

Rutgers, The State University of New Jersey
15:251:580:A4
Inquiry-Based Teaching: Learning and Assessment
Summer I 2021
Synchronous Meetings: June 1, 2, 7, 9, 14, 16, 21, & 23
1:30pm-4:25pm

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Office Hours: by appointment and Zoom mtgs. Mondays after 4:25pm	
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input checked="" type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

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Course Description

The goal of this course is investigate the ways through which teachers can co-construct curriculum with students "by investigating experiences, drawing on cultural and linguistic resources, and integrating textual and other knowledge resources" (Cochran-Smith & Lytle, 2009, p.134).

Learning goals:

New Jersey Professional Standards for Teachers (2014)¹:

Standard Two: 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.

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

¹ <http://www.state.nj.us/education/code/current/title6a/chap9.pdf>

ii. Essential Knowledge

- 2) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth
- 5) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values

iii. Critical Dispositions:

- 1) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his or her full potential;
- 2) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests;
- 3) The teacher makes learners feel valued and helps them learn to value each other; and

Standard Three: 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.

ii. Essential Knowledge

- 1) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning;
- 3) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures;

iii. Critical Dispositions

- 1) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments;
- 2) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning; and
- 4) The teacher seeks to foster respectful communication among all members of the learning community.

Standard Five: 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.

ii. Essential Knowledge

- 6) The teacher understands communication modes and skills as vehicles for learning (for example, information gathering and processing) across disciplines as well as vehicles for expressing learning;

iii. Critical Dispositions

- 3) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard Seven: 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.

ii. Essential Knowledge

- 2) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 3) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning

iii. Critical Dispositions

- 1) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction
- 4) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard Eight: 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.

ii. Essential Knowledge

- 2) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals;

iii. Critical Dispositions

- 1) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

Council for the Accreditation of Education Professionals 2018 K-6 Elementary Teacher Preparation Standards (2018)

Standard 1 - Understanding and Addressing Each Child's Developmental and Learning Needs: *Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children's strengths and needs and how to motivate their learning.*

1.a – Candidates use their understanding of how children grow, develop and learn to plan and implement developmentally appropriate and challenging learning experiences within environments that take into account the individual strengths and needs of children.

1.b – Candidates use their understanding of individual differences and diverse families, cultures, and communities to plan and implement inclusive learning experiences and environments that build on children’s strengths and address their individual needs.

Standard 3 - Assessing, Planning, and Designing Contexts for Learning: *Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.*

3.b – Candidates use assessment results to improve instruction and monitor learning.

3.c – Candidates plan instruction including goals, materials, learning activities and assessments.

3.e – Candidates manage the classroom by establishing and maintaining social norms and behavioral expectations.

3.f – Candidates explicitly support motivation and engagement in learning through diverse evidence-based practices.

Course catalog description:

Students learn how teachers use students' experiences, interests, and ways of learning to plan responsive curricula. Through structured experiences, students learn that an inquiry approach to teaching and learning can teach specific content while helping children to learn how to learn in more formal contexts. Students discover how to integrate subject matter in a student-centered environment and practice methods of inquiry and sources of knowledge that can be used with elementary and middle school students.

Other description of course purposes, context, methods, etc.:

This is an introductory course that examines the implementation of dynamic methods of instruction that empower students to be the drivers of their learning. The course will address concepts central to learning and teaching such as learning theories, cooperative learning, backward design of instructional planning, and student-centered pedagogies. Specifically this course will enable students to:

- Develop driving questions that address important issues of interest in education as well as heighten their understanding of issues of equity in the field and independently review, organize, and share research that can be used to answer their driving questions.
- Collaboratively, synthesize research conducted individually to develop overall themes and research-based assertions that help to answer their driving questions and develop

and design a project that communicates the research they have gathered, shared, and synthesized to answer their driving questions.

- Critically consider the outcomes (i.e. academic, social, and emotional) of engagement in student-centered instructional approaches such as inquiry-based and project-based learning.
- Leverage students lived experiences in planning instruction and assessment in ways that provide greater access to the curriculum for all students.

Required texts (Available from New Jersey Books on Easton Ave.):

- All readings will be posted on the Canvas site for this course or available online.

Grading policy:

Evaluation of Written Work:

These qualities will be valued in your work:

- Responsiveness to the task or question: Are you fulfilling the requirements of the assignment?
- Clarity: Is your writing clear and organized?
- Conciseness: Is your writing succinct and focused in a non-repetitious way?
- Completeness and depth: Have you presented the necessary amount of detail to support your points? Write or present as though your audience is not an expert on your topic and in a way that demonstrates depth of analysis of the topic.
- Independent judgment: Have you gone beyond the information presented by others? Be critical, seeing both strengths and weaknesses and support opinions with your own reasons.
- Relevance: Are there clear connections between your work and the content and organization?
- Attention to professional style: Papers should be typed or word-processed and follow APA format. (You can find a good summary of how to use APA format at the following website: <http://owl.english.purdue.edu/owl/resource/560/01/>) Please use Times New Roman 12pt font, 1-inch margins, and double space all of your assignments.
- On lateness: If you need an extension of time on an assignment please contact your instructor **24 hours before the date when the paper is due**. If you do not contact your instructor, your grade on the assignment will be dropped one letter grade for every class period it is late.

Letter Grade Equivalent:

A	= 90% and above
B+	= 87 – 89.9%
B	= 80 – 86.9%
C+	= 77 – 79.9%
C	= 70 – 76.9%
D	= 60 – 69.9%
F	= below 60%

Academic Integrity Policy:

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

Course Requirements

Attendance Policy - If you are unable to attend a class, please contact the instructor via email as soon as possible. Materials from the missed class will be sent for your attention so you do not fall behind. In addition, please make sure that you meet with a fellow student who can collect and inform you of what was discussed in your absence. If you miss more than one class during the semester without a bona fide medical reason (including a doctor's note) your grade for the course will automatically be reduced as follows: 2 classes - 1 full grade, 3 classes - failing grade. Communicate with your instructor about reasons for your absences.

1) Online participation (20%)

Class participation is crucial to your understanding and application of course content. You are expected to come to synchronous class meetings prepared to discuss assigned readings and to participate in class activities. Your instructor will make note of participation in every class. Assignments for asynchronous class meetings will be listed on Canvas pages. You are expected to complete all asynchronous assignments before the following synchronous class meeting and/or the date(s) identified. Please be sure to pay attention to the dates and times of your course assignments and reach out to your instructor if you have questions about these assignments or have difficulty contributing in the digital/remote platform.

2) Connections Compositions (30%)

Each week of the course focuses on topics that are important to your professional development. At the ends of Weeks 2 & 3 you will be expected to draw meaningful connections between these topics and your inquiry research topic. In approximately 2-3 concisely written and well supported pages, you will answer one of the following questions:

- *How do this week's topics show up in or connect with your research topic?*
- *How are this week's topics reflected in the classroom practice you have experienced and/or observed?*

To answer this question you should apply both your personal and professional insight as well as properly cited research from the course and your individual/group research using [APA format](#). Each **Connection Composition** is worth 15% of your course grade. These academic pieces of writing will be submitted on Canvas.

3) Inquiry Project Portfolio (50% total)

A portfolio is a useful tool for cataloging student learning. Portfolios contain artifacts such as observation notes, questions, formal assessments, photographs, work samples, essays, etc. gathered throughout the learning process. They can be tangible or virtual. As assessment tools, portfolios help to log growth and development over time.

For this portfolio, you will create and gather artifacts to demonstrate your learning in this inquiry project. There are four main components designed to capture the processes and products related to your experience.

a. *Individual Research Reviews & Analyses (20%)*

For your project you will research and review at least four resources (i.e. research articles, books, videos, brochures, artwork, etc.) on your inquiry topic. Two of your resources will be traditional (e.g. articles, book chapters, etc.) and two will be non-traditional (e.g. videos, artwork, infographics, speeches, etc.). In other words, you should seek to find multiple ways in which the information you seek could be presented, interpreted, gathered, etc. (Examples of this will be modeled in class.)

[Padlet](#), a virtual bulletin board, will be used to maintain your records and to allow you to collaborate with your research team. Here you will review, summarize, and analyze the resources you research. You will be expected to share this bulletin board with your instructor and, eventually, with the class so that everyone may be able to access the wealth of resources you have discovered.

b. *Research Team Facilitation & Reflection (10%)*

Throughout the course, you and your research team will meet to share and discuss your research and resources. For each research team meeting, one person will act as the Team Facilitator. This is where you will be able to share your research with each other and discuss the implications for your future practice.

For the meeting you are assigned, you will design an *objective*, or goal, and be assigned, or decide on, a set of *protocols* to facilitate the research team discussion to achieve your objective. You will also identify *assessments* to use to gauge whether your objective was met.

Within two days following the meeting, you will compose an analysis of what was learned and a reflection on effectiveness of the meeting's facilitation overall. You will also gather any evidence (i.e. photos, charts, handouts, etc.) from these meetings that would help to understand your collaborative process. The final draft of your meeting plan and the reflection and analysis of it will be submitted on Canvas.

c. *Project & Presentation (10%)*

Through your research team meetings, your group will collaboratively decide on a project and presentation (i.e. art piece, mini-documentary, website, research paper, breakout room discussion, some form of role play or dramatic expression, etc.) that you will use to communicate what you have learned about your topic to your peers in the last week of class. According to the National Coalition for the Core Arts:

“In today’s multimedia society, the arts are the media, and therefore provide powerful and essential means of communication. The arts provide unique symbol systems and metaphors that convey and inform life experience (i.e., the arts are ways of knowing). Artistically literate citizens use a variety of artistic media, symbols and metaphors to independently create and perform work that expresses and communicates their own ideas, and are able to respond by analyzing and interpreting the artistic communications of others.”

Therefore, in discussing how you will present your research, you should consider ways in which you could artistically communicate it to your peers. You should be thoughtful about your choices of media, and the symbolism embedded within your work. You will cooperatively delegate the roles and responsibilities of the project and presentation so that all members of your research team are able to play a part in the creation and presentation of your work. (A simple slideshow will not suffice.)

d. *Inquiry Project Analysis & Reflection* (10%)

Using the required resources highlighted throughout the course, you will analyze your experiences as a student creating an inquiry project. Consider the learning theory at play in the work you conduct with your peers and with which this approach aligns. Within two days of presenting your project, you will submit this analysis along with a reflection on the experience overall. You can submit this reflection as a written paper or video. If composed as a paper, it should be no longer than 3 pages and should contain properly cited references (APA format) and a reference page. If submitted as a video clip, it should not exceed 3 minutes and should verbally credit/reference multiple sources.

Summary of Requirements

1) Online Participation	20%
2) Connections Compositions	30%
3) Inquiry Project Portfolio	(50% total)
a) Individual Reviews & Analyses	20% (5% each)
b) Research Team Facilitation & Reflection	10%
c) Project & Presentation	10%
d) Inquiry Project Analysis & Reflection	10%

Day	Date/ Setting	Session Topics	Readings (listed by the day they will be discussed/used)	Assignments
Week 1				
1	6/1 synchronous	Inquiry & Project- Based Learning <i>How can students' inquiries guide instruction?</i>	Syllabus	View the Syllabus/Introduction Video
2	6/2 synchronous	Inquiry & Project- Based Learning <i>How can teachers facilitate the development of inquiring minds?</i>	<ul style="list-style-type: none"> • Barron, B. & Darling-Hammond, L. (2008). <i>Powerful learning: Studies show deep understanding derives from collaborative methods.</i> • Tamim & Grant, <i>Definitions and Uses: Case Study of Teachers Implementing Project-Based Learning</i> • View this video on the NJ 1st-3rd Grade Implementation Guidelines, Project-Based Learning 	
3	6/3 asynchronous	Inquiry & Project-Based Learning <i>What do students learn through inquiry and project-based learning?</i> <i>What roles do teachers play in inquiry and project-based learning?</i>	<ul style="list-style-type: none"> • Minero, 2015. <i>Inquiry-Based Learning: Giving Students the Opportunity to Drive Lessons</i> • Hallermann, Larmer, & Mergendoller, <i>PBL in the elementary grades</i> (Chapter: An Elementary School Portrait) 	Due midnight Saturday: <ul style="list-style-type: none"> • Research Team Share (Resource #1) • Prepare for Research Team Meeting (Facilitator #1 leads)

Week 2				
4	6/7 synchronous	Learning Theories <i>How is learning theory connected to classroom practice?</i>	<ul style="list-style-type: none"> • Research Team Meeting #1 • Read and prepare to present notes on the assigned chapter from <i>Theories of Childhood, Second Edition: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky</i> (Mooney, 2013): <ul style="list-style-type: none"> - Dewey - Montessori - Erikson - Piaget - Vygotsky 	
5	6/8 asynchronous	Learning Theories <i>How does the teaching approach employed affect students' learning?</i>	<ul style="list-style-type: none"> • Read an additional chapter from the list cited above. 	Due midnight: <ul style="list-style-type: none"> • Research Team Share (Resource #2) • Prepare for Research Team Meeting (Facilitator #2 leads)
6	6/9 synchronous	Learning Theories & Intentional Teaching <i>In what ways can teachers be intentional about teaching?</i> <i>When is child-centered learning best?</i>	<ul style="list-style-type: none"> • Research Team Meeting #2 • Epstein, <i>The Intentional Teacher</i> (Chapters 1 & 2) 	
7	6/10 asynchronous	Learning Theories & Intentional Teaching <i>How does a teacher's understanding of how children learn affect her instruction?</i>	<ul style="list-style-type: none"> • Davis, V. (with Jennifer Pieratt) (2020, January 17) 5 ways to find project-based learning ideas. <i>10 Minute Teacher Podcast</i>. Podcast retrieved from https://www.coolcatteacher.com/5-ways-to-find-project-based-learning-ideas/ 	Due midnight Saturday: <ul style="list-style-type: none"> • Research Team Share (Resource #3) • Connections Composition #1 • Prepare for Research Team Meeting (Facilitator #3 leads)

Week 3				
8	6/14 synchronous	<p>Backward Design & Culturally Relevant Pedagogy</p> <p><i>How and where does "culture" fit into teaching and learning?</i></p> <p><i>How do teachers develop cultural competence?</i></p>	<ul style="list-style-type: none"> • Research Meeting #3 • Wiggins & McTighe, <i>The understanding by design guide to creating high-quality units</i> • Ladson-Billings, G. (2009). <i>The Dreamkeepers</i> (pgs. 1-28) • Lozenski, B. (2012). <i>Culture Competency in Teaching</i> 	<ul style="list-style-type: none"> • Take Common Beliefs survey
9	6/15 asynchronous	<p>Culturally Relevant Pedagogy</p> <p><i>How do characteristics such as gender, culture, race, and socioeconomic status affect childhood?</i></p> <p><i>How can students' lived experiences be leveraged through an inquiry-based approach to teaching and learning?</i></p>	<ul style="list-style-type: none"> • Watch Immersion: http://www.snagfilms.com/films/title/immersion 	<p>Due midnight:</p> <ul style="list-style-type: none"> • Asynchronous Assignments • Research Team Share (Resource #4) • Prepare for Research Team Meeting (Facilitator #4 leads)
10	6/16 synchronous	<p>Culturally Relevant Pedagogy & Assessment</p> <p><i>What can teachers do provide all students greater access to the curriculum through instruction and assessment?</i></p>	<ul style="list-style-type: none"> • Research Meeting #4 • Gonzalez, J. (with Pedro Noguera) (2018, December 2). 10 ways educators can take action in pursuit of equity. <i>Cult of Pedagogy Podcast</i>. Podcast retrieved from https://www.cultofpedagogy.com/10-equity/ • Read the introduction of this chapter, then choose 3 strategies to read closely: 	

			Saravia-Shore, M. (2008). <i>Diverse teaching strategies for diverse learners</i>. In Editor Cole, R. W., <i>Educating everybody's children: diverse teaching strategies for Diverse Learners</i>, Revised and Expanded 2nd Edition.	
11	6/17 asynchronous	Culturally Relevant Pedagogy & Assessment <i>How can teachers use their knowledge and understanding of students' lived experiences to effectively teach and assess them?</i>	<ul style="list-style-type: none"> • Harper, K. (2009). Can we read a happy book next?: Using children's literature to move beyond our white space. In Editors Cochran-Smith, M. & Lytle, S. <i>Inquiry as Stance</i> (Chapter 8) • Teaching Tolerance. Org.'s Critical Practices for Anti-Bias Education: Instruction (pgs. 3-7) 	<p>Due midnight Saturday:</p> <ul style="list-style-type: none"> • Connections Composition #2 <p>Schedule with Team:</p> <ul style="list-style-type: none"> • Research Team Project & Presentation Planning
Week 4				
12	6/21 synchronous	Research Presentations <i>How does the presentation of information affect how people interact with it?</i> <i>What can be learned by giving and receiving peer feedback?</i>		
13	6/22 asynchronous	Formative Feedback & Assessment <i>What makes feedback formative?</i>	<ul style="list-style-type: none"> • Wiggins, G. (2012). <i>Seven Keys to Effective Feedback</i> • Gonzalez, J. (with Joe Hirsh) (2018, January 21). Moving from feedback to feedforward. <i>Cult of Pedagogy Podcast</i>. Podcast retrieved from 	

			https://www.cultofpedagogy.com/feedforward/	
14	6/23 synchronous	<p>Research Presentations</p> <p><i>What knowledge and skills are gained from engaging in inquiry-based learning?</i></p> <p><i>What can be learned through self-assessment and reflection?</i></p>		<p>Due midnight:</p> <ul style="list-style-type: none"> • Research Team Project & Presentation feedback to peers
15	6/24 asynchronous	<p>Assessment for Learning</p> <p><i>How can the teacher's stance on assessment affect what students learn about how academic success is measured?</i></p>	<ul style="list-style-type: none"> • Miller, A. (2020). <i>Formative Assessment in Distance Learning</i> • Brookhart, S., Moss, C. & Long, B. (2008). <i>Formative Assessment That Empowers</i> 	<p>Due midnight Saturday :</p> <ul style="list-style-type: none"> • Research Team Project & Presentation feedback to peers • Inquiry Project Analysis & Reflection

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