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Spring 2-1-2021

### EDU 221.R01: Educational Psychology and Measurements

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**EDU 221**  
**Educational Psychology and Measurements**  
**Spring Semester 2021**

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**Instructor Information**

**Instructor:** Erin O'Reilly, M.Ed.

**Meeting Days:** Mondays

**Building:** Online via Zoom

**Office:** 222

**Meeting Time:** 4:00 – 6:50pm

**Meeting ID:** 941 3193 2952

**Passcode:** 576917

**Zoom link:**

<https://umontana.zoom.us/j/94131932952?pwd=NIJHY28vb3JvcVI1SW9ndzlnK1FlZz09>

**Email:** [erin.oreilly@mso.umt.edu](mailto:erin.oreilly@mso.umt.edu)

**Cell Phone:** (406) 370-9661

**About me:** <https://about.me/mserinoreilly>

**Office Information:**

We have all needed help in something at some point in our lives. If you find yourself not understanding the assigned readings, activities, discussion prompts, or assignments, encounter issues or concerns or need to meet with me for any other reason - please set up an appointment with me. I am always willing to arrange a mutually convenient time and place to meet. This might include a scheduled call, video conferencing, or meeting in person. Feel free to email, call or text me.

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**The University of Montana Mission Statement**

The University of Montana-Missoula pursues academic excellence as demonstrated by the quality of curriculum and instruction, student performance, and faculty professional accomplishments. The University accomplishes this mission, in part, by providing unique educational experiences through the integration of the liberal arts, graduate study, and professional training with international and interdisciplinary emphases. The University also educates competent and humane professionals and informed, ethical, and engaged citizens of local and global communities; and provides basic and applied research, technology transfer, cultural outreach, and service benefiting the local community, region, State, nation and the world.

**The University of Montana Commitment to Our Values**

We are committed to action and living the values of equality, diversity, and inclusion. Building our community of inclusion, diversity, equality, with compassion, empathy, and respect. We will work to build awareness and appreciation for our diversity. We will ensure access to resources on the campus for those who feel uncertain or need assistance. We will reassert UM's long-valued inclusiveness, strengthen our commitment to civil discourse, and continue our ongoing efforts to create a safe campus. We will seize opportunities to come together as ONE University of Montana and, in doing so, set a powerful example in our state and for our nation.

**College of Education Mission Statement**

The School of Education shapes professional practices that contribute to the development of human potential. We are individuals in a community of lifelong learners, guided by respect for knowledge, human dignity, and ethical behavior. We work together producing and disseminating knowledge to advance the physical, emotional, and intellectual health of a diverse society.

**Course Description**

This course will examine the psychology and neuroscience of education as it applies to classroom teaching. Learning and motivation as well as developmental theories of behavior and cognition will be studied. We will also analyze various instructional and assessment methods in relation to different classroom environments. Admission to the secondary teacher education program is required for enrollment in this course.

## **Couse Objectives**

Participants in this course will be able to:

- Describe how the interaction of internal and external processes related to student learning and development;
- Define components of learning and developmental theories of cognition and behavior;
- Critically analyze the influence of various teaching methodologies on learning outcomes for all learners;
- Identify the dynamics of the different types of classroom assessments;
- Utilize principles of motivation while applying appropriate pedagogical and assessment techniques in the construction of classroom lessons.

## **Instructional Methods**

This course will utilize a variety of instructional methods to promote individual personal and professional growth and to advance group interactions with all participants. Methods will include large class discussions, reflective and synthesis writing, problem-solving case study activities, learning stations, presentations, individual/group work, multi-media, and independent reading. Computer technology will be used in the class.

## **Conduct in Discussion and Collaboration**

As future education professionals, it is expected that you will conduct yourself with the highest professionalism in our online learning environment.

**Elements of Our Learning Environment** that we will promote and foster during our time together:

- Equitable Learning
- Inclusion
- High Expectations
- Supportive Learning
- Active Learning
- Frequent Progress Monitoring and Meaningful Feedback
- Well-Managed Learning
- Digital Learning

To develop the elements of our learning environment we will follow our **Collaborative Norms**.

- Equity of Voice
- Active Listening
- Active Learning
- Respect for all Perspectives, Opinions, and Ideas
- Follow all Classroom Expectations and Guidelines
- Be Timely

## **Required Text**

Slavin, R. (2018). *Educational psychology: Theory and practice (12<sup>th</sup> Edition)*.

You could also order the 13<sup>th</sup> edition if you choose to use the newest edition.

All other required readings will be made available on Moodle.

## **Grading Policy**

This course awards letter grades at the end of the semester as determined by the scale included in this syllabus. With consent of instructor and advisor, students may change the grading option to credit/no credit per university policy and in accordance with the semester deadlines outlined by the Registrar's Office.

## Grading Scale

A 92% - 100%  
A- 90% - 91.9%

"A" grades are indicative of superior work that entails original, creative thought in completing the course requirements. An A is difficult to earn.

B+ 88% - 89.9%  
B 82% - 87.9%  
B- 80% - 81.9%

"B" grades signify work that is above average, but that may not be particularly original in fulfilling the course requirements.

C+ 78% - 79.9%  
C 72% - 77.9%  
C- 70% - 71.9%

"C" grades indicate that the course requirements have been met through average work.

D+ 68% - 69.9%  
D 62% - 67.9%  
D- 60% - 61.9%

"D" grades signify that the minimum course requirements have not been fully met, including written assignments, preparation for and participation in class, and attendance.

F 0% - 59.9%

An "F" indicates that the minimum course requirements were not met.

## Token Policy

In this class, you will have two **tokens** that you may use: 1) to revise and resubmit a writing assignment or 2) for a 24-hour extension on a deadline. Use your tokens wisely.

## Late Assignment Policy

You are expected to meet each due date listed on the course syllabus. Failure to do so will affect your final grade in this course. If you cannot meet a course deadline, it is your responsibility to discuss this with me in advance of the due date. Assignments will be turned in via Moodle.

**Late work** will generally not be accepted unless a token is used. Extensions will occasionally be granted for extenuating circumstances that are documented and brought to my attention in a timely manner.

## Course Assessments

Assignment	% of Grade
Attendance & Participation	15%
Quizzes	30%
Team Lesson	12.5%
Educational Autobiography	12.5%
Small Group Lesson	15%
Final Exam	15%
Total	100%

\*I will provide you with a description and rubric for each of these assignments.

## Attendance

As a member of a learning community, your presence is valued, valuable, and necessary. When you are not present in class, you limit not only your own learning, but also your contributions to the learning of your classmates. For

these reasons, class attendance is highly encouraged and expected. You are expected to participate fully in discussions and class activities.

All students will access this course remotely during the scheduled day and time (Monday at 4:00-6:50 pm) via Zoom.

If you are unable to attend our scheduled time for class, please contact me about completing this course in an asynchronous way. I would like to make contact with all students who are experiencing circumstances that might be better supported by completing all classes asynchronously.

If you are completing the class asynchronously, you can plan for each class will have content you need to complete prior to attending the next class (via Zoom or asynchronously) coupled with tasks that you will need to complete for that same class. I will post the video you will watch for Tuesday class by Wednesday morning and Thursday class by Friday morning.

### **Course Activities & Assignments**

You are responsible for turning in assignments on time and being prepared to present on your assigned day. I reserve the right to postpone due dates for course assignments. Extensions may be granted at the discretion of the instructor. Please note that I am willing to read and offer constructive criticism on rough drafts of written assignments and presentations. However, students must allow me at least three business days to read their draft and turn back revisions.

#### **1. Attendance and Participation (4 points each class):**

Class is an opportunity for you to discuss topics with your peers, reflect upon your experiences, critically think through scenarios, and start to develop a sense of community within your professional field. Be present and actively engaged. Each student is required to participate in a meaningful, thoughtful, and reflective manner. Steady contributions over the semester are expected of all students. Online learning assumes a high level of maturity and professionalism. It is designed to make learning more convenient, and accessible for all students. One value we must share is respect for individuals - their experience and their ideas or social positions. We also share a genuine desire to learn from one another. To demonstrate these shared values, students are encouraged to consider how their tone, word choice, and content may affect other readers. You will be expected to participate by interacting verbally and developing discussions beyond the level of readings and/or presentations.

Your attendance and participation grade will be evaluated based on your faithful, timely attendance as well as your completion of readings prior to class and contributions to class activities. Barring emergencies or extreme circumstances, all assignments will be due on the date for which they are listed on our schedule. If you need an extension on an assignment, please request an extension by telling or emailing Professor O'Reilly as soon as possible.

All students will access this course remotely during the scheduled day and time (Monday at 4:00-6:50 am) via Zoom. If you are unable to attend our scheduled time for seminars, you will be able to meet the expectations for the class and gain points towards participation by completing the 'Tasks to Complete Class on \_\_\_\_ Asynchronously' listed in the overview for each seminar. You will need to complete these tasks prior to the next class in order to receive participation points.

If you are completing the class asynchronously, you can plan for each class will have content you need to complete prior to attending the next class (via Zoom or asynchronously) coupled with tasks that you will need to complete for that same class. I will post the video you will watch for Tuesday class by Wednesday morning and Thursday class by Friday morning.

Thank you for your active participation and work. Together we will learn!

**2. Quizzes (1 @ 60 points):**

You will complete two quizzes on readings and material discussed in class. Please refer to the course schedule for quiz dates. These quizzes will incorporate multiple choice, true/false, and/or short essay questions. Give your best effort!

**3. Team Lesson (50 points):**

You will choose a designated section from one of the chapters in the Slavin text to teach to the class in teams of two or three class members. Teams will...

- Conduct a 40-45 minute lesson;
- Illuminate concepts from their text section and relate them to teaching where applicable;
- Engage the class in an individualized, small or large-group learning activity that measures learning;
- Design instruction for remote, online learning; and
- Provide the class with a one-page paper and/or online handout that details their section and/or applies to their learning activity. Please note for copies of your team's handouts, please make enough for the class and instructor. If your team is able to email Professor O'Reilly a copy of your handout before your scheduled lesson, she will make sure to post it to the course shell.

Team lesson formats will vary. Please teach the class with a combination of individual and/or cooperative activities, small and large group discussions, art, role plays, multi-media and internet applications, reading passages, drama, music, games, drawing, etc. To earn full credit, it is essential all team members contribute. While teaching with depth, please imbue the class with creativity. Refer to the rubric posted in our course shell for more details.

**4. Educational Autobiography (50 points) – Due Monday, March 1<sup>st</sup> by 4 pm:**

For this activity, you will write a three to five-paged, double-spaced paper using standard American Psychological Association (APA) 12 point font and one inch margins. In this paper, you will analyze a few educational experiences from either your elementary, middle, high school, and/or college years. Please guide your analysis by describing examples of 7 different educational psychology concepts. Concepts must be drawn from class readings, discussions, and activities related to chapters 2, 5, 6, and 10 of the Slavin text. Please address at least one concept from each of these chapters. Consider how each concept relates to past schooling experiences and/or teachers and/or former classmates. No title or reference page is necessary. Please write well! Refer to the rubric posted in our course shell for more details.

**5. Small Group Lesson (60 points):**

You will teach a lesson within a given timeframe to a small group of 6-7 class members. You must choose the specific lesson topic and decide how best to teach it. Lessons should apply to your teaching area. Please choose to teach something that excites you. Please also design your lesson with adults in mind.

After teaching, you will turn in a lesson plan outlining your lesson objectives as well as your lesson procedures and assessment strategies. At the same time, you will turn in a brief written reflection of your lesson. Please consider engaging lessons from the Office of Public Instruction's [Indian Education for All resources page](#). Please enjoy sharing your wisdom! You will find expectations and rubrics in our course shell.

**6. Final Exam (60 points) – Finals Week:**

You will complete a final exam during finals week that we will compose. The exam will be taken online and open Wednesday, April 28th and close Friday, April 30 at 11:59pm. Once you start the exam, you will have 24 hours to complete it. Think positively – You will do great!

### **Additional Discussion – Open Forum**

The Open Forum will be available throughout the semester as a common discussion area to post questions and comments that may be of interest to everyone in the course. If you have questions or concerns that are personal, please email me instead at erin.oreilly@mso.umt.edu

Please be advised that the University of Montana requires all email communications with students to be made through the students' University of Montana email account only. So, please check your UM email regularly or forward it to an account that you do check.

### **Student Expectations**

Students are expected to attend all classes, complete assigned readings before the class period in which they will be discussed, participate actively and thoughtfully in class discussions, complete required writing assignments, and follow university regulations regarding academic and behavioral integrity.

If you experience difficulty in this course for any reason, please consult with me. In addition to the resources of the department, a wide range of services is available to support you in your efforts to meet the course requirements.

### **Professionalism and Participation**

*Consistent engagement with the material is absolutely crucial to your mastery of the course concepts. Hence, it of the utmost importance that you attend class regularly and participate actively.*

You have no doubt read some variation of the aforementioned statements in previous syllabi from other courses and may well have written something similar in your own syllabi. While my message is the same, it is necessary that we define these ideas for the purposes of this particular course. "Consistent engagement" encompasses your ability and effort to think about the topic at hand. Once you have gained a perfunctory mastery of the information, I encourage you to then relate it to your own experiences. Make the information meaningful to you. Through this process you will enlighten yourself as well as others.

What does this require? Quite simply, that you perform your tasks with a marked degree of precision. Take diligent notes on the readings, videos, lectures, and resources so that our discussions will be fruitful.

Of course, for this to happen, you must be engaged and communicate early and often. In fact, it is the foundation of "active participation". Active participation is necessary for the success of the class. Not only will you be expected to share your reactions, ideas, and questions, you are likewise expected to allow and encourage other students to share theirs. This course focuses on *you*. So please ask questions of me and others, for this course will go as you go. To those of you who are naturally inclined to be introverted, I will do my best to create a comfortable and nurturing atmosphere for your thoughts.

We must all strive to create an accepting atmosphere that is comfortable for members of the learning community to participate and share their ideas. Tact, politeness, and respect for other class members are crucial as is adequate preparation for discussion. As such, it is imperative that we follow the golden rule. Be certain to challenge each other, but abide by the accepted social mores. In other words, provide unto others the same amount of respect that you expect them to provide you with. Should you find errors of fact or logic, please point these out and share the sources that can correct them.

If for some reason you feel that you are falling behind in this aspect (or any other aspect of the course) contact me *sooner rather than later*. I cannot stress the importance of communication between us enough.

### **UMConnect Student Email**

All University of Montana students are provided with an official university email account, referred to as UMConnect. This is the University's primary method of communication with students, thus, it will be extremely

important to check this account frequently. Students are welcomed and encouraged to forward this e-mail account to their personal e-mail account.

### **Standards of Conduct**

All students are expected to demonstrate professional, academic honesty. Standards of academic conduct are set forth in the [University's Student Code of Conduct](#). All students ought to be familiar with the Student Conduct Code.

By registering, you have acknowledged your awareness of the Student Code of Conduct, and you are obliged to become familiar with your rights and responsibilities as defined by the Code. Violations of the Student Code of Conduct will not be treated lightly, and disciplinary actions will be taken should such violations occur. Please contact me if you have any questions about the academic violations described in the Code in general or as they relate to particular requirements for this course.

**Plagiarism** will not be tolerated. Using another's ideas and/or words as your own constitutes plagiarism. It is therefore critical that you cite all sources you discuss and consult. As a rule of thumb, all sources (texts, photographs, music, internet materials, interviews, lectures, etc.) that are directly quoted, paraphrased, or consulted need to have a proper citation. If I suspect plagiarism, I will investigate, and if warranted, will follow up per the procedure outlined in the Student Code of Conduct. Ted Frick's page at Indiana University should help you understand [what constitutes plagiarism](#), and the Online Writing Lab (OWL) at Purdue University shows you [how to cite sources properly](#) in several different formats. Please use MLA or Chicago 16<sup>th</sup> citation formats. Should you have any questions about how or when to cite, please ask me. Citation software can be useful in documenting and formatting sources. [Zotero](#), for example, is a free, web-based citation software system that is easy to learn and use.

### **Respect Policy**

This course is designed to incorporate discussion, the sharing of ideas, opinions, and experiences, and to educate you on the skills necessary to succeed in college. It is expected that all students will maintain a high level of respect for others, including students and guest speakers. The use of electronics should serve an educational purpose and enhance your learning not distract or detract from your learning experiences.

### **Accommodating Disabilities**

I wish to fully include each student in this course. If you are a student with a disability who will require reasonable program modifications in this course, please meet with Disability Services for Students in Lommasson 154 for assistance in developing a plan to address program modifications. If you are already working with Disability Services, arrange to meet with me during my office hours to discuss reasonable modifications that may be necessary. For more information, visit the [Disability Services website](#) at <http://www.umt.edu/disability>.

### **Need IT Help:**

If you encounter problems regarding this Moodle Course please contact UMLonline at <https://www.umt.edu/it/solutions-center.php>. There is also a Tech Support area within the menu of the course shell.

For questions and general computer assistance contact IT Central Help Desk at: (406) 243-4357 or [itcentral@umontana.edu](mailto:itcentral@umontana.edu)  
Moodle technical support: 243-4999

### **Student Services**

Additional student services can be found on the University of Montana's [Student Affairs](#) page.

### **Campus Safety and Emergency Procedures**

[Campus safety](#) is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. *Emergencies are rare*, but if one should arise during class, everyone will need to

work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. (Areas of refuge are located at the elevator doors on the second and third floors.) Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available](#). You may elect to remain anonymous when making a report.

[Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the "Run, Lock, Fight"](#) response for an [active shooter](#) incident.

#### RUN

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

#### HIDE

- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

#### FIGHT

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following [UM's Police Department](#) on Twitter @UMPublicSafety.

**Course Schedule:**

\*This schedule and syllabus is subject to change with the needs of our class, students, learning.

\*\*Always check Moodle for resources, activities & discussion & check your umconnect email regularly

<b>Dynamic Map of Topics, Readings, Activities, and Due Dates</b>			
<p>Please note assigned readings are <i>listed</i> in italics below. Team lessons and other assignments are in <b>bold-face</b>. Class activities and topics are listed in standard font. Please have readings and assignments completed by the date for which they are listed. If you cannot complete an assignment by the due date, please make alternative arrangements with Professor O'Reilly prior to the due date.</p>			
Week	Date	Topics, readings, activities, and due dates	Due Dates
1	January 11	Who are we? Icebreaker; Syllabus; Team lesson sign-up; Educational Psychology – Where do you stand? Good and just okay teachers.	
2	January 18	No Class - Martin Luther King Jr. Day	
3	January 25	For this class, please read Slavin (2018) - <i>Chapter Five (pp. 96-117): Behavioral and Social Theories of Learning</i> or Slavin (2021) - <i>Chapter Five (pp. 100-121): Behavioral and Social Theories of Learning</i>  Behavioral Theory Password; To OC or CC – That is the Question; Our ABC's.	
4	February 1	<b>Team lesson 1 – Slavin (2018) or Slavin (2021) - Chapter Two (pp. 22-42): Cognitive Development</b> Jensen (2005) – <i>Introduction &amp; Chapter 1: Meet Your Amazing Brain</i>  We will Jigsaw reading about the brain and learning in class. This reading is available on Moodle. In class, we will Jigsaw the reading and compose mnemonic devices.	
5	February 8	<b>Team lesson 2 – Slavin (2018) - Chapter Ten (pp. 246-268): Motivating Students to Learn</b> or <b>Slavin (2021) - Chapter Ten (pp. 252-275): Motivating Students to Learn</b>  <b>Team lesson 3 – Slavin (2018) - Chapter Six (pp. 120-141): Memory and Learning</b> or <b>Slavin (2021) - Chapter Six (pp. 125-149): Memory and Learning</b>  Discuss Educational Autobiography Expectations.	
6	February 15	No Class - Presidents' Day	
7	February 22	Slavin (2018) - <i>Chapter 6 (pp. 141-155): Memory Strategies</i> or Slavin (2021) <i>Chapter Six (pp. 149-160): Cognitive Theories of Learning</i>  Learning stations in-a-round.	

8	March 1	<p>Slavin (2018) or Slavin (2021) – <i>Chapter 11: Effective Learning Environment</i></p> <p>Educational Autobiography Rewind; Review; Quiz 1 Review Sheet.</p>	<p><b>Educational Autobiography due by 4 pm</b></p> <p><b>Quiz 1 will open online Tuesday, March 2 and close Friday, March 5 at 11:59pm</b></p>
9	March 8	<p>Slavin (2018) - <i>Chapter Three (pp. 56-62): Socioemotional Development during the Middle and High School Years</i> or Slavin (2021) - <i>Chapter Three (pp. 58-64): Socioemotional Development during the Middle and High School Years</i></p> <p>Post-it note scope.</p> <p><b>Team lesson 4 – Slavin (2018) - Chapter Three (pp. 45-56): Social, Moral, and Emotional Development</b> or <b>Slavin (2021) - Chapter Three (pp. 45-58): Social, Moral, and Emotional Development</b></p>	
10	March 15	<p><b>Team lesson 5 – Slavin (2018) - Chapter Four (pp. 75-93): Student Diversity</b> or <b>Team lesson 5 – Slavin (2018) - Chapter Four (pp. 78-96): Student Diversity</b></p> <p>Slavin (2018) - <i>Chapter Four (pp. 65 -74): Socio-economic status All in the Family Budgeting</i> or Slavin (2021) - <i>Chapter Four (pp. 68 -78): Socio-economic status</i></p> <p><i>All in the Family Budgeting</i></p>	
11	March 22	<p><b>Team lesson 6 – Slavin (2018) - Chapter Eight (pp. 187-210): Student-Centered and Constructivist Approaches</b> or <b>Slavin (2021) - Chapter Eight (pp. 192-215): Student-Centered and Constructivist Approaches</b></p> <p><b>Team lesson 7 – Slavin (2018) - Chapter Seven (pp. 159-183): Teaching a Lesson</b> or <b>Slavin (2021) - Chapter Seven (pp. 164-189): Teaching a Lesson</b></p> <p>Lesson Planning &amp; Learning Objectives; Small Group Lesson Overview.</p>	
12	March 29	<p><b>Team lesson 8 – Slavin (2018) - Chapter Thirteen (pp. 350-367): Test Construction</b> or <b>Slavin (2021) - Chapter Thirteen (pp. 357-375): Test Construction</b></p> <p>Final Exam Review.</p>	<p><b>What is your small group lesson topic?</b></p>
13	April 5	<p>Slavin (2018) - <i>Chapter Thirteen (pp. 339-350): Aligning Objectives &amp; Assessments</i> or Slavin (2021) - <i>Chapter Thirteen (pp. 349-357): Aligning Objectives &amp; Assessments</i></p> <p>Slavin (2018) - <i>Chapter Thirteen (pp. 367-379): Performance Assessment</i></p>	<p><b>Quiz 2 will open online Tuesday, April 6 and close Friday, April 9 at 11:59pm</b></p>

		<p>or Slavin (2021) - <i>Chapter Thirteen (pp. 376-386): Performance Assessment</i></p> <p>Slavin (2018) - <i>Chapter Fourteen (pp. 383-404): Standardized Testing</i></p> <p>or Slavin (2021) - <i>Chapter Fourteen (pp. 390-407): Standardized Testing</i></p> <p>Quiz 2 Review Sheet; Small Group Lesson schedule.</p>	
14	April 12	Small Group Lesson schedule & planning;	<p><b>Please email Professor O'Reilly your Final Exam Questions by the beginning of class.</b></p> <p><b>Upload a draft of your Small Group Lesson Plan and Reflections for Part A to designated Dropbox by Wednesday, April 14th at 11 pm</b></p>
15	April 19	<b>Small Group Lessons</b>	<b>Upload final draft of your Small Group Lesson Plan and Reflections Part A-C to designated Dropbox by Friday, April 23 at 11 pm</b>
		<p><b>April 26 - 30</b> <b>Finals Week</b> <b>Designated Day &amp; Time: Wednesday, April 28 from 3:20-5:20pm</b> <b>Final Exam – opens April 28 and closes April 30 at 11:59pm</b></p>	