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

EDCI 545 Section A03: Assessment and Differentiation (3 credits)
Summer 2017 (May 22—June 24)
Mon/Wed 10:30am-3:35pm
Thompson L013

Professor: Dr. Stephanie Dodman
Office Hours: By appointment; Skype appointments can also be made
Skype ID: stephaniedodman
Office Location: Thompson 2504
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Email: sdodman@gmu.edu

PREREQUISITES
Admission to Elementary Education graduate program; must be taken in programmatic sequence

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.

COURSE OVERVIEW
This course examines the principals of differentiated instruction and assessment and the intersection of the two. Teacher candidates will explore a variety of assessment strategies, as well as methods for using data to differentiate content, process, and product based upon students' readiness, interests, and learning styles.

COURSE DELIVERY METHOD
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.

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.

REQUIRED TEXTS

Chapman, C. M., & King, R. S. (2012). *Differentiated assessment strategies: One tool doesn't fit all* (2nd ed.). Thousand Oaks, CA: Sage.

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). Alexandria, VA: ASCD:

Please have access to this book from EDUC 543:

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 PERFORMANCE EVALUATION

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments

Note: Faculty reserves the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

1. **Reflections (30 points; 15%)**
   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 table for each day that there are assigned readings. 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 <u>each</u> class session.

   At the conclusion of the course, you will write a reflective synthesis statement utilizing your reflections. The purpose of this assignment is to prompt you to reflect on your learning this semester regarding differentiation and assessment. As with all of your teaching, you will continue learning each day, but for right now, you'll stop and assess your learning growth, make visible the questions you have, and determine where you want to go next with your learning/teaching. To do this, you will revisit your reflective writings from the semester and construct a brief statement that explores:

   1. Your beliefs related to differentiation and assessment (with literature citations to support your beliefs, as well as examples from your field work),
   2. Where you feel your knowledge and skills have grown and where you have questions (these areas might overlap or be distinct; again use literature citations and examples for support)
   3. Where you want to actively focus your professional learning in your efforts to be a differentiated teacher (assuming this is a desirable goal for you)

2. **Analysis of Student Learning (PBA) (60 points; 30%)**
   Part 1: Using Data to Drive Instruction

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 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 lesson(s). How will your diagnostic data inform your lesson planning for the lesson(s)? How will you differentiate for readiness, interest, and learning style via content, process, product in your lesson(s)?

Part 2:

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:

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.

3. **Differentiated Unit Plan Outline (30%)**

Using the template provided in class, you will 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 assessing student learning prior to and throughout the unit. If you are not currently in a field placement, student data will be provided.

Other Requirements

Attendance and Participation (30 points; 15%)

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.

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.

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

COURSE EVALUATION WEIGHTING

Course Outcomes	Requirements & Assignments	Percentage	Due Date
A-G	Attendance & Participation, including resource contribution	15%	ongoing
A-G	Reading Reflections, including reflective synthesis statement	25%	ongoing/ 6/23
A-G	Impact on Student Learning (*PBA)	30%	6/19
A-G	Differentiated Unit Plan Outline	30%	6/23
TOTAL		100%	

GRADING POLICIES

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	**Represents mastery of the subject through effort beyond basic requirements**
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	**Reflects an understanding of and the ability to apply theories and principles at a basic level**
B	80-84	3.00	
C*	70-79	2.00	**Denotes an unacceptable level of understanding and application of the basic elements of the course**
F*	<69	0.00	

Remember: A course grade less than B requires that you retake the course. "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education

TK20/PERFORMANCE-BASED ASSESSMENT(S) SUBMISSION REQUIREMENT

Every student registered for any Elementary Education course with a required TK20 performance-based assessment (designated as such in the syllabus) must submit this/these assessment(s) (EDCI 545: Impact on Student Learning Task) to Tk20 through 'Assessments' in Blackboard. Failure to submit the assessment(s) 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.

PROFESSIONAL DISPOSITIONS

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

CORE VALUES COMMITMENT

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

College of EDUCATION HUMAN DEVELOPMENT MASON

Promoting Learning Development Across the Lifespan

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

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and

EDCI 545_A03 Summer 17 Dodman

resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

Memo:

To: all CEHD students seeking student teaching internships in spring 2018 and forward

From: Jeff Davis, Director of Educator Preparation, CEHD

Re: Internship application requirements

Date: May 1, 2017

Students – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications**.

Student Clinical Practice: Internship Application Requirements

TESTING
Since 2015, internship applications must include **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.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is **August 1st**.

Required tests:

1. Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
2. VCLA
3. RVE (specific programs only…see link below)
4. ACTFL (Foreign Language only…unofficial scores are acceptable *for this test only*)
5. 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

EDCI 545_A03 Summer 17 Dodman

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 – **NEW hands-on training required for licensure!**
Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that "hands-on" First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing "hands-on" training. After June 30, 2017, the online training will no longer be accepted.

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.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!
Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at
http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html.
Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING
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 the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student's disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

PLEASE NOTE:
Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

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

DEADLINES
Spring 2018 internship application deadline:

* Traditional Internship: *September 15, 2017*

✱ On-the Job Internship: *November 1, 2017*

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.

EDCI 545 Differentiation and Assessment
READINGS AND SCHEDULE
*please note the that schedule may change as necessary, with notice

Time	Course Topics	Readings and Assignments
Class One **Monday, May 22** **10:30-3:35**	*What does it mean to assess and differentiate instruction? How do we assess student learning in a differentiated classroom?* Overview of differentiated instruction • Differentiation vs. accommodations • Growth mindset Assessment for differentiation • Assessment vs. evaluation • Diagnostic assessment • Planning for data collection • Differentiated learning environments	**Readings Prior to Class:** • Tomlinson: Ch. 1-4 • Chapman & King: Ch. 1-4, 6 • Thousand, Villa, & Nevin: Why differentiation now? (BB) **DUE:** Reading Reflection 1
Class Two **Wednesday, May 24** **10:30-3:35**	*Why differentiate instruction? What does/can differentiation look like? How do we assess in authentic ways?* • What is a quality curriculum? • Reviewing KUDs with DI in mind • Instructional strategies supporting DI • Assessment strategies: Authentic (and alternative) • Differentiated learning environments	**Readings:** • Tomlinson: Ch. 5-8 • Narvaez & Brimijoin: Designing curriculum (BB) • Sousa & Tomlinson: Managing a differentiated classroom (BB) • Individual resources as assigned by group **DUE:** Reading Reflection 2
Class Three **Monday, May 29**	**No Class- Memorial Day**	
Class Four **Wednesday, May 31** **1:15-3:35**	**Field Work** Gather learner information	
	What does/can differentiation look like? • Instructional strategies supporting DI: Small Group Presentations	**Readings:** • None **DUE:** Instructional Strategy Resource Presentation
Class Five **Monday, June 5** **1:15-3:35**	**Field Work** Continue gathering learner information	
	How do we analyze assessment data? • Analyzing learning • Planning your Analysis of Student Learning Task (PBA)	**Readings:** • Chapman & King: Ch. 5, 7 • Bring your diagnostic assessment data to class
Class Six **Wednesday, June 7**	**Field Work** Gather additional data/plan/teach Analysis of Student Learning lesson (between 6/6 and 6/14)	
	How do we plan for differentiated learning opportunities using data? • Lesson redesign	**Readings:** • Chapman & King: Ch. 8-9 • Bb readings TBD based on

EDCI 545_A03 Summer 17 Dodman

1:15-3:35		assigned assessment strategy • Bring a previously created lesson **DUE:** Reflection 3
Class Seven **Monday, June 12** **1:15-3:35**	**Field Work** Plan/teach Analysis of Student Learning lesson (between 6/6 and 6/14)	
	How do we unit plan using a lens of differentiation? • Planning differentiated units • Examining units for elements of DI and assessment	**Readings:** • Bb readings as assigned **DUE:** Reflection 4
Class Eight **Wednesday, June 14** **1:15-3:35**	**Field Work** Teach Analysis of Student Learning lesson (between 6/6 and 6/14)	
	How do we unit plan using a lens of differentiation? How do we develop implications from assessment data? • Planning differentiated units • Analyzing data and developing implications	**Readings:** • Bb readings as assigned **DUE:** Reflection 5; Bring your formative and/or summative assessment data from your lesson
Class Nine **Monday, June 19** **ONLINE**	*How do we unit plan using a lens of differentiation?* Planning a Differentiated Unit • Putting your knowledge into action • The role of co-teaching • Using a template	**Readings:** • Tomlinson: Ch. 9 • Bb sample units **DUE:** Reflection 6; **Impact on Student Learning: parts 1-3 (PBA)**
Class Ten **Wednesday, June 21** **ONLINE**	*Synthesizing our learning* • Creating your DI sample unit • Planning a differentiated unit • Presenting our examples • Examining our beliefs about DI	**Readings:** • None **DUE:** Reflection 7
Friday, June 23		**DUE:** DI Unit Plan Outline; Reading Reflections

RUBRICS

EDCI 545 Attendance/Participation Rubric
30 points total; 15% of grade

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)*
Participation / Attendance **(27 pts: 3 pts/class session)**	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.
Resource Contribution **(3 pts)**	No resource is contributed to the class wiki.	Resource is contributed, but the other parts of the assignment are not included	One resource is contributed to the class wiki, but the assignment parts may be vague or indicate only cursory review of the resource	At least one resource is contributed to the class wiki; all parts of the assignment are included in detail. It is clear the student analyzed the value of the resource prior to posting.

EDCI 545 Class Reflections Rubric
30 points total; 15% of grade

		Basic	*Proficient*	*Distinguished*
Reflections **(12 pts: 2 pts/reflection)**		None to minimal reflections are submitted for some /all days	General reflections are submitted for most /all days	Substantive/rich reflections are submitted for all days
Reflective Synthesis Statement	**Beliefs** **(6 pts)**	Section is exceedingly limited; beliefs are either not identified or are vague; limited to no examples or literature used	Section identifies beliefs but only describes them generally; the examples might be vague or the literature used sparingly	Section includes robust explanation of beliefs with specific examples and well used literature support
	Areas of growth and questions **(6 pts)**	Section is exceedingly limited; areas and questions are either not identified or are vague; limited to no examples or literature used	Section identifies areas of growth but these may be limited in number and/or explanation; the examples might be vague or the literature used sparingly	Section identifies and explains several areas of growth and questions; presents specific examples and well used literature support
	Next steps **(6 pts)**	Section is exceedingly limited; no steps may be identified or they may be wholly disconnected from preceding sections	Section may identify only one next step for continuing learning or the step(s) do not seem connected to preceding sections	Section identifies specific next steps for continuing learning; clearly connected to preceding sections

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EDCI 545 Impact on Student Learning (PBA)
60 points total; 30% of grade

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Part 1: Using Data to Drive Instruction

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:
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:
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.

Impact on Student Learning (PBA)

PART 1-Diagnostic Assessments				
Topic	**Beginning (not met) 1**	**Developing (not met) 2**	**Proficient (met) 3**	**Distinguished (met) 4**
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 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 some 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
Part 2: Lesson Plans				

Topic	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
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 to objectives and procedures	Detailed, specific attention to formative and summative assessment strategies; assessments clearly connect to 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				
Topic	**Beginning (not met) 1**	**Developing (not met) 2**	**Proficient (met) 3**	**Distinguished (met) 4**
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	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