

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

***EDCI 545 Section A03***  
***Assessment and Differentiation (3 credits)***  
Summer A 2014 (May 19—June 27)  
Mon./Tues./Wed./Thur. (9:30—11:20am)  
Robinson Hall A123

**Professor:** Dr. Corey Sell

**Office Hours:** By appointment; Skype appointments can also be made (**skype ID:** corey.sell)

**Office Location:** Thompson 1407

**Office Phone:** (703)-993-3824

**Email:** [csell1@gmu.edu](mailto:csell1@gmu.edu)

**Twitter:** @Elementaryss

**COURSE DESCRIPTION:**

A. **Prerequisites:** Admission to Elementary Education graduate program; must be taken in programmatic sequence.

B. **University Catalog 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.

**LEARNER OUTCOMES:**

This course is designed to enable students to:

- a) discuss current, validated research underlying the theory, principles, and practices of differentiated instruction.
- b) identify and explain the core principles of differentiated instruction and the ways in which these principles inform and guide all aspects of instructional implementation.
- c) apply the core principles of differentiation when planning and assessing lessons.
- d) discuss the interdependent relationship between assessment and instruction in a learning environment.
- e) 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.
- f) identify and discuss strategies for assessment and grading in a differentiated classroom.
- g) 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.

## PROFESSIONAL STANDARDS:

### [INTASC \(The Interstate Teacher Assessment & Support Consortium\):](#)

- **Standard #2: 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.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: 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.

### [ACEI/NCATE Program Standards for Elementary Teacher Preparation:](#)

- **Standard 3.2: Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- **Standard 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.

### [The Virginia State Teacher Education Licensure Regulations for Elementary Education:](#)

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.

### [International Society for Technology in Education National Education Technology Standards \(ISTE-NET\):](#)

- **Standard 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.
- **Standard 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.

### Virginia State Technology Standards for Instructional Personnel:

- **Standard A:** Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- **Standard B:** Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- **Standard C:** Instructional personnel shall be able to apply computer productivity tools for professional use.
- **Standard D:** Instructional personnel shall be able to use electronic technologies to access and exchange information.

### **NATURE OF THE COURSE:**

This course is structured to utilize multiple instructional formats. We will engage in face-to-face class sessions as well as online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities. There is a possibility of engaging in our work in a elementary school setting. If so, these will not be additional hours but be in lieu of our meeting times. More information on this possibility as well as dates and times will be shared in our first class meeting.

### **REQUIRED TEXTS:**

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

Sousa, D. & Tomlinson, C. (2010). *Differentiation and Brain: How neuroscience supports the learner-friendly classroom*. Solution Tree, Inc.: Bloomington, IN.

Virginia's Standards of Learning for K-6 (<http://www.pen.k12.va.us>)

\*\*Additional selected readings will be posted on Blackboard.

### **RECOMMENDED TEXTS:**

Tomlinson, C. A. (2005). *How to differentiate instruction in mixed ability classrooms* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.

### **COURSE ASSIGNMENTS AND EXAMINATIONS:**

#### **1. Attendance and Participation (5 pts. per class for total of 60 pts/worth 20%)**

It is expected that you attend all scheduled classes and asynchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and **it is expected that you will not use cell phones in class** for purposes such as texting, social media, or phone calls.

## 2. Twitter Assignment (40 pts/worth 15%)

Twitter is a social networking site that allows users to collect and share information as well as participate in both asynchronous and synchronous communication with individuals across the globe. Twitter has grown in popularity over the past few years. A recent study (Infinite Dial Report, 2013) concluded that 15% of its participants (n=2021) have used Twitter ranking it 3<sup>rd</sup> among other social networking tools (following right behind LinkedIn with 17% and Facebook with 58%). Given its increasing popularity and its potential to allow teachers to organize information from the Internet as well as connect with individuals/organizations, Twitter holds great potential in supporting the professional development of novice teachers.

This assignment will require you to explore Twitter and engage with it as a social networking tool for the purposes of learning the course objectives. You will be required to set up a Twitter account and connect with the instructor by following @elementaryss. In addition, you will be required to complete the following:

1. **“Reading & Resources Chat” (1 point per tweet):** Participate in asynchronous discussions of the readings by tweeting an idea you learned or a question you still have after each class’s readings to the following **#545RRchat**. Then tweet an online resource you found that augments the class readings using **the same hashtag**. You will also be required to reply to at least one classmate. *BOTH tweets are due before class on the following dates: May 22, May 27, May 29, June 3, June 5, June 10, June 12, and June 17.*
2. **“After Hours Chat” (1 point per tweet):** Participate in asynchronous discussions of the class materials directly following class by tweeting an idea you learned from class or a question you still have to the following **#545classchat**. You will also be required to reply to at least one classmate. *The tweets are due after class on the following dates: May 20, May 22, May 27, May 29, June 3, June 5, June 10, June 12, and June 17.*
3. **Reflection (15 points):** At the end of the class you will write a reflection that addresses (a) what you learned about Twitter as a tool for supporting your online PLN and (b) what course objectives Twitter helped you learn and how did the tool support your learning of them. This should be **submitted to Bb on May 19**. \*4 pages max!

\*Be sure to continue to catalogue the resources you find and tweet using a social bookmarking site or another internet resource (e.g. Diigo, Delicious, Evernote, or Google Chrome). You will share out your collection of resources at the end of the class.

### 3. Resource Handout (12 pts worth 15%)

You will either identify one differentiation or assessment concept that you would like to know more about or ask your cooperating teacher to provide you with a concept they would like to know more about. Then you will research the concept and create a 1-page handout for your cooperating teacher as well as your classmates that details the following:

1. A definition of the concept that includes its purpose in helping students learn.
2. A brief synopsis of research on the concept
3. Suggestions on how to apply this concept within practice (what have others done, and what are your ideas for what could be done)

A list of possible concepts within Differentiation include (a) *learning profile assessments*, (b) *tiered assignments*, (c) *contracts*, (d) *menus*, (e) *bloom's taxonomy*, (f) *stations*, etc.

A list of possible concepts within Assessment include (a) *diagnostic assessments*, (b) *data collection*, (c) *self-evaluations*, (d) *performance-based assessments*, (e) *teacher-made tests*, (f) *rubrics*, (g) *checklists*, (h) *anecdotal note-taking*, (i) *student interviews*, (j) *student observations*, (k) *portfolios*, etc.

This assignment should be **submitted to Bb on Tuesday, May 10**. The evaluation of this work will be done using a self-evaluation tool; therefore, you will assign your grade along with me.

\*Please note the above is meant to be a framework for this assignment. I would like you to develop the details of this assignment as you see fit. Just remember this will be a resource for teachers and your peers!

### 4. Differentiated Lesson Plans (PBA #1) (30 pts. worth 25%)

You will **create a sequence of 3 lesson plans** with the possibility of teaching them within an elementary school classroom. You will identify an overarching goal for all 3 lesson plans, a brief preassessment to be used before the instruction, and a brief summative assessment to be used after instruction. Each lesson plan must follow the GMU lesson planning format.

\* *This assignment will be part I of the designated PBA for the course*

### 5. Analysis of Student Learning (PBA #2) (20 pts worth 25%)

Using the skills in assessment that you will develop in this course, you will **analyze student data you collected before teaching your sequence of 3 lesson plans**. This data may relate to student readiness, interest, and learning profile. Your analysis will detail how this data was used to

inform your planning of the 3 lessons—specifically, how you used it to differentiate content, process, and product within your instruction.

After teaching the lessons from part one of this PBA, you will **analyze the student learning data you collected from any formative or summative assessments you delivered within your instruction**. You will be expected to examine it to such a level that you are able to identify areas of strengths and weaknesses for individual students while also identifying learning trends across the classroom. In addition, you will be expected to go beyond merely attending to percentage correct/incorrect of the assessments and instead “break the assessment down” and report on the skills and subskills students learned or didn’t learn.

And finally, you will **pose implications for further instruction, including differentiation**, based on your analysis of student assessment data.

*\*This assignment is part two of the PBA designated for this course.*

*\*Note that this task is set up as if you will teach your sequence of 3 lessons in a classroom. This may or may not change depending upon access to a school site.*

**ASSIGNMENT POINTS/WEIGHTING:**

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Points/Worth</i>	<i>Due Date</i>
A – G	Attendance & Participation	60 points / 20%	ongoing
A	Twitter Assignment	40 points / 15%	Thur., June 19
A, B, E, F	Research Handout	12 points / 15%	Tues., June 10
A – G	PBA #1: Differentiated Lesson Plans	30 points / 25%	<b>TBD</b>
A – G	PBA #2: Analysis of Student Learning	20 points / 25%	<b>TBD</b>
TOTAL		162 / 100%	

\*Dates may change throughout the course

**GRADING POLICIES**

A=94-100; A-=90-93; B+=86-89; B=80-85; C=70-79; F=below 70

*\*Remember: A course grade less than B requires that you retake the course.*

## WORK TIMELINESS EXPECTATIONS:

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted by the beginning of class (Eastern standard time) on the due date stated within the syllabus (see below) and should only be submitted via **Blackboard**—except for the Differentiated Lesson Plans (PBA part I) and the Analysis of Student Learning (PBA part II) that should be submitted to **Taskstream** as well as Blackboard.

If you are unable to complete an assignment due to an emergency or difficult circumstance **48 hours prior notification** must be made with the instructor via email or in person. In situations that are deemed an emergency or a difficult circumstance, I will work with you to set a new submission date that will not be considered late.

Also, please note that only **one email reminder** will be sent from the instructor in an attempt to obtain an assignment if it was not turned in on time or you did not provide 48 hours prior notification that it would be late.

## OTHER EXPECTATIONS

All written papers are **expected to be double-spaced, with 1" margins, and in 12-point font** (Times New Roman, Calibri, or Arial). **APA format is expected**. If you do not have a 6<sup>th</sup> Edition APA manual, the OWL at Purdue is an excellent resource: <http://owl.english.purdue.edu/owl/resource/560/01/>

**\*Please Note:** The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

Because learning is the goal, assignments ***earning less than a passing grade or deemed far below expectations may be rewritten and resubmitted*** so that the assignment is satisfactorily completed. The instructor holds final say in whether an assignment is eligible to be rewritten and resubmitted.

General feedback will not be provided for class assignments close to the due date; therefore, please do not ask for me to simply “look over your work”. I am willing to meet with you in person, via skype, or chat over email to discuss specific questions or concerns you have about class assignments but it is **expected that you contact me well in advance of when the assignment is due and you provide me with specific questions or concerns you have with the work** in order to help me provide timely and specific feedback to you.

## **TASKSTREAM REQUIREMENTS**

Every student registered for any Elementary Education course with a required performance-based assessment (designated as such in the syllabus) is required to submit this assessment (PBA #1: Differentiated Lesson Planning and PBA #2: Analysis of Student Learning) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

## **GMU POLICIES AND RESOURCES FOR STUDENTS**

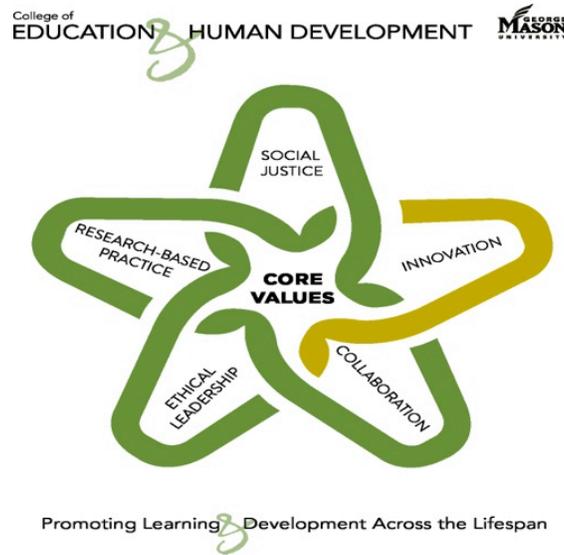
- a) Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/> ].
- b) Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> ].
- 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 experience 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 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/>].

## **PROFESSIONAL DISPOSITIONS**

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

## CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>



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

WEEK	DATE	TOPIC/GUIDING QUESTIONS	READINGS/ASSIGNMENTS DUE
1	T May 20	Differentiation <ul style="list-style-type: none"> <li>• What kind of models can teachers use as a basis for setting up a differentiated and brain-friendly classroom?</li> <li>• How do mindsets of teachers and students affect differentiation?</li> <li>• What kind of learning environment is most conducive to differentiation?</li> </ul>	<b>READINGS DUE:</b> <ul style="list-style-type: none"> <li>• Sousa &amp; Tomlinson Ch. 1 &amp; Ch. 2</li> </ul> <b>ASSIGNMENT(S) DUE:</b> <ul style="list-style-type: none"> <li>• Twitter Set-Up</li> <li>• Background Knowledge assessment</li> <li>• Readings Anticipation Guide</li> </ul> <i>*bring a completed copy of both to class</i>
	TH May 22	Differentiation <ul style="list-style-type: none"> <li>• What is a quality curriculum and how is it related to differentiation?</li> </ul> Assessment <ul style="list-style-type: none"> <li>• What are effective practices for assessing students that inform instruction? (<i>Assessments of, for, and as learning</i>)</li> </ul>	<b>READINGS DUE:</b> <ul style="list-style-type: none"> <li>• Sousa &amp; Tomlinson Ch. 3 &amp; Ch. 4</li> </ul>
2	T May 27	Assessment <ul style="list-style-type: none"> <li>• What are the qualities of effective formative assessment?</li> <li>• How do I create engaging and effective teacher-made tests and use them either as <i>assessments of learning</i> or <i>assessments for learning</i>?</li> </ul>	<b>READINGS DUE:</b> <ul style="list-style-type: none"> <li>• One assigned PDF from list of Dirksen (2011), Heritage (2007), Duckor (2014), &amp; Tomlinson (2014)</li> <li>• Burke Ch. 7 &amp; Ch. 8</li> </ul>
	TH May 29	Assessment <ul style="list-style-type: none"> <li>• What other assessment choices do I have besides teacher-made tests?</li> <li>• How do I use <i>assessment as learning</i> for students?</li> </ul>	<b>READINGS DUE:</b> <ul style="list-style-type: none"> <li>• One assigned reading on either portfolios (Ch. 3), rubrics (Ch. 5), performance-based assessments (PDF), questioning (PDF), oral language/interviews (PDF/Ch. 9)</li> <li>• Burke Ch. 6 (skim)</li> <li>• Vatterott (2014) PDF</li> <li>• TBD</li> </ul>

<b>3</b>	T June 3	<p>Differentiation</p> <ul style="list-style-type: none"> <li>• What is meant by student readiness and how do teachers respond to it?</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• How do you assess for student readiness?</li> <li>• What are qualities of an effective preassessment?</li> </ul>	<p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Sousa &amp; Tomlinson Ch. 5</li> <li>• Tomlinson Ch. 8 (skim)</li> </ul>
	TH June 5	<p>Differentiation</p> <ul style="list-style-type: none"> <li>• What is meant by student interest and how do teachers respond to it?</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• How do you assess for student interest?</li> </ul>	<p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Sousa &amp; Tomlinson Ch. 6</li> <li>• Tomlinson Ch. 9 (skim)</li> </ul>
<b>4</b>	T June 10	<p>Differentiation</p> <ul style="list-style-type: none"> <li>• What is meant by student learning profile and how do teachers respond to it?</li> </ul> <p>Assessment</p> <ul style="list-style-type: none"> <li>• How do you assess for student learning profile?</li> </ul>	<p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• Sousa &amp; Tomlinson Ch. 7</li> <li>• Tomlinson Ch. 10 (skim)</li> <li>•</li> </ul> <p><b>ASSIGNMENT(S) DUE:</b></p> <ul style="list-style-type: none"> <li>• Resource Handout to Bb</li> <li>• Self-Evaluation of Resource Handout to Bb</li> </ul>
	TH June 12	<p>Differentiation &amp; Assessment</p> <ul style="list-style-type: none"> <li>• How does differentiation support effective teaching of neurodiverse students (i.e. students with disAbilities, exceptionalities, or English language learners)?</li> <li>• How do I apply my knowledge to create a plan for assessing and teaching a sequence of 3 lesson plans?</li> </ul>	<p><b>READINGS DUE:</b></p> <ul style="list-style-type: none"> <li>• TBD</li> </ul>

<b>5</b>	T June 17	<b>**POSSIBLE SCHOOL VISIT</b>	<b>READINGS DUE:</b> • TBD
	TH June 19	<b>**POSSIBLE SCHOOL VISIT</b>	<b>READINGS DUE:</b> • TBD  <b>ASSIGNMENT(S) DUE:</b> • Twitter Assignment due to Bb
<b>6</b>	T June 24	<b>**POSSIBLE SCHOOL VISIT</b>	<b>READINGS DUE:</b> • TBD
	TH June 26 <i>(Last Class)</i>	Differentiation & Assessment <ul style="list-style-type: none"> <li>• What have I learned through the process of applying the knowledge within this course to an elementary classroom?</li> <li>• What is my current understanding and knowledge of differentiation and assessment? How has it changed?</li> </ul>	<b>READINGS DUE:</b> • TBD  <b>ASSIGNMENT(S) DUE:</b> • PBA #1 to Taskstream and Bb • PBA #2 to Taskstream and Bb

***\* Instructor reserves the right to adjust syllabus throughout the semester***

**PBA #1: Differentiated Lesson Plans**

Criteria	Exceeds Requirements 4-5Points	Meets Requirements 2-3 Points	Needs Improvement 0-1 Points	Weight
<p><b>Objectives</b> <b>ACEI 3.1</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p align="center">.05</p>
<p><b>Materials</b> <b>ACEI 3.1</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p align="center">.05</p>
<p><b>Procedures</b> (includes Technology Integration as appropriate) <b>ACEI 3.1</b></p>	<p>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)</p>	<p>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</p>	<p>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</p>	<p align="center">.2</p>

	<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 style="text-align: center;">★ ★</p> <p style="text-align: center;"><b>Assessment ACEI 4.0</b></p> <p style="text-align: center;">★ ★</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.</p> <p>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 style="text-align: center;">.3</p>

<p style="text-align: center;">★★</p> <p style="text-align: center;"><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 very weak, 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 very weak, 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>	.35
<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>	.05

**PBA #2: Analysis of Student Learning**

Criteria	Exceeds Requirements 9-10 Points	Meets Requirements 5-8 Points	Needs Improvement 0-4 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 <i>or</i> 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