP\\_11](https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Student/002_Browser_Support_SP_11)
- Consistent and reliable access to GMU email and Blackboard, as these are the official methods of communication for this course
  - Email is to be checked **daily**.
- 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 the course requirements.
- The following software for PCs and Macs:
  - Adobe Flash Player, available for free downloading at <http://get.adobe.com/flashplayer>
  - Adobe Acrobat Reader: <http://get.adobe.com/reader/>

- A headset with headphones and microphone for use with the Blackboard Collaborate web conferencing tool.
- Webcam
- Word processing software: MS Office 2007 or later, or OpenOffice 2007 or later
- (*specific to 614*) Access to a video-recording device to record yourself teaching in your classroom.

## ***COURSE REQUIREMENTS AND ASSIGNMENTS***

### **Nature of Course Delivery**

This course will be delivered in asynchronous and synchronous format using Blackboard 9.1 learning management system on the MyMason portal. Course delivery will be through mini-lectures, structured collaborative reflective groups, videotape analyses, and discussion forums based on topics aligned with national standards and program/learner outcomes.

The Blackboard course site will be open to students **August 26, 2015**. To access the course, go to the MyMason portal login page at <https://mymasonportal.gmu.edu/>. Your GMU email user name is also your MyMason Portal ID and your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of courses, then select EDUC 614.

### **General Requirements**

- A. Class ‘attendance’ is both important and **required**. If, due to an emergency, you will not be participating in course activities on time, you must contact your instructor prior to their due time. Learners with more than two ‘absences’ may drop a letter grade or lose course credit.
  - a. **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our week will start on Monday and finish on Sunday.
  - b. We will have regularly scheduled synchronous Collaborate sessions throughout our semester. Attendance is required. You will be informed of the dates for synchronous meetings.
- B. All assignments are due no later than **11:59 PM EST** of the date indicated in each week’s assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Bb course site.
  - a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. No late submissions will be accepted after the course end date.**
  - b. 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.
  - c. Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- C. Please adhere to the assignment submission instructions listed in this Syllabus. *Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.*

- a. All assignments submitted should have the filename format LASTNAME-ASSIGNMENT TITLE. Please do not upload written assignments in PDF format. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlsx). Supporting documents for assignments can be in PDF format.
- D. All written work should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect APA style (6<sup>th</sup> edition), as well as double-spaced, with 1” margins, and 12-point font (Times New Roman, Calibri, or Arial).

### **Student Expectations**

- Students are expected to adhere to a 24-hour turnaround time for emails.
- Students are expected to visit our Blackboard site *at least* three times during the week: Once at the beginning of each week, once in the middle of the week, and then again at the end to read any new posts and replies.
- Students are expected to actively engage in all course tasks throughout the semester, which include viewing of all course materials, completing course activities and assignments, reading/listening to weekly syntheses, completing all readings, and participating in course discussions and group interactions. It is expected that you will monitor your participation and be able to complete all tasks on-time without reminder.
  - Remember this course is **not** self-paced. There are **specific deadlines and due dates** to which you are expected to adhere.
  - You should plan to spend *at least* 10 hours a week engaged in coursework (including reading).
- Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Help can be obtained via the Blackboard Help links in your course site (for Blackboard technical issues) and by contacting your instructor (for issues with other technologies utilized in the course).
- Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. Be positive in your approach to others and diplomatic with your words. I will do the same. Remember, we are not competing with each other, but sharing information and learning from one another. Agreement is not mandatory, but respect and open-minded consideration are.

### **Instructor Role**

- Although I will be monitoring online discussion forums, my participation within them will be limited as I want discussions to be authentic between members. Please note that during this time, I will be noting the quality and extent of your participation.
- In order to link your work with that of your peers and with the weekly topic, I will make weekly synthesis posts that capture the big ideas shared across discussions that week (Students are expected to read/listen to them to aid the transition into the next week).
- I will adhere to a 24-hour turnaround time for emails during the week, and 48-hours on the weekend and holidays.

## Course Assignments and Evaluation Criteria

<i>Course Outcome Alignment</i>		<b>Points</b>	<b>Grade %</b>
A, B, C, D, E	Weekly Work	20	(20%)
A, B	Instruction and Technology Try-Its	10	(10%)
C, D	Assessment Design and Analysis Journal	10	(10%)
A, B, E	Video Recorded Lessons and Analyses	-	-
	Formative Analysis	20	(20%)
	Summative Analysis (PBA)	35	(35%)
E	ASTL Portfolio Reflection Point 3	5	(5%)
	<b>Total Points</b>	<b>100</b>	

### *Weekly Work*

Learners will reflect on their learning, their students and/or practice and respond to the readings and discussions online. This includes active participation in class discussions and in cooperative learning groups. Regular and thoughtful evidence of and the initiation of higher order questions related to class readings and discussions; regular and thoughtful participation in cooperative learning groups, and reflection on classroom practices will be the criteria for evaluation. See Weekly Work rubric in this syllabus.

### *Instruction and Technology Try-Its*

Throughout the semester you will conduct a series of mini-inquiries where you will try different instructional strategies/models, including incorporating new technologies into instruction. Effective teaching requires that you learn, apply that professional learning, assess its effects, and use that evaluation to drive further instruction. Two times over the semester you are expected to integrate a new instructional model or strategy into your daily planning and teaching. The first try-it should be implementing a thinking routine and the second try-it should be utilizing a new technology. You will assess its effects on student learning and share your progress with your peers. See the Instruction and Technology Try-It Rubric in this syllabus. You will post your responses to the following:

- 1) What you did and why (tie this to our readings/class discussions and to your students),
- 2) What happened (how you assessed student learning and the findings),
- 3) Challenges or questions you have about what you did, and
- 4) Your next steps.

### *Assessment Design and Analysis Journal Task*

You will create an authentic assessment for your students, implement the assessment, and then analyze the results. You will then reflect on student performance with an instructional lens (i.e., how did your instruction affect student learning in that lesson(s), what implications for instruction can you draw from your analysis?). See the Assessment Design and Analysis assignment description and rubric in this syllabus.

### *Video Recorded Lessons and Analyses*

Each learner will video record two class sessions of teaching a content lesson, approximately 15-20 minutes in duration each—one at the beginning of the course (formative) and one at

the end of the course (summative). The summative video analysis is the Performance Based Assessment (PBA) for this course. The purpose for video recording lessons is for the learner to understand what took place and try to explain why it occurred; this is an inquiry stance toward teaching – unlocking the knowledge of practice. To do this, learners will complete the following procedures:

- A. Create description of your classroom (lesson context)
  1. description of your classroom setting (including relevant elements of the class structure/schedule and teacher's/school's approach; anything else about your context that seems relevant to your instruction);
  2. student demographics and location of students' desks in the classroom (do not use names). The classroom description may be narrative or be a visual representation (i.e., classroom map). Student information to be included:
    - a. Race/ethnicity
    - b. Sex
    - c. Students with Disabilities (identify disabilities)
    - d. English Language Learners (identify proficiency level(s))
    - e. Students identified as Gifted
- B. Create a lesson plan (the lesson plan should be in a format appropriate for you-if you do not use a lesson plan format, use one of the sample formats provided in class). No matter what format you use, the following needs to be explicitly included and identified:
  - a. relevant county/state/IB standards-concepts
  - b. evidence of clear alignment of standards, objectives, assessments, and activities
  - c. identification of differentiated instruction based on student demographics and lesson content
  - d. identification of a variety of assessments used to monitor student learning
  - e. relevant inclusion of technology, if/as appropriate for lesson
  - f. materials (identified and included, or if inclusion is not possible, they are described)
- C. Teach lesson & video record
- D. Watch video & analyze using analysis chart (+, -, Δ) - located online and in this syllabus.
- E. For **formative video analysis**, completed towards the beginning of the course: Complete A-D and then,
  - Write a 1-2 page narrative analysis that does the following:
    - i. Identify two things that you did well and would like to continue.
    - ii. Identify two things that you would like to focus on changing. Explain what evidence you might collect to indicate progress and why that evidence will be helpful in better understanding student learning. For example, "I noted that only five students out of 18 really participated in the discussion, and I dominated the questioning. Thinking about it, I was uncomfortable with the silences and so I felt the need to keep prompting rather than recognizing that students' naturally need time to think in a conversation- all conversations have some necessary lulls. Additionally, I

didn't prepare students very well for the conversational structure, as I thought the provocative question that I posed at the outset would be enough to carry their interaction for an extended period of time. I'll work on becoming more comfortable with thoughtful wait time and next time, I will implement a question starter and accountable talk technique so more students will be comfortable engaging in the next Socratic Seminar. I'll keep an informal tally of participation to monitor change."

- In i and ii, be sure to use **specific examples** from the video and from the video analysis chart. Don't stop at only the what, however, explain the *why*. What seems to be happening and why?
- See the rubric for evaluation in this syllabus.

F. For **summative video analysis (PBA)**, completed towards the end of the course:  
Complete A-D and then,

- a. Write a 3-5 page analysis of the recorded lesson *using at least three references from class readings* to support statements in analysis. Focus on teacher behavior/practice and student response (look for connections between the lesson/your teaching and student learning). Use the following prompts to guide your analysis and interpretation:
    - i. What were the strengths of the lesson plan and of my teaching? (connect to student learning with specific examples and evidence)
    - ii. What were the weaknesses of the lesson plan and of my teaching? (connect to student learning with specific examples and evidence)
    - iii. Overall, how did the lesson impact student learning? Rely on evidence of learning to support your analysis (i.e., explicitly discuss assessment data evident in the lesson).
      - In addition to your overall analysis of class learning, select one student who did particularly well in the lesson. To what do you attribute this? What could you/should you do to maintain this success?
      - As part of this analysis piece, select one student who struggled in this lesson. To what do you attribute this and what could you do differently to address these difficulties?
  - b. Write a 1-2 page self-reflective narrative, *using at least two references from Core course readings (from outside of 614)*, that addresses the following prompts:
    - i. What changes are evident from my first lesson (formative video analysis)? What impact did that have on student learning? Why?
    - ii. From my analysis, what did I learn about myself and myself as a teacher in regards to lesson plan design, my teaching practice, my students' learning (assessment), and my students' learning needs?
    - iii. What areas of inquiry were raised for me and what future changes might I consider in my planning, my instruction, and in my assessment practices as a result of my analysis?
- See rubric for evaluation in this syllabus.



The performance-based assessment (*Summative Video Analysis*) MUST be uploaded and submitted to Blackboard for evaluation when the assignment is due. Only PBAs posted to Blackboard will be graded. This means NO final grades will be posted until all materials are in Blackboard.

***PROMPT FOR ASTL PORTFOLIO REFLECTION POINT 3***

***(to be completed at the end of EDUC 614)***

**Teacher as Designer of Curriculum & Assessment**

In this section, you will focus on how coursework, related readings, and products in EDUC 614 have led you to think more deeply about the design of curriculum and assessment. You should also consider how you are incorporating technology into your teaching practice and your Core experience. As you reflect on your own learning and your growth and change at this point in the Core, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of your knowledge.

*Suggested course products which may be provided as evidence of knowledge:*

- Video analysis of teaching practice with analysis of teaching and impact on student learning (EDUC 614)
- Assessment Design & Analysis (EDUC 614)
- Other, as selected by individual (be specific)

*Guidelines and Suggested Format for each of the Reflection Points*

**Length:** Aim to limit your response to two well written pages

**Focus:** Each Reflection Point should include a short description, but will focus on *interpretation* and *analysis* of learning by synthesizing knowledge attained from that learning component of the Core coursework.

**Format:** Each reflection point *describes, interprets, and examines* why and how the course product(s) provide evidence of the ASTL principles addressed in that learning module. Here you should also discuss the impact of this course/learning module on your teaching practice *and* its impact on P-12 student learning.

***GRADING SCALE***

| 95-100 =A | 90-94 =A- | 86-89=B+ | 83-85=B | 80-82= B- | 70-79=C | Below 70=F |

***BLACKBOARD REQUIREMENTS***

Every student registered for any Advanced Studies in Teaching and Learning (ASTL) course with a required performance-based assessment is required to submit this assessment to Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). The required performance-based assessment for EDUC 614 is the Summative Video Analysis. Evaluation of the performance-based assessment by the course instructor will also be completed in Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

## **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/the-mason-honor-code/>]
- 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 experiences 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 the 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/>]

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

### **Professional Dispositions**

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

### **Core Values Commitment**

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration*. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values>]

### **Graduate School of Education**

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

**COURSE SCHEDULE EDUC 614: Fall 2015**

This schedule may be changed at the discretion of the professor or as needs of the students or the ASTL Program dictate.

Week	Weekly Overview (See BB for details)
<p><b>Weeks 1 and 2</b></p> <p>(*note this is a two-week module)</p> <p>Aug. 31-Sept. 13</p>	<p align="center"><b><u>Introduction to Teaching and Learning in the 21<sup>st</sup> Century</u></b></p> <p><i>This week we will focus on acclimating to our Blackboard environment, continuing to build our ASTL community, and developing our shared foundation for what it means to teach and learn for the 21<sup>st</sup> century. We'll study the theoretical framework of curriculum and look at how teaching and learning are affected by 21<sup>st</sup> century skills and issues.</i></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Ritchhart, Church, &amp; Morrison (textbook): Part 1 (Chapters 1 and 2)</li> <li>• Wismath: Shifting the teacher-learner paradigm</li> <li>• Altman: Seven things teachers are sick of hearing from school reformers</li> <li>• Ed Week article: How do you define 21st-century learning?</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Complete Getting Started Scavenger Hunt</li> <li>• Participate in a Discussion Forum (in video): How do <i>you</i> define 21st century learning (for students <i>and</i> teachers)?</li> <li>• Complete Video Recording Journal</li> <li>• ***Begin considering what lesson you will video record for analysis (recorded Week 3, to be uploaded Week 4, analysis due Week 5).</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• All reading and task items outlined in your weekly module</li> </ul>
<p><b>Week 3</b></p> <p>Sept. 14-Sept. 20</p>	<p align="center"><b><u>Instructional Design: Assessment as the Starting Place</u></b></p> <p><i>What is assessment, and what is its place in my teaching? How do I design instruction with assessment in mind? This week, we'll focus on assessment as the starting place for all instruction, and perhaps thinking differently about its purposes and possibilities.</i></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Ritchhart, Church, &amp; Morrison (textbook): Chapters 3 and 4</li> <li>• Hockett &amp; Doubet: What pre-assessments can do</li> <li>• Stiggins: Assessment through the students' eyes</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Take journal notes throughout module</li> <li>• Participate in a Discussion Forum</li> <li>• ***Record a lesson for analysis (to be uploaded Week 4, analysis due Week 5).</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• All reading and task items outlined in your weekly module</li> </ul>

<p><b>Week 4</b> Sept. 21- Sept. 27</p>	<p style="text-align: center;"><b><u>Instructional Design: Differentiating Instruction</u></b></p> <p><i>In our rapidly changing classrooms, how are we best meeting students' needs? How does our instruction reflect our students? Teaching in modern classrooms means adapting in response to students' cultures, identities, strengths, and needs. This week, we explore instruction that supports what we know about how students learn.</i></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Ritchhart, Church, &amp; Morrison (textbook): Chapter 5</li> <li>• Tomlinson: Mapping a route toward differentiated instruction</li> <li>• Parsons, Dodman, &amp; Burrowbridge: Broadening the view of differentiated instruction</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Attend <i>synchronous Collaborate class session</i>. See BB to sign up for a time option.</li> <li>• Take journal notes throughout module</li> <li>• Participate in a Discussion Forum</li> <li>• Upload and analyze your recorded lesson: Engage in self and peer analysis of lesson.</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• All reading and task items outlined in your weekly module</li> </ul>
<p><b>Week 5</b> Sept. 28- Oct. 4</p>	<p style="text-align: center;"><b><u>Instructional Design: Differentiating Instruction 2</u></b></p> <p><i>Who is in your classroom? What are you already doing to support them and what more can you do to guide their learning? Where are you strong in differentiating and where do you need to push yourself? This week, you'll dive deeper into an area of differentiation and self-select resources to read and review based on your understanding of your teaching, self, and students.</i></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Ritchhart, Church, &amp; Morrison (textbook): Chapter 6</li> <li>• Self-selected readings</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Post to a Blog. Comment to a peer.</li> <li>• Implement a Try-It. Post to Try-It Forum. Reply to peer. (Try It #1)</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• <b>Formative Video Analysis</b> – submit to BB by Oct. 4, 11:59pm</li> </ul>
<p><b>Week 6</b> Oct. 5- Oct. 11</p>	<p style="text-align: center;"><b><u>Reflecting on Students' Thinking</u></b></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Ritchhart, Church, &amp; Morrison (textbook): Chapters 7 and 8</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Watch LAST protocol group on text DVD: about 40 minutes</li> <li>• Attend <i>synchronous Collaborate class session</i>. See BB to sign up for a time option. <ul style="list-style-type: none"> <li>○ Read and view video before Collaborate session.</li> <li>○ We will engage in LAST protocol. One person in a small group will share their students' work related to their Try-It #1. Other group members will be critical friends.</li> </ul> </li> <li>• Complete post-protocol journal entry</li> </ul>

<p><b>Week 7</b></p> <p>Oct. 12- Oct. 18</p>	<p style="text-align: center;"><b><u>Instructional Design: Technology</u></b></p> <p><i>How are teachers' beliefs and practices developed and transformed by technology? What are the pros and cons of new technology for instruction? The use of technology in the classroom has impacted both student and teacher learning and understanding. This week, we'll investigate that impact and explore what it means for your own teaching.</i></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Richardson: Students first, not stuff</li> <li>• Lemke &amp; Coughlin: The Change Agents</li> <li>• Dunn &amp; Rakes OR Ertmer &amp; Ottenbreit-Leftwich</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Use a 4-As protocol as you read articles and module content this week</li> <li>• Participate in a Discussion Forum</li> <li>• Investigate a tech tool and complete a Blog post.</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• All reading and task items outlined in your weekly module</li> </ul>
<p><b>Week 8</b></p> <p>Oct. 19- Oct. 25</p>	<p style="text-align: center;"><b><u>Assessment: Creating, Implementing, and Utilizing Assessment</u></b></p> <p><i>This week we'll focus on putting your assessment literacy into action. We'll utilize what we learned during Week 3 and focus on authentic assessment as assessment for(as) learning. Between now and the end of Week 8, you'll implement an authentic assessment with your class and analyze your students' learning.</i></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Individual conferences and open office hours</li> <li>• Create and implement an authentic assessment</li> <li>• ***Record your video for summative analysis (to be uploaded Week 9, analysis due Week 10).</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• All reading and task items outlined in your weekly module</li> </ul>
<p><b>Week 9</b></p> <p>Oct. 26- Nov. 1</p>	<p style="text-align: center;"><b><u>Focusing on Analysis</u></b></p> <p><i>This week, we'll focus on analysis: analysis of your recorded lesson and analysis of student work.</i></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Upload and analyze your recorded summative video: Engage in self and peer analysis of video. (Post video by 10/29; post feedback to peer by 11/1)</li> <li>• Implement a Try-It. Post to Try-It Forum. Reply to peer. (Try-It #2)</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• All reading and task items outlined in your weekly module</li> </ul>

<p><b>Week 10</b></p> <p>Nov. 2- Nov. 8</p>	<p style="text-align: center;"><b><u>Choose Your Own Adventure: Topic TBD</u></b></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Check BB for readings</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• TBD</li> <li>• <i>Individual conferences and open office hours</i></li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• All reading and task items outlined in your weekly module</li> <li>• <b>Summative Video Analysis</b>- submit to BB by Nov. 8, 11:59pm</li> </ul>
<p><b>Week 11</b></p> <p>Nov. 9- Nov. 15</p>	<p style="text-align: center;"><b><u>What Have We Learned? Where Do We Go from Here?</u></b></p> <p><b><u>Readings:</u></b></p> <ul style="list-style-type: none"> <li>• None</li> </ul> <p><b><u>Tasks:</u></b></p> <ul style="list-style-type: none"> <li>• Participate in a Discussion Forum</li> <li>• Complete course evaluations</li> <li>• <b>Assessment Design and Analysis Journal</b>- submit to BB by Nov. 14, 11:59pm</li> </ul> <p><b><u>What Assignments are Due?</u></b></p> <ul style="list-style-type: none"> <li>• <b>Portfolio Reflection Point 3</b>- submit by Nov. 15, 11:59pm (upload to Blackboard Organization site -ASTL Core Cohorts 2015-2016 Org)</li> </ul>