WILMINGTON UNIVERSITY COLLEGE OF EDUCATION SYLLABUS

COURSE NUMBER:

1 | P a g e

Candidates understand, select, and use valid, reliable, fair, and appropriate assessment tools to screen, diagnose, and measure student literacy achievement; inform instruction and evaluate interventions; participate in professional learning experiences; explain assessment results and advocate for appropriate literacy practices to relevant stakeholders.

Standard 4: Diversity and Equity

Candidates demonstrate knowledge of research, relevant theories, pedagogies, essential concepts of diversity and equity; demonstrate and provide opportunities for understanding all forms of diversity as central to students' identities; create classrooms and schools that are inclusive and affirming; advocate for equity at school, district, and community levels.

Standard 5: Learners and the Literacy Environment

Candidates meet the developmental needs of all learners and collaborate with school personnel to use a variety of print and digital materials to engage and motivate all learners; integrate digital technologies in

Reis, S. M., Kaplan, S. N., Tomlinson, C. A., Westberg, K. L., Callahan, C. M., and Cooper, C. R.

Tomlinson, C. & Kalbfleisch, M. L. (1998). Teach me, teach my brain: A call for differentiated

classrooms. Educational Leadership, 56, 52-55.

Plan, Teach, Assess, and Reflect Template

Name: _____