GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Elementary Education Program

EDCI 545.001 (Section 1)
Assessment and Differentiation
3 Credits, Summer Session A, 2015
May 18 – June 18
Monday—Thursday / 10:00am – 12:15pm
Thompson Hall, Rm. 1020

Professor:	Dr. Corey Sell
Office Hours:	By appointment; Skype appointments can also be made (**skype ID:** corey.sell)
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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 will be integrated with EDCI 554. 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. This course will also include work with cooperating teachers on site at Mosby Woods Elementary—an elementary school within the elementary program's PDS network. The work done on site will be in lieu of our meeting times and not additional hours. More information as well as dates and times will be shared in our first class meeting.

REQUIRED TEXTS:

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

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

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

**Additional selected readings will be posted on Blackboard.

COURSE ASSIGNMENTS:

1. **COURSE ENGAGMENT (35 points 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 advance notice of 48 hours 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 must be prepared for each class,** which means having completed all assigned readings and tasks for that class**.** In addition, **you are expected to complete *Literature Circle Sheets* for assigned readings,** which will help you **contribute ideas and/or questions to the Literature Circles at the start of each class as well as to class discussions and activities** whether in a large or small group. When appropriate, **it is expected that you pose questions that address your confusion and/or push your own thinking** about the course content as well as the thinking of your peers. Moreover, it is expected that **you genuinely listen to peers as they pose questions or share ideas**.

    Throughout this course it is expected that you abide by the professional dispositions outlined with the elementary education program handbook. In particular, you are **expected to engage in professional forms of communication, whether in person or via email, with your instructor and peers.**

    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. In addition, the use of laptops is permitted, but **it is expected that their use is limited during class and small group discussions.**

    In order to assess this component you will complete a **weekly self-evaluation each Thursday** of your course engagement worth a total of 5 points. During week 1 and week 5, I will also assess your course engagement, which will each be worth 5 points.

    As course instructor I may alter one's self-assessment at times in order to align with my direct, observable behavior within class.

2. **PRE- and POST-COURSE ASSESSMENT** (15 points worth 10%)

    Before our first class meeting on Monday, May 18, you will complete a pre-course assessment on your knowledge of conceptual and practical tools used to assess student learning and differentiate instruction. *Five points* will be awarded for completing it and another *5 points* will be awarded for the depth and specificity of the concept map created (assessment section), which should be brought to class on **Monday, May 18**.

    At the end of the course you will be asked to revise your original concept map to include your new knowledge of assessment and differentiation (assessment section). *Five points* will be awarded for depth and specificity.

3. **LEARNING SYNTHESES** (10 points worth 15% of your grade)

    At the **end of week 4** (Friday, June 12) you will synthesize your learning into at least *2 main ideas*. Develop each of these main ideas by integrating your prior knowledge/experience and the course readings, in-class discussions, and in-class activities. Be sure to develop the relationships between all the above information (with reference to each) in support of your main idea.

4. **SCHOOL VISIT #1** (25 points worth 15% of your grade)
    In lieu of class on Tuesday, May 19, you will make arrangements via email to visit your cooperating teacher at Mosby Woods Elementary. During/after your school visit you will:
    1. Complete Appendix A: Description of Students Chart (covers general information on the class). (5 points)
    2. Complete Appendix B: Student Profile Chart with the following information:
        a. Demographic information, Exceptionality information, and Reading level information (5 points)
        b. Use a social studies interest survey to collect and analyze students' interest in the social studies. (5 points)
        c. Use a learner profile survey to collect and analyze students' learner profiles. (5 points)
    3. Conference with your cooperating teacher to determine social studies (history or geography) unit that you will use to "spruce up" and complete Appendix C: Curriculum Chart. (5 points)

5. **DIFFERENTIATED LESSON SEQUENCE PLAN: "SPRUCED UP UNIT PLAN SECTION" (PBA #1)** (47 pts. worth 40%)

    You will create a series of <u>five</u> lessons that effectively differentiate instruction for various groups of students in a classroom based off of a history or geography unit plan provided by your cooperating teacher at Mosby Woods Elementary. Each lesson should contain all sections of the elementary program lesson plan template provided to you and should all be conceptually connected by a large overarching question. You will design each of 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 - five consecutive lesson plans-- you will need to know students academically, personally, and socially. Therefore, you will work with an assigned class of students at Mosby Woods Elementary where you will create composites 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.

The **final lesson plan sequence should be uploaded to Bb and Taskstream on June 18**; however, during this course you will be asked to complete 3 checkpoints in order to receive feedback on the process of your work. Each checkpoint will be worth 5 points.

   a. Checkpoint #1 (Big Idea/Essential Question, Standards, and outline feedback) (5 points) ***counts toward your 554 course***
   b. Checkpoint #2 (lesson plan feedback) (5 points) ***counts toward your 554 course***
   c. Checkpoint #3 (Assessment & Differentiation feedback) (5 points)

- *This assignment will be the designated PBA #1 for this course as well as the designated PBA for 554 (SS Methods).*

6. ANALYSIS OF STUDENT LEARNING (PBA #2) (20 pts worth 25%)

You will create a formative assessment for the one lesson plan within your social studies unit that you will teach within your cooperating teacher's classroom at Mosby Woods Elementary. After teaching the lesson you will **analyze the student learning data you collected.** 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. **Due to Blackboard and to Taskstream on June 11.**

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

COURSE REQUIREMENTS AND ASSIGNMENTS:

Course Outcomes	Requirements & Assignments	Points/Worth	Due Date
NA	Course Engagement	35 points / 20%	Ongoing
A—G	Pre- and Post Assessment	15 points / 10%	May 18 (Pre) *10 points TBD (Post) *5 points
G	Learning Synthesis	10 points / 15%	Friday, June 12
C, D, F	School Visit #1	25 points / 15%	Friday, May 22
A – G	Differentiated Lesson Plan Sequence: "Spruced Up Unit Plan Section" (PBA #1)	47 points / 20%	TBD—Checkpoint #3 (5 pts) June 18—Final Unit (42 points)
A – G	Analysis of Student Learning (PBA #2)	20 points / 20%	June 11
TOTAL		152 points / 100%	

Dates and point values may change throughout the course at the instructor's discretion.

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 a B requires that you retake the course.

TECHNOLOGY EXPECTATIONS

Consistent, easy access to a computer with functional monitor, reliable Internet access, and software that affords:
- access to the course's Blackboard page for participation in online synchronous and asynchronous discussions
- access to GMU email and word processing software for submission of work

- access to the college's Taskstream assessment system for uploading of social studies unit (PBA)
- access to Twitter

If you are having a problem accessing the Blackboard Learn environment, try: 1) contacting the ITU Support Center via phone (703-993-8870, Monday-Friday 8 AM – 7 PM), in person (Innovation Hall Room 233, Monday-Friday 8:30 AM – 5 PM), or via email at support@gmu.edu, 2) visiting the CLUB on the 3rd floor of the Johnson Center for face-to-face assistance (Monday-Thursday 9 AM – 7 PM and Fridays 10 AM – 4 PM), and, lastly, 3) emailing courses@gmu.edu if steps 1 and 2 did not resolve your issue.

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. All assignments must be submitted by midnight (Eastern standard time) on the due date stated within the syllabus (see below) and should only be submitted via **Blackboard**—except for the Unit Plan (PBA) that should be submitted to **Taskstream** as well as Blackboard.

Please note that due to the short time frame of this course, the deadlines for the individual pieces of the Unit Plan must be adhered to so the work will not be done all within one sitting and so that I may provide helpful feedback. **If these assignments are late you will earn 0 points instead of the 5 points possible.

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 6th 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

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 (EDCI 554: *Unit Plan*) 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 a 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://academicintegrity.gmu.edu/honorcode/].

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

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/].
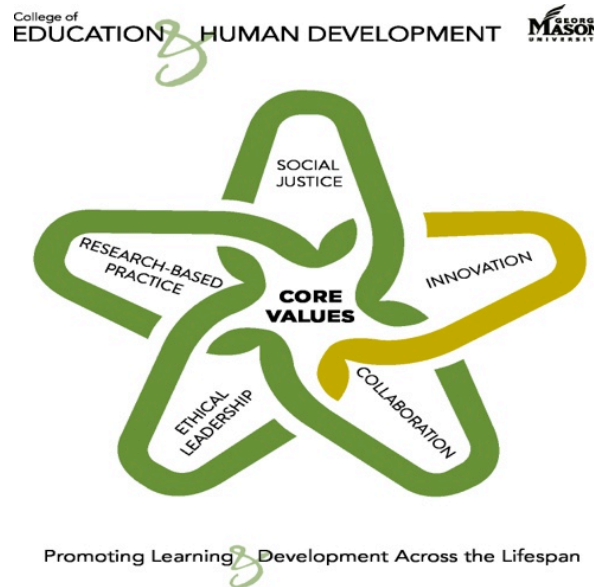
f) Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

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

a) Students are expected to exhibit professional behaviors and dispositions at all times. http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf

CORE VALUES COMMITMENT

a) 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/].

EMERGENCY PROCEDURES

a) You are encouraged to sign up for emergency alerts by visiting the website https://alert.gmu.edu

b) There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists onhttp://www.gmu.edu/service/cert

Sell EDCI 545: Assessment & Differentiation_Summer 2015

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Student Clinical Practice: Internship Requirements

1. **Testing**
   Beginning with Spring 2015 internships, *all* official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

2. **Required tests:**
   - Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
   - VCLA
   - Praxis II (Content Knowledge exam in your specific endorsement area)
   - For details, please check http://cehd.gmu.edu/teacher/test/

3. **Endorsements**
   Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

4. **CPR/AED/First Aid**
   Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at http://cehd.gmu.edu/teacher/emergency-first-aid to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

5. **Background Checks/Fingerprints**
    All local school systems require students to complete a criminal background check through their human resources office (<u>not</u> through George Mason University) **prior to beginning field hours and internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are **strongly advised** to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

    **Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

6. **Application**
    The internship application can be downloaded at http://cehd.gmu.edu/teacher/internships-field-experience

7. **Deadlines**
    Spring internship application
    -   Traditional: September 15

    Fall internship application
    -   Traditional: February 15
    -   Year Long Internship: April 1 (All testing deadline are August 1 immediately proceeding the fall start; RVE deadline is December 1)

Integrative Course Schedule for EDCI 554 & EDCI 545

WEEK	DATE	TOPIC/GUIDING QUESTIONS	ASSIGNMENTS/READINGS DUE

1	May 18
	
	10—12
	12—1 (lunch)
	12:45--2:45
		• What are the course expectations and assignments? (Syllabus discussion)
		• What background knowledge do I have of social studies teaching, learning, and assessing? (Pre-assessment discussion)
		• What is differentiated instruction? What is it not?
		• Where do you start with differentiation?
		   o How can you best get to know your students?
		   o How can you set up a classroom with differentiation in mind?
			ASSIGNMENTS DUE:
			• Pre-assessment completed via google form
			• Bring concept web (part of pre-assessment) to class
			• Set up Mosby Woods visit for Tuesday, May 19, via email with cooperating teacher
			
			READINGS DUE:
			• 545 and 554 syllabus (as well as calendar)
			• School Visit Assignment #1
			• Sousa & Tomlinson Ch. 1 (1-16)
			• Tomlinson Ch. 1 (1-7)
			• Sousa & Tomlinson Ch. 8 (165-178)***LUNCH READING***

	May 19	**NO CLASS MEETING **Mosby Woods School Visit in lieu of class meeting**	**READINGS DUE:** • Denig Article (MI & Learning Styles)
	May 20 *12—2:15* *3:30—5:00*	**CLASS MEETING FROM 12:00—2:15** • What mindset is needed to be an effective teacher? • What is the difference between a fixed and a growth mindset? • What kind of learning environment supports differentiation? • How is curriculum organized to teach effectively? • What does a quality curriculum entail in social studies? ****Library of Congress Professional Development Course from 3:30-5:00 at Mosby Woods Elementary School Library**	**ASSIGNMENTS DUE:** • None **READINGS DUE:** • Sousa & Tomlinson Ch. 2 and Ch. 3
	May 21 *10—12* *12—1 (lunch)* *12:45--2:45*	• What should students be able to know and do in elementary history? • What practical tools can be used to teach history to elementary students? • What is the 5Es instructional model? When do you use it? How do you use this instructional model to teach history?	**ASSIGNMENTS DUE:** • School Visit #1 Assignment due to **545** Blackboard site • Course Engagement Self-Evaluation **READINGS DUE:** • Maxim PDF, Ch. 7 • Maxim PDF, Ch. 4 (pp. 135-162) ***LUNCH READING***

2	May 25	NO CLASS (Memorial Day)	NO CLASS (Memorial Day)
	May 26 *10—12* *12—1 (lunch)* *12:45--2:45*	• What is inquiry? When do you use it? How do you use it to teach history? • What is the historical method? What thinking skills are involved in using the historical method?	**ASSIGNMENTS DUE:** • None **READINGS DUE:** • Complete Japanese-American Internment Camp Activity • Watch the history lesson • Maxim, Ch. 5 (pp. 185-216) • Watch video (12 min.) and read SHEG resources ***LUNCH READING***
	May 27 *10—12* *12—1 (lunch)* *12:45--2:45*	• How is the content of Geography organized? • What practical tools can be used to teach the content of Geography? • What is Geographical Thinking and how do you teach it to elementary students?	**ASSIGNMENTS DUE:** • None **READINGS DUE:** • Maxim, Ch. 8 • Selected *SS & the Young Learner* Article ***LUNCH READING***
	May 28 *10—12* *12—1 (lunch)* *12:45--2:45*	• How can children's literature be used to teach social studies in powerful and purposeful ways? • What is critical literacy? When should you use this approach to teaching literacy? How do you use this approach to integrate social studies and literacy? • How do you plan a unit of instruction?	**ASSIGNMENTS DUE:** • *Learning Synthesis #1 due on **Friday, May 29 to 554 Blackboard*** • Course Engagement Self-Evaluation **READINGS DUE:** • Article (TBD) • Critical Literacy Article • Unit Planning Reading ***LUNCH READING***

3	June 1 *10—12* *12—1 (lunch)* *12:45--2:45*	• What are the different categories of assessments? • What role do you and the assessment choices you make for students play in his/her academic identity development? • What are the advantages and disadvantages to grading student work? • What is the purpose of homework? What should it be?	**ASSIGNMENTS DUE:** • None **READINGS DUE:** • Sousa & Tomlinson, Ch. 4 • Jackson Article (academic identity) • Vatterott Article (Homework) *LUNCH READING*
	June 2 *10—12* *12—1 (lunch)* *12:45--2:45*	• What are traditional assessments? How do you design and use them effectively to teach social studies? • What are performance-based assessments (PBA)? How do you design and use them effectively to teach social studies?	**ASSIGNMENTS DUE:** • None **READINGS DUE:** • Articles TBD (traditional assessments & PBAs/DBQs) • Review Gallery Tour of Assessments *LUNCH READING*
	June 3 *10—12* *12—1 (lunch)* *12:45--2:45*	• How do teachers differentiate through the content, process, and product? • What are formative assessments? When do you use them? How do you use them effectively? • **Unit Planning time	**ASSIGNMENTS DUE:** • None **READINGS DUE:** • Tomlinson Ch. 11, 12, and 13 (pp. 72-92) • Selected Articles TBD • Selected Article (Formative Assessments) *LUNCH READING*
	June 4 *10—12* *12—1 (lunch)* *12:45--2:45*	• How do you differentiate through the content, process, and product for student learning profiles? • What are the elements of learning profile? • **Unit Planning time (prepare for teaching lesson on Monday, June 8)	**ASSIGNMENTS DUE:** • Course Engagement Self-Evaluation **READINGS DUE:** • Sousa & Tomlinson, Ch. 7 • Article TBD *LUNCH READING*

4	June 8	**NO CLASS MEETING** ****Mosby Woods School Visit in lieu of class meeting**	**NO CLASS**
	June 9 *10—12* *12—1 (lunch)* *12:45--2:45*	• How do you differentiate through the content, process, and product for student interest? • **Unit Planning time	**ASSIGNMENTS DUE:** • School Visit #2 Assignment due to **554 Blackboard** **READINGS DUE:** • Sousa & Tomlinson, Ch. 6
	June 10 *10—12* *12—1 (lunch)* *12:45--2:45*	• How do you differentiate through the content, process, and product for student readiness? • How do teachers collect, organize, and communicate student pre- and post-assessment data? • **Unit Planning time	**ASSIGNMENTS DUE:** • None **READINGS DUE:** • Sousa & Tomlinson, Ch. 5
	June 11 *10—12* *12—1 (lunch)* *12:45--2:45*	• Unit Planning Work session	**ASSIGNMENTS DUE:** • Analysis of Student Learning (PBA #2) **due to 545 Blackboard & TASKSTREAM** • *Learning Synthesis #2 due* **Friday, June 12, to 545 Blackboard** • Course Engagement Self-Evaluation **READINGS DUE:** • TBD

5	June 15 *10—12* *12—1 (lunch)* *12:45--2:45*	• Unit Planning Work session	**ASSIGNMENTS DUE:** • None **READINGS DUE:** • TBD
	June 16 *10—12* *12—1 (lunch)* *12:45--2:45*	• Unit Planning Work session	**ASSIGNMENTS DUE:** • None **READINGS DUE:** • TBD
	June 17 *10—12* *12—1 (lunch)* *12:45--2:45*	• Unit Planning Work session • What did you learn about social studies teaching, learning, and assessing? • Where do you go from here?	**ASSIGNMENTS DUE:** • Course Post-Assessment • Course Engagement Self-Evaluation **READINGS DUE:** • TBD
	June 18	**NO CLASS**	**ASSIGNMENTS DUE:** • Unit Plan (PBA #1) **due to 554 Blackboard & TASKSTREAM (both classes)**

* Instructor reserves the right to adjust syllabus throughout the semester

PBA #1: Differentiated Lesson Plan Sequence

Criteria	Exceeds Requirements 4-5Points	Meets Requirements 2-3 Points	Needs Improvement 0-1 Points
Objectives ACEI 3.1	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.
Materials ACEI 3.1	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 *rely on* worksheets. Materials are not differentiated.
Procedures (includes Technology Integration as appropriate) ACEI 3.1	The lesson sequence is *substantive* 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 *adequate* 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

	For each lesson: The procedures thoroughly and completely outline what the teacher will do during the lessons: How will you present and guide the lesson? The procedures thoroughly outline what the students will do during the lesson. Estimated times for each phase are provided. 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. If you have different groups doing different activities, each group's activity is clearly explained.	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.	closing the lessons and checking for understanding. There are many omissions of key lesson components across the lessons.
★★ **Assessm ent ACEI 4.0** ★★	The assessment methods directly relate to the objectives. A <u>variety</u> of formal *and* 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.	A variety of formal *and* 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.	Formal *or* 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.

Differentiat ion ACEI 3.2 ★★ ★★	Identifies and then explains how the lesson is organized to address the **interests, readiness,** and/or **learning profiles** of the students. Provides a strong rationale for differentiation decisions that provides clear reference to literature. Names and then explains how the features of the lesson address the 2nd means of differentiation (**content, process,** and/or **product).** Provides a strong rationale for differentiation decisions that provides clear reference to literature. Differentiation described here is evident throughout procedures.	Identifies and then explains how the lesson is organized to address the **interests, readiness,** and/or **learning profiles** of the students. Provides an adequate rationale for differentiation decisions that provides some, but limited, reference to literature. Names and then explains how the features of the lesson address the 2nd means of differentiation (**content, process,** and/or **product).** Provides an adequate rationale for differentiation decisions that provides some, but limited, reference to literature. Differentiation described here is somewhat evident throughout procedures.	Identifies but does not explain how the lesson is organized to address the **interests, readiness,** and/or **learning profiles** of the students. Provides no, or *very* weak, rationale for differentiation decisions that provides no reference to literature. Identifies but does not explain how the features of the lesson address the 2nd means of differentiation (**content, process,** and/or **product).** Provides no, or *very* weak, rationale for differentiation decisions that provides no reference to literature. May confuse differentiation with accommodations. Differentiation described here is not evident throughout procedures.
Accommodations ACEI 3.2	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.	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.	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 *not* clear from the description that accommodations are distinct from the differentiated instruction planned in the lessons.

PBA #2: Analysis of Student Learning

Criteria	Exceeds Requirements 9-10 Points	Meets Requirements 5-8 Points	Needs Improvement 0-4 Points
Analysis of learning ACEI 4.0	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.
Implications for learning and instruction ACEI 4.0	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