

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education: Elementary Education**  
***EDCI 545 Section A02***  
***Assessment and Differentiation (3 credits)***  
Summer 2016 (May 16—June 23)  
M-Fr 8:30-3:00\*  
Thompson L019 and Daniels Run Elementary School

\*Course taught in conjunction with EDCI 555

**Professor:** Dr. Audra Parker

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

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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 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. Some of our course meeting time will occur in an elementary school setting. These field-based hours will be a combination of our required course meeting times and the 15 hours of field work associated with this course. A detailed schedule will be provided in class.

## **REQUIRED TEXTS:**

Marzano, R. J. (2006). *Classroom assessment and grading that work*. ASCD: Alexandria, VA  
Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2<sup>nd</sup> ed.). ASCD: Alexandria, VA.

Wood, C. (2007). *Yardsticks: Children in the classroom, ages 4-14*. Turner Falls, MA: Northeast Foundation for Children.

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

## **COURSE ASSIGNMENTS AND EXAMINATIONS:**

### **1. Attendance and Participation (10%)**

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 is particularly important given our work with a school partner.

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. Reflections (30 points; 10%)**

- a. You will **analyze each reading in terms of your prior experiences, your questions, field experiences, and your developing beliefs** and record these responses in your journal in a 4-row chart for each day that there are assigned readings. You do not need to complete a separate chart for each reading, rather one chart can include all of the readings for a given class meeting. Use the template provided in Bb. Your reflection should...
  1. be completed before the class period begins.
  2. include the date/chapters in heading and page numbers with each prompt

3. be brief, yet thoughtful, and demonstrate genuine consideration of the text (1/2-1 page total)
4. be accessible during each class session.

As a culminating activity, you will identify three entries that you want to reflect further upon—either to revisit what you wrote more deeply or reconsider it based on the experiences of the semester. Your summative reflection should be no more than one paragraph.

### **3. Children’s Literature Annotated Bibliography with Differentiated Extension**

*Shared with EDCI 555 (15%)*

For each of the books selected for your Children’s Literature Study (see **EDCI 555 syllabus**), you will prepare a one-page handout for teachers at DRES. This handout should include a list of questions at multiple levels (using Dr. Groth’s guidelines). Next to each, connect the question with the corresponding level of Bloom’s Taxonomy. Also include a brief (few sentences each) description of least one additional low prep differentiated activity and one high prep differentiated activity that could be used with the book.

### **4. Interactive Read Aloud with Differentiated Extension**

*Shared with EDCI 555 (15%)*

For your interactive read aloud, create and implement a differentiated lesson that extends the read aloud assignment (see **EDCI 555 syllabus**) itself. This lesson will range in length and can incorporate low prep and/or high prep differentiated instructional approaches. Your assignment will be the completed lesson plan, an Edthena upload of a 5 minute sample of the implementation of the lesson, and your reflection on your lesson and your classroom partner’s lesson.

### **5. Impact on Student Learning Task (20%):**

**Part 1: Using Data to Drive Instruction (PBA)**

**\*\*Assessing Individual Readers --Shared with EDCI 555**

Using the skills you will develop in this course, you will **collect** and **analyze student data**. This data may include conferences, observations, interviews, student readiness, interest and learning profile inventories of your small or whole group. If you do not have access to students, data will be provided for you.

To summarize:

- Create and conduct a series of diagnostic preassessments to use with your small reading group.
- Maintain a system for organizing/collecting your data
- Meet with your group to discuss the findings from your preassessments
- Write a brief description of what you learned about each student
  - One paragraph about each student

- One-two paragraph holistic summary of trends and implications for your guided reading lessons. How will your diagnostic data inform your lesson planning for the guided reading lessons? How will you differentiate for readiness, interest, and learning style via content, process, product in your guided reading lessons?

**Part 2: (For Field Hours Students)—*Shared with EDCI 555***

Using the Mason Lesson Planning Template and your data analysis, you will plan a differentiated lesson plan/s based on your knowledge of students. You will detail how this data was used to inform your planning—specifically, how you used it to differentiate content, process, and product within your instruction, and how you considered readiness, interests, and learning styles. In addition, you will design formative and summative assessments to ascertain the impact of your instruction on student learning.

**Part 3: (For Field Hours Students)—*Shared with EDCI 555***

After teaching the lesson(s) in Part 2, 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. And finally, you will **pose implications for further instruction, including differentiation**, based on your analysis of student assessment data. **You will go beyond merely attending to percentage correct/incorrect of the assignment and instead will “break the assessment down” to its skills and sub-skills. Rather, you will evaluate what the student demonstrated that he/she knew or did not know within each objective and you will pose implications for further instruction based on your analysis.**

To summarize:

- After teaching the lesson(s), you will analyze the student learning data you collected from any formative or summative assessments you delivered within your instruction.
- Evaluate what each student demonstrated that he/she knew or did not know within each objective.
- Identify areas of strengths and weaknesses for individual students while also identifying learning trends across the classroom.
- Pose implications for further instruction, including differentiation, based on your analysis of student assessment data.

## **6. Differentiated Unit Plan Outline (20%)**

Using the template provided in class, you will work with colleagues to outline a plan for a differentiated unit of instruction. You will design the unit plan outline 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. All of these decisions will be

driven by your knowledge of students from your field placement. Your outline will also include a plan for measuring student learning prior to and throughout the unit. If you are not currently in a field placement, student data will be provided.

**7. Elementary Resource Portfolio (10%)**

The purpose of this assignment is to continue building your repertoire of strategies and create a resource for your first years of teaching. Your resource portfolio should include the following sections (additions to the work of the previous semester)

- 1) Differentiation Beliefs and Strategies
- 2) Assessment Beliefs and Strategies
- 3) Literacy Beliefs and Strategies

Each section should include 1) structured observations from the field, 2) resources/ideas/pictures/links and 3) questions you have. This is a living document-keep this messy, fluid, a work in progress. Don't make it pretty! Make it useful!

**ASSIGNMENT POINTS/WEIGHTING:**

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Percentage</i>	<i>Due Date</i>
A – G	Attendance & Participation	10%	ongoing
A-G	Reading Reflections	10%	ongoing/ 6/23
A – C	**Children’s Literature	15%	6/3
A – C	**Interactive Read Aloud	15%	6/10
A – G	*PBA Student Assessment	20%	6/17
A – G	Differentiated Unit Plan Outline	20%	6/24
A-G	Resource Portfolio/Beliefs Statement	10%	6/24
TOTAL		100%	

\*PBA

\*\*Shared task with EDCI 555

## GRADING POLICIES

A=94-100; A-=90-93; B+=87-89; B=80-86; 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**.

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)

## BLACKBOARD 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/these assessment(s) (EDCI 545: Impact on Student Learning Task) to Tk20 through Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN).

Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

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

- 1 Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- 2 Students must follow the university policy for Responsible Use of Computing (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 3 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.
- 4 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/>].
- 5 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, as soon as possible [See <http://ods.gmu.edu/>]. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See <http://ods.gmu.edu/>)
- 6 Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 7 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**

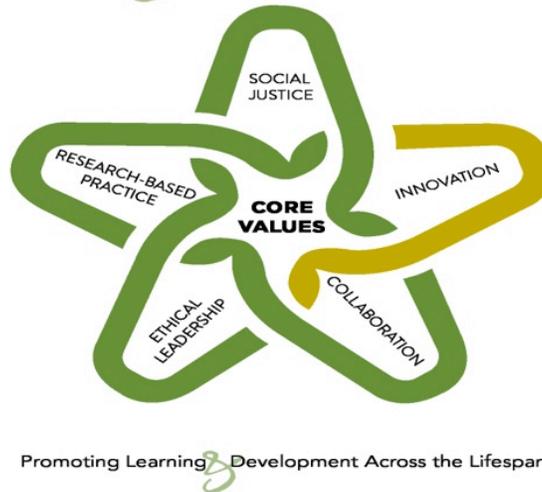
Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

## **CORE VALUES COMMITMENT**

Core Values Commitment

collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

The College of F



**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**

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>

### **IMPORTANT INFORMATION FOR LICENSURE COMPLETION**

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.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- Praxis II (Content Knowledge exam in your specific endorsement area)

*For details, please check <http://cehd.gmu.edu/teacher/test/>*

**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.

**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](mailto:CEHDacad@gmu.edu) or dropped-off in Thompson Hall, Suite 2300.

**Background Checks/Fingerprints:**

All local school systems require students to complete a criminal background check through their human resources office (not 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.*

**Application**

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

*Deadlines*

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)

## Tentative Course Schedule

Monday, May 16, 2016

Time/Location	Instructors	Course Topics	Readings and Assignments
<p style="text-align: center;"><b>8:30-11:15</b> <b>Thompson L019</b> <i>DI/Lit</i></p>	<p>Parker Groth</p>	<p>Community Building</p> <ul style="list-style-type: none"> <li>• Logistics</li> <li>• Syllabi</li> <li>• Morning Meeting</li> <li>• Getting to Know You Activities</li> <li>• Planning instruction (gradual release) and planning reading instruction (theory of assistance)</li> <li>• Set up lit circles</li> <li>• Responsive Classroom</li> <li>• Teacher Talk</li> <li>• Share NAPDS presentation</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Gradual Release Model Article (on Bb)</li> <li>• Kohn (2001) <i>Five Reasons to Stop Saying “Good Job”</i> (on Bb)</li> <li>• Three R’s review (web link)</li> </ul>
<p style="text-align: center;"><b>11:15-12:15</b> <i>Lunch</i></p>			
<p style="text-align: center;"><b>12:15-3:15</b> <b>Rob B105</b> <i>Lit</i></p>	<p>Groth</p>	<ul style="list-style-type: none"> <li>• Reading K-W-L (TK-W-CT)</li> <li>• Cambourne’s Model</li> <li>• Reading Processes</li> <li>• Self-determined Learners (sort)</li> <li>• Interactive Read Aloud – <i>One Duck Stuck</i></li> <li>• Course Framework</li> </ul>	

Tuesday, May 17, 2016

Time/Location	Instructors	Course Topics	Readings and Assignments
<b>8:30-11:15</b> <b>Thompson L019</b> <i>DI</i>	Parker	Overview of differentiated instruction <ul style="list-style-type: none"> <li>• Differentiation vs. Accommodations/ Modifications</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Tomlinson Ch. 1-3</li> <li>• Thousand, J.S., Villa, R.A., &amp; Nevin, A.I. (2007). <i>Differentiating instruction: Collaborative planning and teaching for UDL</i>. Corwin Press: Thousand Oaks (pgs. 1-12) (on Bb)</li> </ul> <b>DUE:</b> Reading Reflection 1
<b>11:15-12:15</b> <i>Lunch</i>			
<b>12:15-3:15</b> <b>Rob B105</b> <i>Lit</i>	Groth	<ul style="list-style-type: none"> <li>• Theory of Reading Development</li> <li>• Cueing System and Strategies</li> <li>• 5 Pillars and Balanced Literacy</li> <li>• Language Development</li> <li>• CAP</li> <li>• Alphabetic Principle</li> <li>• **Morning Message</li> </ul>	<b>Readings:</b> Zarillo ch. 1 & 3  <b>Literacy Bb readings:</b> <ul style="list-style-type: none"> <li>• NELP report (2009) pp 2-4</li> <li>• Early Literacy Research (Reutzel, 2015)</li> <li>• Morning Message (Wasik, 2011)</li> </ul>

Wednesday, May 18, 2016

Time/Location	Instructors	Course Topics	Readings and Assignments
<p><b>8:30-11:15</b>  <b>Thompson L019</b>  <i>DI</i></p>	<p>Parker</p>	<p>Assessment for Differentiation</p> <ul style="list-style-type: none"> <li>• Assessment vs. Evaluation</li> <li>• Diagnostic Assessment</li> </ul> <p><i>Pretests</i>  <i>Guided observations</i>  <i>Interest Inventories</i>  <i>Anticipation Guides</i>  <i>Interviews</i>  <i>Conferences</i></p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Sousa, D.A. &amp; Tomlinson, C.A. (2011). <i>Differentiation and the brain: How neuroscience supports the learner-friendly classroom</i>. Solution Tree Press: Bloomington IN (pgs. 63-77) (on Bb)</li> <li>• Gregory, G.H. &amp; Chapman, C. (2007). <i>Differentiated instructional strategies: One size does not fit all</i>. Corwin: Thousand Oaks. (Chs. 3 &amp; 4) (on Bb)</li> </ul> <p><b>DUE:</b>            Reading Reflection 2</p>
<p><b>11:15-12:15</b>  <i>Lunch</i></p>			
<p><b>12:15-3:15</b>  <b>Rob B105</b>  <i>Lit</i></p>	<p>Groth</p>	<ul style="list-style-type: none"> <li>• Shared Reading – demo*</li> <li>• Phonological Awareness</li> <li>• Phonemic Awareness</li> </ul> <p>Phonics</p>	<p><b>Readings:</b>            Zarillo ch. 4 &amp; 5</p> <p><b>Literacy Bb readings:</b></p> <ul style="list-style-type: none"> <li>• Phonemic Awareness (Yopp, 1992)</li> <li>• Questions &amp; Answers: Phonics (Brabham, 2003)</li> </ul> <p>Shared Reading folder articles – either            Fisher, Frey &amp; Lapp '08 <b>OR</b> Kesler '10</p>

Thursday, May 19, 2016

Time/Location	Instructors	Course Topics	Readings and Assignments
<p><b>8:30-11:15</b>  <b>Thompson L019</b>  <i>DI</i></p>	<p>Parker</p>	<p>Assessment for Differentiation</p> <ul style="list-style-type: none"> <li>• Planning for data collection</li> <li>• Differentiated Learning Environments</li> </ul>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>• Tomlinson, Ch. 4</li> <li>• Sousa, D.A. &amp; Tomlinson, C.A. (2011). <i>Differentiation and the brain: How neuroscience supports the learner-friendly classroom</i>. Solution Tree Press: Bloomington IN (pgs. 174-186) (on Bb).</li> <li>• Bring Yardsticks to class!</li> </ul> <p><b>DUE:</b>            Reading Reflection 3</p>
<p><b>11:15-12:15</b>  <i>Lunch</i></p>			
<p><b>12:15-3:15</b>  <b>Rob B105</b>  <i>Lit</i></p>	<p>Groth</p>	<ul style="list-style-type: none"> <li>• Interactive Read Aloud</li> </ul>	<p><b>Literacy Bb readings:</b></p> <p>Interactive Read Alouds for English Language Learners (Giroir, 2015)            Interactive Read Alouds: A Review of Recent Research (Lennox, 2013)            1 choice</p>

**Friday, May 20, 2016**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-3:00</b> <b>Daniels Run</b> <b>Elementary</b> <b>*Lunch at 12-1</b>		Introduction to DRES <ul style="list-style-type: none"> <li>• Tour of DRES</li> <li>• Meet with classroom teacher</li> </ul>	<b>Readings:</b> n/a  While at DRES: <ul style="list-style-type: none"> <li>• Acclimate to your classroom</li> <li>• Make initial observations of students who will be in your reading group</li> <li>• Conduct any initial pre-assessments if possible</li> </ul>

**Monday, May 23<sup>rd</sup>**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-11:45</b> <b>Daniels Run</b> <b>Elementary</b>		Field Observation Time	
<b>11:45-12:15</b> <b>LUNCH</b>			
<b>4:15-3:00</b> <b>Daniels Run</b> <b>Elementary</b>	Parker	Macro Level Look at DI <ul style="list-style-type: none"> <li>• What is a quality curriculum?</li> <li>• Reviewing KUDs with DI in mind</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Tomlinson, Ch. 5 &amp; 6</li> <li>• Narvaez &amp; Brimijoin (2010). <i>Differentiation at work, K-5: Principles, lessons, and strategies</i>. Corwin: Thousand Oakes (pgs. 20-34) (on Bb).</li> </ul> <b>DUE:</b> <ul style="list-style-type: none"> <li>• Reading Reflection 4</li> </ul>

Tuesday, May 24, 2016

Time/Location	Instructors	Course Topics	Readings and Assignments
<b>9:00-11:45</b> <b>Daniels Run</b> <b>Elementary</b>	Groth	<ul style="list-style-type: none"><li>• Interactive Read Aloud</li><li>• Close Reading</li></ul>	Pinnell & Fountas pp. 14-19  <b>Literacy Bb readings:</b>  Close Reading Fastback Close Reading Questions 1 choice (read aloud folder)
<b>11:45-12:15</b> <b>LUNCH</b>			
<b>12:15-3:00</b> <b>Daniels Run</b> <b>Elementary</b>	Groth	Library work <ul style="list-style-type: none"><li>• Children's Literature</li><li>• Literature Selection Levels of questioning</li></ul>	

**Wednesday, May 25, 2016**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-11:45 Daniels Run Elementary</b>		Field Work	
<b>11:45-12:15 LUNCH</b>			
<b>12:15-3:00 Daniels Run Elementary</b>	Groth	Assessment I <ul style="list-style-type: none"> <li>• Informal vs. Formal</li> <li>• Concepts of Print</li> <li>• Conferences</li> </ul>	Zarillo ch. 2  Literacy Bb readings:  Making Teaching Decisions Using Continuous Assessment (Foutnas & Pinnell, 2001) Formative Assessment: Simply, No Additives (Roskos & Neuman, 2012) Making the Most of Reading Conferences (Reading Conferences folder)

**Thursday, May 26, 2016-READ AND REFLECT**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>8:30-11:15 L019</b>	Parker/Groth	DI-Instructional Strategy Presentations	<b>Readings:</b> Tomlinson, Ch. 7 & 8 *Individual resources as assigned by group  <b>DUE:</b> Reading Reflection 5 Book Club: Johnston chs. 1,2,3
<b>11:15-12:15 LUNCH</b>			
<b>12:15-3:00 Rob B105</b>	Parker/Groth	Appointments	

**Friday, May 27, 2016**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-12:30 Daniels Run Elementary</b>		Field Work	
<b>12:00-1:00 Lunch</b>		Brown Bag with Peggy	
<b>1:00-3:00 Daniels Run Elementary</b>		Field Work	

**Monday, May 30, 2016—MEMORIAL DAY**

**Tuesday, May 31, 2016**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>8:30-11:15</b> <b>Th L019</b> <i>DI</i>	Parker	Instructional Strategies Supporting DI	<b>Readings:</b> n/a  <b>DUE:</b> Instructional Strategy Resource Presentation
<b>11:15-12:15</b> <b>LUNCH</b>			
<b>12:15-3:15</b> <b>Rob B105</b> <i>Lit</i>	Groth	Assessment II <ul style="list-style-type: none"> <li>• Running Records</li> <li>• IRI's</li> </ul>	<b>Readings:</b> Zarillo ch. 12  <b>Literacy Bb readings:</b>  Making Instructional Decisions Based on Data (Mokhtari, Rosemary, Edwards, 2007) Making the Most of Assessment to Inform Instruction (Risko & Walker-Dalhouse, 2010) Taking Running Records (Clay, 1993) (Running records folder)

**Wednesday, June 1, 2016**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-11:45</b> <b>Daniels Run</b> <b>Elementary</b>			
<b>11:45-12:15</b> <b>LUNCH</b>			
<b>12:15-3:00</b> <b>Daniels Run</b> <b>Elementary</b> <i>Lit</i>	Groth	Guided Reading	Pinnell & Fountas 239-250  <b>Literacy Bb readings:</b>  Guided Reading: The Romance and the Reality (Fountas & Pinnell, 2013) Guided Reading Module

Thursday, June 2, 2016

CLASSROOM TOURS

Time/Location	Instructors	Course Topics	Readings and Assignments
<b>9:00-12:00</b> <b>Daniels Run</b> <b>Elementary</b>	Parker/Groth	9:10-10:10 6 <sup>th</sup> 10:10-11:10 5 <sup>th</sup> 11:10-11:40 4 <sup>th</sup> 11:40-12:10 3 <sup>rd</sup>	<b>Literacy Bb Instructional Formats folder</b> <ul style="list-style-type: none"><li>• Big Ideas Behind Daily 5 and CAFÉ (Boushey, 2012)</li><li>• Principles of the Language Arts Workshop (Frey &amp; Fisher)</li></ul>
<b>12:10-12:45</b> <b>LUNCH</b>			
<b>12:45-3:10</b> <b>Daniels Run</b> <b>Elementary</b>	Parker/Groth	12:45-2:40 CLT 1 <sup>st</sup> 2:40-3:10 2 <sup>nd</sup>	

Friday, June 3, 2016

Time/Location	Instructors	Course Topics	Readings and Assignments
<b>9:00-3:00</b> <b>Daniels Run</b> <b>Elementary</b>		FIELD WORK	<b>DUE: Children's Literature Annotated Bibliography (EDCI 545 and EDCI 555)</b>

**Monday, June 6, 2015**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-11:45</b> <b>Daniels Run</b> <b>Elementary</b>			
<b>11:45-12:15</b> <b>LUNCH</b>			
<b>12:15-3:00</b> <b>Daniels Run</b> <b>Elementary</b>	Parker	Instructional Strategies Supporting DI	<b>Readings:</b> Bb readings and resources posted based on strategies chosen <b>Due: Student Assessment Due 6/6 (EDCI 555)</b>

**Tuesday, June 7, 2016**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>8:30-11:15</b> <b>Th L019</b> <i>DI</i>	Parker	Assessment Strategies Differentiated Classrooms	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Marzano Text (chapters as assigned in jigsaw activity)</li> </ul> <b>Due:</b> Reflection 6
<b>11:15-12:15</b> <b>LUNCH</b>	Lunch		
<b>12:15-3:00</b> <b>Rob B105</b> <i>Lit</i>	Groth	Guided Reading	<b>Readings:</b> Zarillo ch 15  Literacy Bb readings:  Modified Guided Reading: Gateway to English as a Second Language and Literacy Learning (Avalos, 2007)

**Wednesday, June 8, 2016**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-11:45</b> <b>Daniels Run</b> <b>Elementary</b>	n/a	Field Work	
<b>11:45-12:15</b> <b>LUNCH</b>			
<b>12:15-3:00</b> <b>Daniels Run</b> <b>Elementary</b> <i>Lit</i>	Groth	Book Clubs Literature Circles	Literature Circles weblink

**Thursday, June 9, 2016**

**READ AND REFLECT/APPTS**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>8:30-11:15</b> <b>Th L019</b>	Parker/Groth	Alternative Assessment Strategies	<b>Readings:</b> <ul style="list-style-type: none"> <li>• Bb readings TBD based on assigned alternative assessment strategy</li> </ul> <b>Due:</b> Reflection 7 Bookclub Johnston chs. 4,5,6
<b>11:15-12:15</b> <b>LUNCH</b>			
<b>12:15-3:00</b> <b>Rob B105</b> <i>Lit</i>	Parker/Groth		

**Friday, June 10, 2016**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-3:00</b> <b>Daniels Run</b> <b>Elementary</b>		FIELD WORK	<b>Readings:</b> n/a  <b>DUE: Strategic Read Aloud (EDCI 545 and EDCi 555)</b>

**Monday, June 13, 2016**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>8:30-11:15</b> <b>Th L019</b> <i>Lit</i>	Groth	Independent Reading	<b>Readings:</b> Zarillo ch 11 & 12  <b>Literacy Bb readings:</b> Facilitating Engagement by Differentiating Independent Reading (Kelley, 2009) (Engagement folder)
<b>11:15-12:15</b> <b>LUNCH</b>			
<b>12:15-3:00</b> <b>Rob B105</b> <i>Lit</i>	Groth	Focus Lessons	<b>Literacy Bb readings:</b>  Planning Effective Minilessons and Conferences (Fountas & Pinnell, 2001) (reading conferences folder)

Tuesday, June 14, 2016

READ AND REFLECT/APPTS

Time/Location	Instructors	Course Topics	Readings and Assignments
8:30-11:15 Th L019	Groth		Bookclub: Johnston chs. 7,8,9
11:15-12:15 LUNCH			
12:15-3:00 Rob B105	Groth/Parker		

Wednesday, June 15, 2016

Time/Location	Instructors	Course Topics	Readings and Assignments
9:00-11:45 Daniels Run Elementary	n/a	Field Work	
11:45-12:15 LUNCH			
12:15-3:00 Daniels Run Elementary <i>Lit</i>	Parker	Alternative Assessments Presentations	<b>Readings:</b> n/a  <b>Due:</b>

**Thursday, June 16, 2016**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-11:45</b> <b>Daniels Run</b> <b>Elementary</b>	n/a	Field Work	
<b>11:45-12:15</b> <b>LUNCH</b>			
<b>12:15-3:00</b> <b>Daniels Run</b> <b>Elementary</b> <i>Lit</i>	Groth	<ul style="list-style-type: none"> <li>• Vocabulary</li> </ul>	<b>Readings:</b> Zarillo ch 9  <b>Literacy Bb readings:</b> Flood, Fast, Furious article (vocabulary folder) 1 choice article

**Friday, June 17, 2016**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>9:00-3:00</b> <b>Daniels Run</b> <b>Elementary</b>	n/a	Field Work	<b>Readings:</b> n/a  <b>Due:</b> <b>Guided Reading/Impact on Student Learning Task (EDCI 545 and EDCI 555)</b>

**Monday, June 20, 2016**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>8:30-11:15 L019</b>	Parker	Planning Differentiated Units <ul style="list-style-type: none"> <li>Examining primary units for elements of DI and assessment</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>Narvaez &amp; Brimijoin (2010). <i>Differentiation at work, K-5: Principles, lessons, and strategies</i>. Corwin: Thousand Oakes (Ch 6).</li> </ul> <b>Due:</b> Reflection 6
<b>11:15-12:15 LUNCH</b>			
<b>12:15-3:15 Rob B105</b>	Groth	<ul style="list-style-type: none"> <li>Motivation</li> </ul>	<b>Literacy Bb readings:</b>  ACCESS article (motivation folder) 2 choice articles

**Tuesday, June 21, 2016**

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>8:30-11:15 L019</b>	Parker	Planning Differentiated Units <ul style="list-style-type: none"> <li>Examining intermediate units for elements of DI and assessment</li> </ul>	<b>Readings:</b> <ul style="list-style-type: none"> <li>Narvaez &amp; Brimijoin (2010). <i>Differentiation at work, K-5: Principles, lessons, and strategies</i>. Corwin: Thousand Oakes (Ch. 7).</li> </ul> <b>Due:</b> Reflection 9
<b>11:15-12:15 LUNCH</b>			
<b>12:15-3:15 Rob B105</b>	Groth	<ul style="list-style-type: none"> <li>Fluency</li> </ul>	<b>Readings:</b> Zarillo ch 6  <b>Literacy Bb readings:</b> Reading Fluency Should Be Hot (Rasinski, 2012) 1 choice article

Wednesday, June 22, 2016

Time/Location	Instructors	Course Topics	Readings and Assignments
8:30-11:15 L019	Parker	Planning a Differentiated Unit <ul style="list-style-type: none"><li>• The role of co-teaching</li><li>• Using a template</li><li>• Putting your knowledge into action</li></ul>	<b>Readings:</b> <ul style="list-style-type: none"><li>• Thousand, J.S., Villa, R.A., &amp; Nevin, A.I. (2007). <i>Differentiating instruction: Collaborative planning and teaching for UDL</i>. Corwin Press: Thousand Oaks (Ch. 9 &amp; 10).</li></ul> <b>Due:</b> Reflection 10
11:15-12:15 LUNCH			
12:15-3:15 Rob B105	Groth	<ul style="list-style-type: none"><li>• Comprehension</li></ul>	<b>Readings:</b> Zarillo ch. 8  <b>Literacy Bb readings:</b> Reading Comprehension: What Every Teacher Needs To Know (McLaughlin, 2012).

Thursday, June 23, 2016

<b>Time/Location</b>	<b>Instructors</b>	<b>Course Topics</b>	<b>Readings and Assignments</b>
<b>8:30-11:15 L019</b>	Parker	Planning a Differentiated Unit <ul style="list-style-type: none"><li>• Presenting our examples</li></ul> Examining our beliefs about DI	<b>Readings:</b> Tomlinson, Ch. 9  <b>Due:</b> Differentiated Unit Plan <b>EDCI 545</b> Resource Portfolio ( <b>EDCI 545 and EDCI 555</b> ) Reflections ( <b>EDCI 545</b> )
<b>11:15-12:15 LUNCH</b>			
<b>12:15-3:15 Rob B105</b>	Groth	Course review	

### EDCI 545 Attendance/Participation Rubric

*Expectations (3 pts. per class meeting)*

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. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. Please see syllabus for additional details. **Weekly participation/attendance** is evaluated using the scale below.

	Unsatisfactory (0 pts)	Basic (1 pts)	Proficient (2 pts)	Distinguished (3 pts)
<b>Participation / Attendance</b>	The student is absent from class.	The student is significantly late and/or is not prepared for class. The student does not actively participate in discussions.	The student is on time and generally prepared for class discussions. The student participates to an extent in group and class discussions.	The student is punctual and prepared for class. The student actively participates and supports the members of the learning group and the members of the class.

### EDCI 545 Class Reflections Rubric (30 points)

	Unsatisfactory (0-20 pts)	Basic (21-23 pts)	Proficient (24-26 pts)	Distinguished (27-30 pts)
<b>Daily Reflections</b>	Few if any reflections are submitted; summary reflective statement not included or very limited in scope and depth	Minimal reflections are submitted for some /all days; summary reflective statement is limited in scope and depth	General reflections are submitted for most /all days, reflective statement is clear and thoughtful	Substantive/rich reflections are submitted for all days; reflective statement is rich, comprehensive, and detailed

The purpose of this assignment is to continue building your repertoire of strategies and create a resource for your first years of teaching. Your resource portfolio should include the following sections (additions to the work of the previous semester)

- 4) Differentiation Beliefs and Strategies
- 5) Assessment Beliefs and Strategies
- 6) Literacy Beliefs and Strategies

Each section should include 1) structured observations from the field, 2) resources/ideas/pictures/links and 3) questions you have. This is a living document-keep this messy, fluid, a work in progress. Don't make it pretty! Make it useful!

<b>Criteria</b>	<b>Does Not Meet Standard</b>  <b>5 or below</b>	<b>Meets Standard</b>  <b>6-7</b>	<b>Exceeds Standard</b>  <b>8-9</b>
Demographic Description ACEI 1.0 INTASC 2	Sections are limited in terms of the following requirements: field observations, resources, questions, applications, and beliefs	Section includes useful, general information in terms of the following requirements: field observations, resources, questions, applications, and beliefs	Section includes extensive, specific information in terms of the following requirements: field observations, resources, questions, applications, and beliefs

**Children's Literature Annotated Bibliography with Differentiated Extension**

*Shared with EDCI 555 (15%)*

For each of the books selected for your Children’s Literature Study (see **EDCI 555 syllabus**), you will prepare a handout for teachers at DRES. This handout should include a l description of least one additional low prep differentiated activity and one high prep differentiated activity that could be used with the book. In addition, you should label the questions you have created for the EDCI 555 task according to their correlation with Bloom’s Taxonomy. Please feel free to be creative with the format of your one page handout.

<b>3 Exceeds Requirement</b>	<b>2 Meets Requirement</b>	<b>1 Needs Improvement</b>	<b>0 Not included</b>
All questions are, connected to Bloom’s taxonomy	Most questions are connected to Bloom’s taxonomy	Few if any questions are connected to Bloom’s taxonomy	
Includes a thorough description of one low prep differentiated instruction activity with clear directions/procedures and identified materials	Includes a description of one low prep differentiated instruction activity with directions/procedures and materials	Includes a limited description of a low prep differentiated instruction activity and/or general directions/procedures and materials	

	<b>Questions</b>	<b>Low Prep Activity</b>
<b>Book 1:</b>		
<b>Book 2:</b>		
<b>Book 3</b>		
<b>Book 4</b>		
<b>Book 5</b>		

TOTAL SCORE: \_\_\_\_\_

This assignment is 15% your grade.

**Due Monday, June 3, 2016.**

**Interactive Read Aloud with Differentiated Extension**

*Shared with EDCI 555 (20%)*

For your interactive read aloud, create and implement a differentiated lesson that extends the read aloud assignment (see **EDCI 555 syllabus**) itself. This lesson will range in length and can incorporate low prep and/or high prep differentiated instructional approaches. This can be small group or whole group.

Your assignment include

- 1) A completed lesson plan
  - a. This should follow the GMU template (included below)
  - b. Your lesson should include the ‘read aloud’ and questions in the procedures as well as the transition to your differentiated extension activity.
- 2) An Edthema upload of a 5 minute sample of the implementation of the extension lesson, and your reflection on your lesson and your classroom partners’ lessons. Please title this DI Extension-  
**YOUR LAST NAME.**

<b>3 Exceeds Requirement</b>	<b>2 Meets Requirement</b>	<b>1 Needs Improvement</b>	<b>0 Not included</b>
Well developed lesson with detailed attention to the procedures; lesson is scripted	Procedures are clear and scripted with some detail	Procedures lack detail and scripting	
Streamlined alignment between KUDs, procedures, and assessments	Connection between KUDs, procedures, and assessments is clear	Lack of connectivity between KUDs, procedures, and assessments	
Description of differentiation makes explicit connections to course readings/discussions	Description of strategies used for differentiating are included	Limited description of strategies used for differentiating	
Edthema upload includes 5 minute sample, personal reflection with connections to the course readings, and feedback to peers	Edthema upload includes 5 minute sample, personal reflections, and feedback to peers	Edthema upload includes 5 minute sample; reflections are limited	

TOTAL SCORE: \_\_\_\_\_

This assignment is worth 15% of your grade.

**Due Monday, June 10, 2016**

**Analysis of Student Learning (PBA)**

**Part 1: Using Data to Drive Instruction**

## **\*\*Assessing Individual Readers --Shared with EDCI 555**

Using the skills you will develop in this course, you will **collect** and **analyze student data**. This data may include conferences, observations, interviews, student readiness, interest and learning profile inventories of your small or whole group. If you do not have access to students, data will be provided for you.

To summarize:

- Create and conduct a series of diagnostic preassessments to use with your small reading group.
- Maintain a system for organizing/collecting your data
- Meet with your group to discuss the findings from your preassessments
- Write a brief description of what you learned about each student
  - One paragraph about each student
  - One-two paragraph holistic summary of trends and implications for your guided reading lessons. How will your diagnostic data inform your lesson planning for the guided reading lessons? How will you differentiate for readiness, interest, and learning style via content, process, product in your guided reading lessons?

### **Part 2: (For Field Hours Students)—Shared with EDCI 555**

Using the Mason Lesson Planning Template and your data analysis, you will plan a differentiated lesson plan/s based on your knowledge of students. You will detail how this data was used to inform your planning—specifically, how you used it to differentiate content, process, and product within your instruction, and how you considered readiness, interests, and learning styles. In addition, you will design formative and summative assessments to ascertain the impact of your instruction on student learning.

### **Part 3: (For Field Hours Students)—Shared with EDCI 555**

After teaching the lesson(s) in Part 2, 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. And finally, you will **pose implications for further instruction, including differentiation**, based on your analysis of student assessment data. **You will go beyond merely attending to percentage correct/incorrect of the assignment and instead will “break the assessment down” to its skills and sub-skills. Rather, you will evaluate what the student demonstrated that he/she knew or did not know within each objective and you will pose implications for further instruction based on your analysis.**

To summarize:

- After teaching the lesson(s), you will analyze the student learning data you collected from any formative or summative assessments you delivered within your instruction.
- Evaluate what each student demonstrated that he/she knew or did not know within each objective.
- Identify areas of strengths and weaknesses for individual students while also identifying learning trends across the classroom.
- Pose implications for further instruction, including differentiation, based on your analysis of student assessment data.

## Analysis of Student Learning (PBA)

<b>PART 1-Diagnostic Assessments</b>				
<b>Topic</b>	<b>Beginning (not met) 1</b>	<b>Developing (not met) 2</b>	<b>Proficient (met) 3</b>	<b>Distinguished (met) 4</b>
Diagnostic Tools	Not included	Designed and used a limited number of diagnostic pre-assessments (2 or fewer)	Designed and used a variety (2-3) of diagnostic pre-assessments	Designed and used a wide variety (4+) of diagnostic pre-assessments
Analysis of pre-assessment data	Not included	Analysis of data is generic in scope and limited in depth.	Analysis of data includes a general description of each student	Analysis of data includes rich, thorough description of each student
Implications of pre-assessment findings		Limited description of implications for planning—with little attention to strategies for differentiating instruction	A description of implications for planning—with an emphasis on strategies for differentiating instruction	A thorough description of implications for planning—with an emphasis on strategies for differentiating instruction
Writing Style	Numerous errors and/or stylistic issues	Some errors and/or stylistic issues	Well written with few errors in grammar, style or punctuation	Well written with no errors in grammar, style or punctuation
<b>Part 2: Lesson Plans</b>				

<b>Topic</b>	<b>Beginning (not met) 1</b>	<b>Developing (not met) 2</b>	<b>Proficient (met) 3</b>	<b>Distinguished (met) 4</b>
Rationale ACEI 3.1 INTASC 2	Limited rationale for instructional decisions. No connection to course content.	General rationale for instructional decisions. Minimal connections to course content.	Somewhat detailed rationale for instructional decisions. General connections to course content.	Detailed rationale for instructional decisions. Specific connections to course content.
Standards and objectives ACEI 3.1 INTASC 7	Limited connections to standards; minimal/poorly constructed objectives	General connections to standards; broad objectives and/or not connected to lesson procedures	Connections to standards; Objectives generally clear and connected to lesson procedures	Specific connections to standards; specific, clear objectives aligned to lesson procedures
Instructional procedures ACEI 3.1 INTASC 7	Limited description of procedures	General description of procedures	Somewhat specific description of procedures with limited scripting	Specific, clear, description including a scripting of the procedures
Instructional approach and strategies ACEI 3.4, INTASC 5	Instructional approach is unclear and/or missing components; no attention to engaging instructional strategies	Instructional approach is identifiable and generally followed; minimal inclusion of engaging instructional strategies	Instructional approach is identifiable and most components are used, some engaging instructional strategies are used	Instructional approach is clearly identifiable and includes all components are used; highly engaging instructional strategies are used
Assessment ACEI 4.0 INTASC 6	Limited attention to formative and summative assessment strategies; no connection to objectives and procedures	General attention to formative and summative assessment strategies; minimal connections to objectives and procedures	Somewhat specific attention to formative and summative assessment strategies; assessments generally connect	Detailed, specific attention to formative and summative assessment strategies; assessments clearly connect to

			to objectives and procedures	objectives and procedures.
Learner differences ACEI 3.2 INTASC 2	Limited attention to learner differences via accommodations, modifications, differentiated strategies	General attention to learner differences via accommodations, modifications, differentiated strategies	Somewhat specific attention to learner differences via accommodations, modifications, differentiated strategies	Detailed attention to learner differences via accommodations, modifications, differentiated strategies

**PART 3-Analysis of Impact of Instruction on Student Learning**

<b>Topic</b>	<b>Beginning (not met) 1</b>	<b>Developing (not met) 2</b>	<b>Proficient (met) 3</b>	<b>Distinguished (met) 4</b>
Analysis of Progress Towards Objectives		General post lesson analysis of what the students did/did not know in relation to the objectives	Post lesson analysis of what the students did/did not know in relation to the objectives	Thorough post lesson analysis of what the students did/did not know in relation to the objectives
Analysis of Student Strengths/Weaknesses		General description of areas of strength and areas of weakness for each student	Description of areas of strength and areas of weakness for each student	Rich description of areas of strength and areas of weakness for each student
Implications		General description of implications for future instruction	Description includes implications for future instruction, including needed differentiation.	Thoroughly described implications for future instruction, including needed differentiation.
Writing Style	Extensive errors and/or stylistic issues	Somr errors and/or stylistic issues	Well written with few errors in grammar, style or punctuation	Well written with no errors in grammar, style or punctuation