

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education**

***EDCI 545: Assessment and Differentiation***

Fall 2012

Wednesdays 4:30pm - 10pm, ARL Founder Hall 312, then 468

Oct. 17 - Dec 12, 2012

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*“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid” (Einstein)*

**Course Description**

Provides a research-based introduction to differentiated instruction for children in grades PK-6. Emphasis on the assessment of learners and differentiation of instruction to meet the needs of all learners. Prerequisites: Admission to the program and taken in program sequence.

**Learning Outcomes**

1. Students will be able to discuss current, validated research underlying the theory, principles, and practices of differentiated instruction.
2. Students will be able to identify and explain the core principles of differentiated instruction and the ways in which these principles inform and guide all aspects of instructional implementation.
3. Students will be able to apply the core principles of differentiation when planning and assessing lessons.
4. Students will be able to discuss the interdependent relationship between assessment and instruction in a learning environment.
5. Students will be able to identify formal and informal assessment tools to collect data on the readiness, interests, and learning profiles of students as the basis for differentiation before and during instruction.
6. Students will be able to identify and discuss strategies for assessment and grading in a differentiated classroom.
7. Students will be able to generalize course content to reflect how the multicultural, special needs, gifted students and other diverse populations within classrooms have their needs met via the application of the skills, strategies, and knowledge of this course.

**Nature of Course**

This course is structured to utilize multiple instruction formats. We will engage in face-to-face class sessions, as well as regularly scheduled online activities. Face to face class sessions will include small/large group discussions and tasks, videos, lecture, and student-led discussions.

## **Standards Addressed in Course**

INTASC 3 Diverse Learners

INTASC 7 Planning

INTASC 8 Assessment

ISTE NETS for Teachers

### *2. Design and Develop Digital-Age Learning Experiences and Assessments*

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

### *5. Engage in Professional Growth and Leadership*

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

**Required Texts**

Burke, K. (2009). *How to assess authentic learning* (5th ed.). Thousand Oaks, CA: Corwin Press.

Tomlinson, C. & Imbeau, M. B. (2010). *Leading and managing a differentiated classroom*. Alexandria, VA: ASCD.

Additional readings are posted on Blackboard

**Assignments**

Brief assignment descriptions follow. Details will be given in class. Only the *Planning for Differentiated Instruction and Assessing Student Learning (PBAs)* rubrics are attached to the end of this syllabus.

Assignment	Points
Readings, Class Attendance, and Online Activities	15
Student Learning Profiles	15
Assessment and Differentiation Try-Its	15
Assessment Jigsaw	10
Planning for Differentiated Instruction (PBA #1)	30
Partner lesson plan feedback	5
Assessing Student Learning (PBA #2)	10
	100

*Readings, Class Attendance, and Online Activities (15 pts)*

The readings for the course are essential to your learning. They provide you with the theory necessary to implement, with meaning, the practical strategies involved in differentiating instruction. It is expected that each week you will read the assigned selections and that you will participate with your peers in discussion of the readings. Each week you are expected to be in class and to have read and completed any assigned tasks. At the beginning of class each week, you will also complete a reading response. If you are not prepared and/or present, it affects not just your own learning, but that of your peers.

*Student Learning Profiles (15 pts)*

Implement a variety of methods to learn about your students academically, personally, and socially. You are expected to implement a minimum of one strategy per column and per row to learn about your students.

	Academically	Personally	Socially
From family			
From student			
From self			

1. Copy the chart. In the corresponding boxes, write a brief description of each strategy utilized to gain information from and about all students and the kinds of information learned from strategy.
2. Create an at-a-glance sheet for each student that reports the information that you learned (template provided in class and online). You will use this information to create instructional groups and plan lessons that consider learning profile, interest, and/or readiness to differentiate the content, process, and/or product for your learners (in other words, you will use this for your PBA#1).

#### *Assessment and Differentiation Try-Its (15 pts) (ongoing)*

Throughout the course of the semester you will conduct a series of mini-inquiries where you will work to differentiate instruction and assessment for your students. Effective teaching requires that you learn, apply that professional learning, assess its effects, and use that evaluation to drive further instruction. Each week you are expected to integrate a new differentiation concept or strategy into your daily planning and teaching. You will assess its effects on student learning and share your progress with your peers. When you come to class each week, bring 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 and the findings),
- 3) Challenges or questions you have about what you did, and
- 4) Your next steps (you can leave #4 blank until after conversing with peers):

#### *Assessment Jigsaw (10 group points)*

With a group of 3-4, you will be assigned an assessment technique (Rubrics, Checklists, Performance Tasks, Metacognitive Strategies, Graphic Organizers, Teacher-Made Tests, or Informal Checks for Understanding). Your job will be to research the technique (utilizing class text AND external resources) and then teach the class about it and how to effectively use it for instruction.

#### *PBA #1: Planning for Differentiated Instruction (30 pts)*

Using the skills in assessment and differentiation that you have developed, you will create a formal lesson plan sequence that details three days of instruction in a core subject area (towards the end of the semester). Your plan will include an overarching goal for the lessons, measurable sub-objectives, learning standards, grouping methods, activities, and detailed evaluation methods. You will include appropriate references justifying your decisions throughout the plan. A lesson plan template will be provided in class. You will receive feedback from your instructor as well as work with a critical friend to collaboratively refine your lesson sequence. You will then implement the sequence and collect data of student learning for analysis. A detailed description and rubric for evaluation of this task is included at the end of the syllabus.

##### *\*Partner lesson plan feedback (5 pts)*

After draft Lessons 1 and 2 are each submitted, you will offer supportive critical feedback to a partner to help them refine their use of assessment and differentiation in their lesson sequence.

*PBA #2: Assessing Student Learning (10 pts)*

Using the skills in assessment that you have developed, you will analyze the student learning data collected from your lesson sequence. You will be expected to examine it to such a level that you are able to identify areas of strength and weakness for individual students while also identifying learning trends across the classroom. A detailed description and rubric for evaluation of this task is included at the end of the syllabus.

**Note:**

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.

All written papers must be double spaced, with 1" margins, and in 12-point font (Times New Roman, Calibri, or Arial).

**Grading Scale**

A=93-100; A-=90-92; B+=87-89; B=80-86; C=70-79; F=below 70

## **University, College, and Elementary Program Policies**

### *CEHD Student Expectations*

Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor. One cell phone will remain on in class that is registered with the Mason Alert System. Visit <https://alert.gmu.edu>, to find out more about Mason's alert system for GMU emergencies.

Students are expected to exhibit professional behavior and dispositions. See [gse.gmu.edu](http://gse.gmu.edu) for a listing of these dispositions.

Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].

*Honor Code.* To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the University community and with the desire for greater academic and personal integrity, GMU has set forth a code of honor that includes policies on cheating, attempted cheating, lack of class participation in group work, plagiarism, lying and stealing (see link above). The Elementary Program abides by these policies and takes them seriously.

Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

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.

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/>].

### *Campus Resources*

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 experience and academic performance [See <http://caps.gmu.edu/>].

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/>].

The College of Education and Human Development strives to represent a set of core values that drive the work of faculty and students. These values of collaboration, ethical leadership, innovation, research-based practice, and social justice are further described on the CEHD website <http://cehd.gmu.edu/values/>.

**EDCI 545 Course Calendar**

<b>Date</b>	<b>Topic</b>	<b>Reading/Assignment Due</b>
Oct 17	<p>Introductions</p> <ul style="list-style-type: none"> <li>• What does differentiated instruction mean?</li> <li>• For whom are we teaching? Learning about our students as <i>people</i> who learn</li> <li>• Your learning profile</li> <li>• Misconceptions</li> <li>• Differentiation v. accommodations</li> </ul>	<p><b>3 BEFORE READING Qs</b></p> <p>Then: Tomlinson, 1999 (pdf) Wash Post article (pdf)</p>
Oct 24	<p>Differentiating by Readiness, Interest, and Profile</p> <p>Differentiating by Content, Process, and Product</p> <ul style="list-style-type: none"> <li>• Presentation, grouping/task, outputs</li> <li>• Role of pre-assessments</li> <li>• Knowing our learners</li> </ul> <p>Managing for differentiation</p> <ul style="list-style-type: none"> <li>• How do I manage different activities at once?</li> <li>• Anchor activities</li> <li>• Community</li> </ul>	<p>Tomlinson &amp; Imbeau, Ch. 4-6</p> <p>Look ahead in your calendar- what will be taught last week of November/first week of December (bring topic)</p> <p>Implement strategies to get to know your students (bring a copy of 1)</p>
Oct 31	<p>Assessment</p> <ul style="list-style-type: none"> <li>• What is the role of assessment?</li> <li>• Effective and equitable assessment</li> <li>• Before and during-lesson assessment</li> <li>• How do I know if they know?</li> <li>• Objective alignment</li> <li>• Aligning formal and informal assessment</li> </ul>	<p>Burke, Introduction – Ch. 2</p> <p><b>Try-it 1 due</b></p> <p><b>Student Learning Profiles Due (part 1 and 2)</b></p>
Nov 7	<p>Using Assessment Data to plan</p> <ul style="list-style-type: none"> <li>• Analyzing assessments</li> <li>• Making next step decisions</li> <li>• Grading</li> </ul>	<p><b>Lesson Plan 1 Draft Due (submit online)</b></p> <p><b>Try-it 2 due</b></p>

Nov 14	Exploring Assessment Techniques (jigsaw) <ul style="list-style-type: none"> <li>• Metacognitive Strategies</li> <li>• Graphic Organizers</li> <li>• Teacher made tests</li> <li>• Informal Checks for Understanding</li> <li>• Rubrics</li> <li>• Checklists</li> <li>• Performance Tasks</li> </ul>	Burke, Ch. 4 and 5 Burke, Ch. 6-8 Fisher & Frey, Ch. 2-3 ( <b>only read the chapter that corresponds to your technique</b> )  <b>Try-it 3 due</b>  <b>Lesson Plan 2 Draft Due (submit online)</b>
Nov 21	No Class- Thanksgiving Break	
Nov 28	Planning for Student Diversity <ul style="list-style-type: none"> <li>• English Language Learners</li> <li>• The influence of culture</li> <li>• DI and Response to Intervention</li> <li>• Students with Disabilities</li> </ul>	Santamaria (pdf) <u>OR</u>  Tileston & Darling, Ch. 4-5 (pdf) <u>OR</u>  Tileston & Darling, Ch. 6 (pdf) <i>and</i> Hoover & Patton (pdf)  King-Sears (pdf)  <b>Try-it 4 due</b>  <b>PBA #1 Due- all 3 lessons (submit online)</b>
Dec 5	Last F2F class <ul style="list-style-type: none"> <li>• Analyzing your assessments</li> <li>• Reaffirming core principles</li> </ul>	<b>Teach Lesson Sequence by this date and bring learning data to class</b>  Tomlinson & Imbeau, Ch. 7
Dec 12	<b>PBA #2: Assessment Analysis Due (submit online)</b>	

Note: Syllabus and Calendar are tentative and may be modified in line with course needs.

(pdf) readings are located on Blackboard

all (submit online) assignments should be uploaded BEFORE class begins that day.

### **Task Description 1: Planning**

Create a series of **three** lessons that effectively differentiate instruction for various groups of students in a classroom. You will design these lessons to promote equity in learning opportunities for all students. This means that intentional decisions will need to be made to consider student readiness, interests, and learning profiles. You will need to consider how content, process, and/or products of the lesson will be different for different groups of students depending on their strengths.

In order to plan effective instruction, in this assignment - three consecutive lesson plans, you will need to know students academically, personally, and socially. If you are a practicing teacher or currently in your internship, you will receive blank student profiles to complete with your own classroom data. In each case, these profiles will include a variety of information for each student that will aid you in making instructional decisions. Using the composite data, you will prepare lesson plans that support the learning of all students by effectively differentiating instruction to target students' strengths to meet their needs\*. For each part of your lesson plan, you will describe in detail the rationale for designing your lesson plan using relevant course readings and research literature (e.g., literature in Differentiated Instruction, assessment, effective literacy instruction, and effective instruction for specific student groups) to support your decisions.

This task will engage you in a feedback cycle of professional development. For these purposes, your professional development feedback cycle will involve formative reviews of your first two lesson plans to support your final submission, the third lesson plan. Specifically, you will create the first lesson towards the beginning of the semester, the second lesson towards the middle of the semester, and the final lesson at the end of the semester. After the submission of each lesson design, you will receive feedback from your instructor and your peers related to your utilization of learning theory, differentiation in practice, and assessment. It is expected that after receiving feedback on each lesson plan, you will use the feedback to drive the construction of your next lesson plan. Because this assignment involves several formative assessments, your final grade for the task will be earned after you create your **third lesson**.

Each lesson will have its own objectives for student learning, but all lessons need to be conceptually connected by a large overarching question (e.g., "How do good readers make sense of expository text?"). It is expected that the lessons act as the beginning to a larger "unit" of study .

Lesson plans should contain all sections of the elementary program lesson plan template provided to you.

**\*Assignment notes:**

- For students who are currently teaching full time, the lesson series will need to be an actual series that you will be teaching in your curriculum towards the end of the semester.
- For your student profiles, if you teach multiple blocks of students, choose the one to whom you will teach your sequence. Your student profiles must be from the class for whom you plan your lessons.)

## PBA Task 1 Rubric: Planning

Criteria	Exceeds Requirements (A) 5 Points	Meets Requirements (A-, B+, B) 2-4 Points	Needs Improvement (C and below) 0-1 Points	Weight
<b>Objectives</b> <b>ACEI 3.1</b>	There is a clear overarching conceptual question for the three plans. The objectives clearly state what students will do and learn during each lesson. The objectives clearly state the content/essential understandings of the lesson sequence and individual lessons. The objectives target appropriate higher order and real life learning opportunities. The objectives are tied to state/national standards. As necessary, multiple sub-objectives are stated representing differentiation.	The majority of the objectives state what students will do during each lesson. The majority of the objectives are tied to state/national standards. The majority of the objectives are tied to assessment and it is clear how the learning will be assessed.	No objectives are stated or inappropriate objectives are used. Objectives are not distinguishable from state/national standards. Few of the objectives are tied to the assessment. It is not clear how learning will be assessed.	.05
<b>Materials</b> <b>ACEI 3.1</b>	A list of materials necessary for each lesson is included. Copies of the materials are included as possible. A variety of materials are used in each lesson (manipulatives, technology, etc.). Appropriate materials are selected for the concepts being taught. Worksheets, if used, are generally used in ways that promote higher order thinking. Materials are differentiated as appropriate.	A partial list of necessary materials is provided. A copy of some of the materials is provided. There is a lack of variety of materials used. Most of the materials are appropriate for the concepts being taught, but some need more modifications.	No list of materials is provided or materials chosen are not appropriate for the concepts being taught. The materials chosen do not reflect differentiation. The lessons <i>rely on</i> worksheets. Materials are not differentiated.	.05
<b>Procedures</b> (includes Technology Integration as appropriate) <b>ACEI 3.1</b>	The lesson sequence is <i>substantive</i> in length, breadth, and depth. The sequence should be so explicit that a substitute could teach from the plan. Actions are described throughout each lesson (e.g., lesson does not merely state “review lesson from yesterday” but describes HOW you plan to review and WHAT content you plan to review)	The lesson sequence is <i>adequate</i> in length, breadth, and depth. The majority of the procedures outline what the teacher will do during the lessons, but parts are vague and unclear. The majority of the procedures outline what students will do during the lessons, but parts are vague and unclear. Estimated times are provided, but seem unreasonable (either too short or too long). There is a lack of	The lesson sequence is not adequate in length, breadth, or depth. It is not clear what the teacher will do during the lessons. It is not clear what the students will do during the lessons. Estimated times are not provided. No questions or content the teacher uses during the lessons are included in the procedures. The procedures do not include an introduction for activating prior knowledge or a plan for	.2

	<p>For each lesson:</p> <p>The procedures thoroughly and completely outline what the teacher will do during the lessons: How will you present and guide the lesson?</p> <p>The procedures thoroughly outline what the students will do during the lesson. Estimated times for each phase are provided.</p> <p>Important questions to ask during the lesson are included. The procedures include an introduction for surfacing and activating prior knowledge. The procedures include a plan for closing the unit and checking for understanding.</p> <p>If you have different groups doing different activities, each group’s activity is clearly explained.</p>	<p>teacher questions. The procedures include either an introduction for activating prior knowledge or a plan for closing the lessons and checking for understanding, but not both. There is a general lack of specificity across the lessons.</p>	<p>closing the lessons and checking for understanding. There are many omissions of key lesson components across the lessons.</p>	
<p>  <b>Assessment ACEI 4.0</b>  </p>	<p>The assessment methods directly relate to the objectives. A <u>variety</u> of formal <i>and</i> informal assessments are described for before, during, and after the lesson. The assessment is differentiated as necessary. Assessment descriptions include exactly how each method will contribute to student learning evidence for your (1) Conceptual question and (2) your lesson specific measurable learning objectives.</p>	<p>A variety of formal <i>and</i> informal assessments are listed in each lesson, but descriptions are vague and may only vaguely tie to lesson objectives. The assessment is differentiated as necessary. Learning of each and all students is clearly able to be demonstrated by the methods selected.</p>	<p>Formal <i>or</i> informal assessments are listed in each lesson. Descriptions may not be included or be vague. The assessment is not differentiated as necessary. It is not clear what the students will do to demonstrate their understanding in the lessons.</p>	<p>.3</p>

<p style="text-align: center;">★</p> <p><b>Differentiation ACEI 3.2</b></p> <p style="text-align: center;">★</p>	<p>Identifies and then explains how the lesson is organized to address the <b>interests, readiness, and/or learning profiles</b> of the students. <u>Provides a strong rationale for differentiation decisions that provides clear reference to literature.</u></p> <p>Names and then explains how the features of the lesson address the 2nd means of differentiation (<b>content, process, and/or product</b>). <u>Provides a strong rationale for differentiation decisions that provides clear reference to literature.</u></p> <p>Differentiation described here is evident throughout procedures.</p>	<p>Identifies and then explains how the lesson is organized to address the <b>interests, readiness, and/or learning profiles</b> of the students. Provides an adequate rationale for differentiation decisions that provides some, but limited, reference to literature.</p> <p>Names and then explains how the features of the lesson address the 2nd means of differentiation (<b>content, process, and/or product</b>). Provides an adequate rationale for differentiation decisions that provides some, but limited, reference to literature.</p> <p>Differentiation described here is somewhat evident throughout procedures.</p>	<p>Identifies but does not explain how the lesson is organized to address the <b>interests, readiness, and/or learning profiles</b> of the students. Provides no, or <i>very weak</i>, rationale for differentiation decisions that provides no reference to literature.</p> <p>Identifies but does not explain how the features of the lesson address the 2nd means of differentiation (<b>content, process, and/or product</b>). Provides no, or <i>very weak</i>, rationale for differentiation decisions that provides no reference to literature.</p> <p>May confuse differentiation with accommodations.</p> <p>Differentiation described here is not evident throughout procedures.</p>	<p style="text-align: center;">.35</p>
<p><b>Accommodations ACEI 3.2</b></p>	<p>Identifies and describes students who need individualized special support to be successful during instruction. Lists the specific accommodations planned for each of these unique learners, whether they need special accommodations for a learning disability, for language development, for attention problems, for behavioral support, for giftedness, etc. It is clear from the description that accommodations are distinct from the differentiated instruction planned in the lessons.</p>	<p>Identifies and vaguely describes students who need individualized special support to be successful during instruction. Lists the specific accommodations planned for each of these unique learners. It is clear from the description that accommodations are distinct from the differentiated instruction planned in the lessons.</p>	<p>Does not identify or describe students who need individualized special support to be successful during instruction. Does not list the specific accommodations planned for each of these unique learners. It is <i>not</i> clear from the description that accommodations are distinct from the differentiated instruction planned in the lessons.</p>	<p style="text-align: center;">.05</p>

**Task Description 2: Assessing**

\*Note: This task will use the learning data from PBA 1.

Given an assessment of student learning, you will analyze student performance related to a lesson’s objectives and sub-objectives. You will go beyond merely attending to percentage correct/incorrect of the assignment and instead will “break the assessment down” to its skills and subskills.

First, you will evaluate what the student demonstrated that he/she knew or did not know within each objective. Second, you will pose implications for further instruction based on your analysis.

PBA Task 2 Rubric: Assessing

Criteria	Exceeds Requirements (A) 5 Points	Meets Requirements (A-, B+, B) 2-4 Points	Needs Improvement (C and below) 0-1 Points
<b>Analysis of learning ACEI 4.0</b>	Analyzes each piece of student learning evidence. The analysis goes beyond identification of correct/incorrect. Student learning is analyzed in terms of skills and sub-skills. The analysis identifies patterns and trends within and among students. The data is clearly analyzed in terms of instructional objectives.	Analyzes each piece of student learning evidence. The analysis goes beyond identification of correct/incorrect but student learning is only weakly analyzed in terms of skills and sub-skills. The analysis is weak in identification of patterns and trends within and among students. The data is only vaguely analyzed in terms of instructional objectives.	Does not analyze each piece of student learning evidence. The analysis does not go beyond identification of correct/ incorrect. The analysis is missing identification of patterns and trends within and among students. The data is not analyzed in terms of instructional objectives.
<b>Implications for learning and instruction ACEI 4.0</b>	Implications for instruction are thoroughly discussed. The implications are explicitly tied to the learning analysis. Implications include both student learning implications and instructional implications. If the lesson was taught, how differentiation decisions did/did not impact learners is explored.	Implications for instruction are vaguely discussed. The implications are somewhat tied to the learning analysis. Implications include either student learning implications or instructional implications. If the lesson was taught, how differentiation decisions did/did not impact learners is somewhat explored.	Implications for instruction are not discussed, or are discussed very limitedly. If the lesson was taught, how differentiation decisions did/did not impact learners is not, or is only very limitedly, explored.

3.1 Integrating and applying knowledge for instruction: Candidates plan and implement instruction based on knowledge of students, learning theory, connection across the curriculum, curricular goals, and community

3.2 Adaptation to Diverse Learners: Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students

4.0 Assessment for Instruction: Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate, and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student