

George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDUC 520.6F1 – Elementary Curriculum, Instruction, and Assessment in International Schools
3 Credits, Summer 2018
M,T,W,R,F 8:30am-3:20pm, Thompson Hall L018
July 18-July 27

Faculty

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Prerequisites/Corequisites

EDUC 511, 512, 513, 537, and EDRD 515

University Catalog Course Description

Addresses interrelationship of instruction, curriculum, and assessment in international schools. Includes review of research and effective practice. Requires 20 hours of PK-6 classroom fieldwork. May not be repeated for credit.

Course Overview

This course addresses the specifics of curriculum, instruction and assessment in international schools and includes a review of research and effective teaching practices. Through discussion and interaction, self-study and reflection, you will have opportunities to develop deeper understandings complemented by practical ideas and strategies, in the areas of curriculum development and implementation, effective instruction, and appropriate assessment, with emphasis on specific issues affecting international schools. Course content and experiences are designed to improve pedagogical effectiveness and promote continuous reflection to impact your future students' learning in a positive manner.

Course Delivery Method

This course is delivered through a variety of instructional strategies. Session formats will vary and will include lecture, interactive hands-on activities, large and small group discussions, student presentations, and cooperative learning groups.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Become knowledgeable about the interrelationship of curriculum, instruction, and assessment in the elementary curriculum
2. Understand specific issues affecting international schools in the areas of curriculum development and implementation, effective instruction, and appropriate assessment

3. Appreciate cultural components in their relationship to students, families, and colleagues in international schools
4. Adapt curriculum, instruction, and assessment for an international context
5. Become familiar with international curriculum models, specifically the Primary Years Program of the International Baccalaureate Organization
6. Develop a unit of inquiry using the PYP planning framework
7. Extend their repertoire of pedagogical skills including strategies for planning, managing, and assessing learning experiences
8. Recognize and plan for sociocultural, linguistic, and learning differences among students
9. Utilize strategies to promote inquiry and reflection among students
10. Develop skills as a reflective practitioner - observing, recording, and analyzing teaching and learning behaviors from a deliberative reflective stance
11. Begin developing an awareness and appreciation of a research base that supports current best practices in teaching and learning
12. Appreciate being part of a wider learning community enabling sharing of information, ideas, and resources with colleagues

Professional Standards (INTASC / ACEI / IB standards)

InTASC (Interstate Teacher Assessment and Support Consortium) Standards and CAEP (Council for the Accreditation of Educator Preparation) Standards

This course contains at least one Common Assessment developed by the College of Education and Human Development to assess our candidates' performance on nationally accepted standards for beginning teachers (InTASC) and our programs' performance on national accreditation standards (CAEP).

Upon completion of this course, students will have met the following professional standards: The following InTASC standards and IB standards will be addressed during this course.

Student Learning Outcome	INTASC	PYP Requirement
1.	1,4,7,8	A,B,C,D
2.	2,3,5,7,10	A,B,C,D,E,F,H
3.	1,4,6,8	A - M
4.	1,4,7,8	D,F,H,I,J,K,L,M
5.	2,3,6	E,F,G,H
6.	2,3,4,7	E,F,G,H
7.	1,4,7,8	E,F,H
8.	3,5,6,7,9	N,O,P
9.	1,7,9	E,N,O,P
10.	5,6,9,10	E,F, H,N,O,P

INTASC Principles

- Principle 1:* **Making content meaningful**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2:* **Child development and learning theory**
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3:* **Learning styles/diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4:* **Instructional strategies/problem solving**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5:* **Motivation and behavior**
The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
- Principle 6:* **Communication/knowledge**
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle 7:* **Planning for instruction**
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle 8:* **Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
- Principle 9:* **Professional growth/reflection**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
- Principle 10:* **Interpersonal relationships**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The following ACEI standards will be addressed during the course:

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation.

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

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.

5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally; and,

5.2 Collaboration with families, colleagues, and community agencies—Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

Required Texts

Arends, R. I. (2015). *Learning to teach* (10th ed.). New York, NY: McGraw-Hill.

Kyriacou, C. (2014). *Essential teaching skills*. Cheltenham: Nelson Thornes.

Additional readings will be distributed in class and / or posted on Black Board:

<http://blackboard.gmu.edu>

Technology Resources:

- All students are required to have access to a computer with Internet access and a current GMU email account.
- Relevant Websites:
 - International Baccalaureate Organization – MyIB
<http://www.ibo.org/>
 - American Psychological Association
<http://www.apa.org>

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).

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

(Student Learning Analysis Assignment)

Every student registered for any Teaching Culturally, Linguistically Diverse & Exceptional Learners program course with a required performance-based assessment is required to submit this assessment and the Fieldwork Log of Hours and Evaluation Form to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a one-time course or as 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 the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

FIELDWORK REQUIREMENT

Field Experience Record and Evaluation (Student Learning Analysis Assignment)

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **20 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 20 hours per course (e.g., two courses require 40 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

***TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard.** The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 20 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- **Assignments and/or Examinations**

EDUC 520 Assignments and Evaluation Overview	
Preparation and Participation	20%
PYP Planner and Lesson Plan	20%
Develop and Critique an Authentic Assessment Tool	20%
Student Learning Analysis Assignment (PBA)	40%
Total	100%

- **Other Requirements**

Attendance Policy: TCLDEL students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog). Any unexcused absences will result in a 10 point deduction from your participation grade.

- **Grading**

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

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	

F*	<69	0.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
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Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Honor Code & Integrity of Work

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdrawals will be permitted.

Online Participation/Attendance Policy

Students are expected to attend all courses. **Students with two or more absences will not receive credit for the course.**

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

	Topic/Learning Experiences
<i>Preparation for Day 1</i>	<p>Welcome to EDUC 520</p> <p>Read the syllabus, paying particular attention to the requirements, assignments, deadlines, and grading policies.</p> <p>Skim required texts to familiarize yourself with the overall structure and content.</p>
Day 1 Wednesday July 18	<p>Introduction to Course:</p> <ul style="list-style-type: none"> * Education in an international context <p>Discussion of <i>Key questions about...</i></p> <ul style="list-style-type: none"> * Learning the art of teaching – understanding the roles of a teacher * Teaching the art of learning – understanding the characteristics of students * The assignments and assessment rubrics
<i>Preparation for Day 2</i>	<p>Investigate and prepare to lead a 10 minute discussion on a specific issue, adaptation or consideration relating to curriculum, instruction and assessment in international schools</p> <p>Read (everyone):</p> <p>Arends Chapter 1 <i>The Scientific Basis for the Art of Teaching</i></p> <p>Arends Chapter 2 <i>Student Learning in Diverse Classrooms</i></p> <p>Kyriacou Chapter 1 <i>Developing your teaching skills</i></p>
Day 2 Thursday July 19	<p>Focus on curriculum:</p> <ul style="list-style-type: none"> * The interrelationship of curriculum, instruction, and assessment in the elementary curriculum * Specific issues and adaptations for international schools – discussion groups * Integrated teaching units and standalone subject teaching * International curriculum models, specifically the PYP framework
<i>Preparation for Day 3</i>	<p>Read: (as assigned)</p> <p>Arends Chapter 3 <i>Teacher Planning</i></p> <p>Arends Chapter 4 <i>Learning Communities and Student Motivation</i></p> <p>Arends Chapter 5 <i>Classroom Management</i></p> <p>Kyriacou Chapter 2 <i>Planning and preparation</i></p> <p>Kyriacou Chapter 4 <i>Lesson Management</i></p> <p>Kyriacou Chapter 5 <i>Classroom climate</i></p>

Day 3 Friday July 20	<p>Discussion of <i>Key questions about...</i></p> <ul style="list-style-type: none"> * The principles, timeframes, techniques and tools of effective planning * Planning analysis activity * Using the PYP planner & essential elements * Creating a Community of Learners * Motivating students
Preparation for Day 4	TBD
Day 4 Monday July 23	<p>Focus on Assessment:</p> <ul style="list-style-type: none"> * Principles and purposes of assessment * Formative and summative assessment * Self-assessment and reflection * Using the PYP Learner profile for self-assessment and reflection * Assessing conceptual understanding, skills and knowledge <p>Discussion of Assessment assignment - due Thursday</p> <p>Discussion of Student Learning Analysis (PBA) assignment – due December 1st OR March 15th (depending on internship plans)</p>
Preparation for Day 5	<p>Read: (as assigned)</p> <p>Arends Chapter 7 <i>Presenting and Explaining</i></p> <p>Arends Chapter 8 <i>Direct Instruction</i></p> <p>Arends Chapter 9 <i>Concept Teaching</i></p> <p>Arends Chapter 10 <i>Cooperative learning</i></p> <p>Arends Chapter 11 <i>Problem-based learning</i></p> <p>Arends Chapter 12 <i>Classroom discussion</i></p> <p>Read: (everyone)</p> <p>Arends Chapter 13 <i>Connecting the Models and Differentiating Instruction</i></p> <p>Kyriacou Chapter 3 Lesson Presentation</p>
Day 5 Tuesday July 24	<p>Focus on Instruction:</p> <p>Models of Teaching (part 2, including group teaching)</p> <ul style="list-style-type: none"> * Presenting and explaining * Direct Instruction * Concept Teaching * Cooperative Learning * Problem-Based Learning * Classroom Discussion <p>Connecting the models</p> <ul style="list-style-type: none"> * Building a repertoire of approaches * Strategies for differentiating

<i>Preparation for Day 6</i>	Arends Chapter 6 <i>Assessment and Evaluation</i>
Day 6 Wednesday July 25	Focus on Instruction: Models of Teaching (part 1) <ul style="list-style-type: none"> * Inquiry-based learning * Facilitating student inquiry * The art of questioning * A mini model unit of inquiry
<i>Preparation for Day 7</i>	Kyriacou Chapter 7 Assessing pupils' progress PYP Planner & Assessment assignment
Day 7 Thursday July 26	Assignment due – PYP Planner with lesson plan & assessment tool Assessment (continued) Discussion of <i>Key questions about...</i> <ul style="list-style-type: none"> * Creating effective checklists and rubrics * Developing and using student portfolios * Reporting to parents *
<i>Preparation for Day 8</i>	Arends Chapter 14 <i>School Leadership and Collaboration</i> Kyriacou Chapter 8 <i>Reflection and evaluation</i>
Day 8 Friday July 27	Assignment due – Teacher Metaphor The reflective international teacher: Discussion of <i>Key questions about...</i> <ul style="list-style-type: none"> * Life-long professional growth, self-study, and reflection * The practicalities, challenges and rewards of living and teaching internationally * Becoming Internationally-minded * Discussion of Student Learning Analysis (PBA) assignment – due March 15th

DETAILED ASSIGNMENT DESCRIPTIONS AND EVALUATION CRITERIA

Preparation and Participation (20 points)				
Students are required to attend and be prepared for all classes. In- class participation is important not only to the individual student, but to the class as whole.				
Exemplary 20 points	Nearing exemplary 18-19 points	Proficient 16-17 points	Partially proficient 14-15 points	Not proficient <14 points
<p>Preparation: Exceptionally well-prepared for all sessions.</p> <p>Selects and fully completes all readings and reports.</p> <p>Comes prepared with thoughtful synopsis, questions, and comments that broaden peers perspectives on and understanding of the topic.</p> <p>Demonstrates an excellent understanding of readings and makes connections to classroom practice.</p>	<p>Preparation: Very well-prepared for all sessions.</p> <p>Selects and fully completes all readings and reports.</p> <p>Comes prepared with thoughtful synopsis, questions, and comments.</p> <p>Demonstrates an excellent understanding of readings and makes connections to classroom practice.</p>	<p>Preparation: Prepared for all sessions.</p> <p>Selects and fully completes readings and reports.</p> <p>Is prepared for sharing reading and asking questions.</p> <p>Demonstrates a good understanding of readings and makes connections to classroom practice.</p>	<p>Preparation: Not fully prepared for sessions.</p> <p>Selects and completes some of the readings and reports.</p> <p>Is somewhat prepared to share readings and questions.</p> <p>Demonstrates a beginning understanding of readings and makes some connection to classroom practice.</p>	<p>Preparation: Unprepared for sessions.</p> <p>Little or no involvement and sharing of readings and reports.</p> <p>Is seldom prepared to share readings and questions.</p> <p>Demonstrates a limited understanding of readings and makes few connections to classroom practice.</p>
<p>Participation: Participates in all discussions and activities with enthusiasm and positive learning outlook.</p> <p>Often takes the lead, actively promoting and extending conversation focused on the topic.</p> <p>Comments demonstrate an exceptionally</p>	<p>Participation: Participates actively in all discussions and activities.</p> <p>Actively promotes conversation focused on the topic.</p> <p>Comments demonstrate a high level of understanding and reflection.</p> <p>Listens actively and sensitively to peers.</p>	<p>Participation: Participates in all discussions and activities.</p> <p>Comments demonstrate sound understanding and good reflection.</p> <p>Listens actively and sensitively to peers.</p>	<p>Participation: Participates in most discussions and activities.</p> <p>Comments demonstrate basic understanding.</p> <p>Listens actively to peers.</p>	<p>Participation: Little meaningful participation in discussions and activities.</p> <p>Comments demonstrate little evidence of understanding or reflection.</p> <p>Has a negative effect on the classroom atmosphere.</p>

<p>high level of understanding and reflection.</p> <p>Listens actively and sensitively to peers.</p> <p>Prompts peer feedback and input.</p> <p>Has a very positive effect on the classroom atmosphere.</p>	<p>Prompts peer feedback and input.</p> <p>Has a positive effect on the classroom atmosphere.</p>			
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PYP Planner and Lesson Plan (20 points)

To consolidate your knowledge of PYP curriculum and planning, you will create a unit of inquiry planner. You will receive a template to guide you in creating each element of the planner including central idea, inquiry points, resources, teacher questions, context for facilitative inquiry, and pre-unit, formative and summative assessments. *You should also create ONE (1) sample lesson plan to accompany your unit of inquiry planner.*

Exemplary 20 points	Nearing exemplary 18-19 points	Proficient 16-17 points	Partially proficient 14-15 points	Not proficient >14
<p>All elements of the planner are addressed thoroughly and are linked together coherently.</p> <p>The sample lesson plan is detailed, very well-structured and links very clearly to the overall unit plan.</p>	<p>All elements of the planner are addressed and are linked together coherently.</p> <p>The sample lesson plan is detailed, well-structured and links to the overall unit plan.</p>	<p>All elements of the planner are addressed but lack depth or coherence.</p> <p>The sample lesson plan links to overall lesson plan but lacks detail and/or structure.</p>	<p>Most elements of the planner are addressed but lack depth or coherence.</p> <p>The sample lesson plan lacks detail and structure.</p>	<p>Only some elements of the planner are addressed and lack depth and coherence.</p> <p>The sample lesson plan is either missing or inadequate.</p>

Develop and Critique an Authentic Assessment Tool (20 points)

You will create an assessment tool that includes clear criteria for what will be assessed, and present it with a description of the context in which it will be used and a critique of its strengths and limitations.

Exemplary 20 points	Nearing exemplary 18-19 points	Proficient 16-17 points	Partially proficient 14-15 points	Not proficient <14 points
<p>Assessment tool is exceptionally well-thought out, includes very clear criteria and is highly appropriate for the context described.</p> <p>Description of context is detailed and very clear.</p> <p>Critique includes extensive insightful analysis of strengths and limitations.</p>	<p>Assessment tool is very well-thought out, includes very clear criteria and is appropriate for the context described.</p> <p>Description of context is detailed and clear.</p> <p>Critique includes thoughtful analysis of strengths and limitations.</p>	<p>Assessment tool is well-thought out, includes clear criteria and is appropriate for the context described.</p> <p>Description of context is clear.</p> <p>Critique includes some analysis of strengths and limitations.</p>	<p>Assessment tool is adequate but lacks clear criteria and/or may not be appropriate for the context described.</p> <p>Description of context is adequate.</p> <p>Critique identifies some strengths and limitations.</p>	<p>Assessment tool is inadequate.</p> <p>Description of context is missing or inadequate.</p> <p>Critique is missing or inadequate.</p>

Performance Based Assessment (PBA)*

Student Learning Analysis (40 points)

For EDUC 520 you will complete the Student Learning Analysis assignment and submit it via TK20.

This assignment, to be completed during your 20 hour field assignment, is designed to focus on the relationship between your teaching and student learning. It should answer the questions, “When I teach, do students learn? And How do I know they are learning?” You may complete this assignment in any content area with a small group of students (with your supervising teacher’s approval). You will need to be able to work for four to six weeks on this assignment so please plan accordingly.

Specifically, you will design a unit of instruction for elementary age students (using the PYP planner or any other planning format appropriate to your setting). You will establish baseline evidence of student knowledge through a pre-assessment you design. You will teach/lead the inquiry in your planned area. You will collect sample student work for analysis and complete a post-assessment of student learning. You will provide an in-depth analysis of teaching and student learning along with your critical reflection on the process.

Your final assignment will be assessed against the following criteria, each potentially worth 4 points.

	Exceeds Standard (4)	Meets Standard (3)	Approaches Standard (2)	Do Not Meet Standard (1)
ACEI 2.7 Physical education	Description of the group gives an extended and comprehensive picture of their development levels, including any special learning needs and is supported by extended and substantive research references	Description of the group gives a comprehensive picture of their development levels including any special learning needs and is supported by substantive references	Satisfactory description of the group gives a clear picture of their development levels including any special learning needs and is supported by references	Description of the group gives an incomplete picture of their development levels including any special learning needs and is supported by a few references
ACEI 5.2 Socio-cultural context	Clear, comprehensive description of the family and community, including language, culture and socio-economic status. Description is	Clear description of the family and community, including language, culture and socio-economic status. Description is linked to research references	Satisfactory description of the family and community including language, culture and socio-economic status. Description is linked to some	Incomplete, vague, or unclear description of the family and community. Description provides few connections to research

	linked to extended research references		research references	
ACEI 3.1 Integrating and applying knowledge	Planning includes all required elements, comprehensively described: Purposes, goals/objectives, resources, instructional activities (including technology), assessments, differentiation and theme of inquiry	Planning includes all required elements: purposes, goals/objectives, resources, instructional activities (including technology), assessments, differentiation and theme of inquiry	Planning includes most required elements.	Planning includes only some required elements
Summary of class data (pre-post assessments) ACEI 4.0 Assessment	Multiple samples of pre-post assessments are used skillfully to provide extended and substantive evidence to support teaching implications	Samples of pre-post assessments are used to provide significant evidence to support teaching implications	Samples of pre-post assessments provide satisfactory evidence to support teaching implications	Samples of pre-post assessments are incomplete and/or do not provide evidence to support teaching implications
Summary Work Sampling and Field Notes ACEI 4.0 Assessment – informal data	Description of work samples is detailed and complete and, together with accompanying field notes, gives a comprehensive view of student learning and engagement	Description of work samples is detailed and connected to field notes. Together they give a good view of student learning and engagement	Description of work samples and field notes give a satisfactory picture of student learning and engagement	Work samples and field notes give an incomplete picture or do not describe student learning and engagement

Teaching Implications ACEI 1.0 Development, Learning & Motivation	Thorough and effective description of the connections between collected data and teaching/learning implications. Supported by extensive research references	Very clear description of the connections between collected data and teaching/learning implications. Supported by research references	Satisfactory description of connections between collected data and teaching/learning implications. Supported by some research references	Incomplete description of the connections between collected data and teaching /learning implications. Not supported by research references
Reflects on Student Learning Analysis assignment ACEI 5.1 Professional Growth	In-depth and comprehensive reflection on student learning with insightful connections to own teaching	Very good reflection on student learning with clear connections to own teaching	Satisfactory reflection on student learning with some connections to own teaching	Limited reflection on student learning with few connections to own teaching
Overall quality of work	SLA is an exemplary piece of work, presented in a professional and timely manner. The paper is exceptionally well-structured and error-free.	SLA is a very good piece of work, presented in a professional and timely manner. The paper is well-structured and virtually error-free.	SLA is a good piece of work, presented in a professional and timely manner. The paper is reasonably structured and contains only a few minor errors.	SLA is incomplete but presented in a professional and timely manner. The paper contains only minor errors.

The following **TWO** common assessments for the College of Education and Human Development will be administered during the course; *these will be integrated into the course PBA.*

Individualized Instruction and Assessment Plan Task

Assessment Information:

In the TCLDEL program, Individualized Instruction and Assessment Plan Task is completed during EDUC 520 Elementary Curriculum, Instruction, and Assessment in International Schools and is assessed by the course instructor. The candidate must earn a score of 3 to be successful on this assignment. If a student does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan to impact on individual learning.

InTASC Standards: 1, 2, 5, 6, 7, 8

CAEP Standards: 1.1, 1.3, 1.4, 1.5

VDOE Standards: 1, 2, 3, 4

Technology  **Diversity**  **College-and-Career-Ready** 

Assessment Objective

- The candidate will use knowledge of individual learning differences and assessment to develop an instructional plan for a learner with developmental, learning, physical or linguistic differences.
- The candidate will develop an assessment of learner progress.

Rationale

Lesson planning is an essential skill for an educator. A lesson plan is a road map for instruction. When planning teachers and teacher candidates need to answer four main questions:

- Who are my learners? (Context/Learner Needs)
- What do the learners need to know and be able to do? (Objectives/Goals)
- How will I get all learners to know and do the new tasks? (Teaching and learning strategies)
- How will I know the learning objectives were achieved? (Goals/Outcomes/Assessments)

The first step in planning is aligning the learning objectives with the goals/outcomes/assessments for the lesson. This should include considerations based on learner abilities, challenges, and prior knowledge. Before developing specific learning activities, determine how you will assess if learners have met the lesson objectives. Once you know how you will assess learning, you can develop activities that align instruction with the assessment. Additionally, a teacher must consider learner prior knowledge, how to differentiate to meet learner needs, and how to do so within the time allotted. Lesson plans include pacing, transitions, checking for understanding, and ideas for re-teaching or extending learning based upon learner needs.

The planning process is the same whether you are planning a lesson for a class or for an individual. For this assessment you will develop an instructional plan for a learner with developmental, learning, physical or linguistic differences, including a plan for assessing the learner's progress.

Assessment Task Directions

Candidates will develop an individualized plan for a child with developmental, learning, physical, or linguistic differences within the context of the general environment and curriculum. *The lesson does not have to be taught, though it can be taught or co-taught, based upon your program and clinical placement options.* The individualized instruction and assessment plan should include the following sections:

Section 1.

Who is the learner? Seek out an individual who can provide you with a picture of who the individual is as a learner. **Describe the individual** include **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational progress and **statement of educational need.**

Describe the individual by including cognitive, linguistic, social, emotional and/or physical developmental skill levels and abilities, interests, emotional progress and a statement of educational need.

Also, include in your planning a response to: **How do you address the special needs of the learner? Write a description of and rationale for instructional adaptations** and accommodations needed. (2-3 pages)

Section 2.

What should they learn? Identify at least three learning objectives/goals and develop a rationale that support why the objectives/goals are meaningful learning outcomes for the learner. (Virginia Standards of Learning (SOLs), ASOLs, College-and-Career-Ready skills, and other content specific objectives should be included in lesson plans.) (1/2- 1 page)

Section 3.

How will you teach, and how will the individual learn? Describe at least three evidence-based **instructional strategies** that address the identified learning objectives/goals and reflect the learner's **cognitive, linguistic, social, emotional, and/or physical** developmental skill levels and abilities, interests **and** educational needs. **Include the use of augmentative and alternative communication systems and assistive technologies** or other appropriate technologies used to address learning needs. **Write a rationale** for each showing how the strategies support learning and success (1-2 pages)

Section 4.

How will I know the learning objectives/goals were achieved? Write a plan for the assessment and documentation of the learner's progress toward the identified objectives/goals. (1-2 pages)

Reference

Spencer, J. (2003). *Learning and teaching in the clinical environment*. London, England: BMJ Publishing Group.

Individualized Instruction and Assessment Plan

Rubric


Scoring Guidelines


4-Exceeds Standard: Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.




3-Meets Standard: This is the TARGET score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.






2-Approaching Standard: Candidates receive this score when their understanding and effort does not meet the Target but shows basic understanding of the content being assessed.


1-Does not meet standard: Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Criteria	Does Not Meet Standard 1	Approaching Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1. Who is the Learner? Description of the Learner				
<p>The candidate regularly assesses individual and group performance in order to design and adapt instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.</p> <p><i>InTASC 1 VDOE 1 Diversity</i></p> 	<p>The candidate does not provide a description of the learner and/or does not include assessment data related to cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.</p>	<p>The candidate provides description of the learner that includes appropriate assessment data but does not address all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, or educational progress.</p>	<p>The candidate provides description of the learner that includes appropriate assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational progress.</p> <p>The candidate describes current impact of learner characteristics on</p>	<p>The candidate provides description of the learner that includes both appropriate and multiple forms of assessment data on all of the following: cognitive, linguistic, social, emotional, and/or physical developmental skill levels and abilities, interests, and educational learning need.</p> <p>The candidate describes and provides examples</p>

			learning.	of impact of learner characteristics on learning.
<p>The candidate accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p> <p><i>InTASC 2 VDOE 1 Technology</i></p> 	<p>The candidate does not identify either adaptations or accommodations to support learner achievement of learning objectives.</p>	<p>The candidate identifies either adaptations or accommodations that do not fully align with identified needs.</p>	<p>The candidate identifies and describes appropriate adaptations or accommodations that support learner achievement of learning objectives/goals, including technology.</p>	<p>The candidate thoroughly describes multiple, appropriate adaptations or accommodations that clearly support learner achievement of learning objectives/goals, including technology.</p>
Statement of Educational Need				
<p>The candidate effectively uses multiple and appropriate types of assessment data to identify each learner’s learning needs and to develop differentiated learning experiences.</p> <p><i>InTASC 6 VDOE 4</i></p>	<p>The candidate does not address learner educational needs or inappropriately uses assessment data to create a statement of educational need.</p>	<p>The candidate uses assessment data to create a statement of educational need that is not well aligned with assessment results.</p>	<p>The candidate uses assessment data to create an appropriate statement of educational need that is aligned with assessment results.</p>	<p>The candidate effectively uses assessment data from multiple sources to create a thorough and appropriate statement of educational need that is directly aligned with assessment results.</p>
Section 2. What should they learn? Identification of Learning Objectives				
<p>The candidate individually and collaboratively selects and creates learning objectives that are appropriate for curriculum goals and content standards, and are relevant to learners.</p> <p><i>InTASC 7 VDOE 2</i></p>	<p>The candidate identifies learning objectives that are either incomplete because related outcomes are not identified or the objectives are not directly related to learner educational need.</p>	<p>The candidate identifies learning objectives without relevance to learner educational need.</p>	<p>The candidate identifies learning objectives with related outcomes that are relevant to individual learner needs.</p>	<p>The candidate identifies distinct learning objectives with related outcomes that are relevant to individual learner needs. These learning outcomes allow for different and individualized learning pathways that can be accessed fluidly during instruction.</p>

<p>Diversity</p> 				
<p>Identification of Rationale for Learning Objectives</p>				
<p>The candidate identifies objectives for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p> <p><i>InTASC 7 VDOE 2</i></p> <p>Diversity</p> 	<p>The candidate does not identify objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is missing or unclear.</p>	<p>The candidate selects objectives for the learner that are poorly aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is missing or unclear.</p>	<p>The candidate selects objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is clear.</p>	<p>The candidate selects objectives for the learner that are aligned to specific learning goals/outcomes and/or the relationship of the learning objectives to learner educational needs is clear. Rationales for the selection of those objectives and how they support the achievement of the learning goals are included.</p>
<p>Section 3. How will you teach and how will they learn? Description of Instructional Strategies and Adaptations</p>				
<p>The candidate plans how to achieve each learner’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p><i>InTASC 7 VODE 2</i></p> <p>Diversity</p> 	<p>The candidate does not identify instructional strategies or identifies instructional strategies that are not related to the learning objectives or learning needs.</p>	<p>The candidate identifies instructional strategies that are inappropriate for meeting the learning objectives or learning needs.</p>	<p>The candidate identifies evidence-based instructional strategies that are aligned to the learning objectives and learning needs.</p>	<p>The candidate identifies evidence-based instructional strategies that are aligned to specific learning objectives and learning needs.</p> <p>The candidate provides evidence of the effectiveness of these selected learning strategies through data analysis of the assessment.</p>
<p>The candidate uses a variety of</p>	<p>The instructional strategies used by the</p>	<p>The candidate uses a limited instructional strategies to</p>	<p>The candidate uses a variety of</p>	<p>The candidate provides insight</p>

<p>instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.</p> <p><i>InTASC 8</i> <i>VDOE 3</i></p> <p>Diversity  College-and-Career-  Ready</p>	<p>candidate do not encourage an understanding of content .</p>	<p>encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>into their own pedagogical and content knowledge to discuss the selection of instructional strategies for the learning experience. These instructional strategies encourage all learners to develop an understanding of the content and also authentic application of the new knowledge.</p>
<p>The candidate connects concepts and uses different perspectives and digital resources to engage learners in critical thinking, creativity, and collaborative problem solving.</p> <p><i>InTASC 5</i> <i>VDOE 2</i></p> <p>Technology  Diversity  College-and-Career-  Ready</p>	<p>Candidate does not connect concepts, address different perspectives or use digital resources to engage learners in higher-level learning.</p>	<p>Candidate connect concepts, addresses different perspectives or uses digital resources to engage learners but at a basic level of learning and recall.</p>	<p>Candidate connects concepts, addresses different perspectives and uses digital resources to engage learners in higher-level learning in using at least one of these higher-order skills: critical thinking, creativity, and collaborative problem solving.</p>	<p>Candidate creates multi-disciplinary opportunities and a range of multiple perspectives to engage learners in critical thinking, creativity, and collaborative problem solving.</p>
<p>Rationale for Instructional Strategies and Adaptations</p>				
<p>The candidate understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths</p>	<p>The candidate does not provide rationales that are aligned to the specific instructional strategies and/or the relationship of instructional</p>	<p>The rationales provided do not align to the specific instructional strategies and, the relationship of the instructional strategies to the</p>	<p>The rationales provided are aligned to instructional strategies and, the relationship of the instructional strategies to the learning</p>	<p>The rationales provided are aligned to the strategies and, the relationship of the instructional strategies to specific learning objectives that</p>

<p>and needs.</p> <p><i>InTASC 1</i> <i>VDOE 1</i></p> <p>Diversity</p> 	<p>strategies to the learning objectives and learner educational needs is missing or unclear.</p>	<p>learning objectives that meet learner educational needs is unclear.</p>	<p>objectives that meet learner educational needs is clearly identified.</p>	<p>meet learner educational needs is clearly and effectively aligned. Multiple pathways to learner achievement of the learning outcomes are provided.</p>
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Section 4. How will I know the learning objectives/goals were achieved? Assessment and Documentation of Learner Progress

<p>The candidate designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.</p> <p><i>InTASC 6</i> <i>VDOE 4</i></p>	<p>The candidate does not describe an assessment plan that that evaluates all learning objectives or describes a plan that does not directly measure all of the learning objectives (e.g., is not observable, measurable).</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives but does not include documentation of both formative and summative measures that (and) does not address possible assessment bias.</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives and includes both formative and summative assessments that minimize sources of bias.</p> <p>The candidate describes the assessment results that would prompt modification of instructional plans and those specific modifications.</p>	<p>The candidate describes an assessment plan that evaluates all learning objectives, includes formative and summative assessments that minimize sources of bias and includes multiple data sources for each objective.</p> <p>The candidate describes multiple assessment results that would prompt modification of instructional plans and those specific modifications.</p>
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Collaborative Learning Team Task: Documenting Impact on Learning

Assessment Information:

In the TCLDEL program, the Collaborative Learning Team Task Assessment is completed during *EDUC 520* and is assessed by the course instructor. The candidate must earn a score of 3 to be successful on this assignment. If a student does not earn a 3 on the assignment, they must earn with the course instructor/University Facilitator prior to resubmitting. The data from this assessment is used to both identify best practice and gaps in developing a collaborative team and/or assessing a specific impact on learning.

Standards addressed in this assessment:

InTASC Standards: 3, 4, 5, 6, 7, 8, 9 and 10

VDOE: 1, 2, 3, 4, 5, 6

CAEP Standards: CAEP 1.1, 2.3

Technology



Diversity



College-and-Career-Ready



Assessment Objectives

- The candidate will collaborate with teachers in a school context.
- The candidate will collaboratively evaluate individual learner and/or group learning progress and use this data to make instructional decisions.
- The candidate will collaboratively develop and/or revise instructional plans and assessments with the goal of improving learning, including addressing Virginia SOLs and College-and-Career-Ready skills.
- The candidate will teach the collaboratively designed lesson(s).
- The candidate will analyze results of the lesson assessment and reflect upon the impact instruction had on learning.

Rationale

Today's teachers play a teacher leadership role, with each professional (novice and veteran) facilitating not only their own but also their colleagues' professional development—all focused on the achievement of the learners they work together to educate. As a candidate, you will enter schools where collaboration with your colleagues in the service of your learners is required. Professional collaborations and teacher leadership must begin and end with joint considerations of the evidence of learning.

Webb's research on collaborative learning teams notes that they think at a higher level and retain the knowledge longer than people who work alone. Effective collaboration in learning teams include "discussion, clarification of ideas, and evaluation of other's ideas." (Webb, 1995).

Successful interpersonal communication must exist in teams. Building trust is essential.

You will complete the Collaborative Learning Team Task during a field experience or internship placement to ensure that you have an active responsibility for instruction and learning. This task can be completed in conjunction with other program requirements (e.g., a teacher research project or a teacher work sample assignment).

Directions for completing this assessment task

To complete this task you will:

- Collaborate with at least two teacher colleagues to discuss individual learner or group learning progress toward broad learning goal(s). One of these colleagues should be the mentor teacher. Collaboration with a team of teacher colleagues is recommended. (Submit documentation of collaboration)
- With the learning team, review existing assessment results and make responsive instructional decisions that promote learning for an individual or a group. (Submit documentation of collaboration)

- Provide input to the team and collaboratively identify lesson plan(s) or revision(s) to lesson plans, instructional delivery methods, or instructional strategies affecting learning progress. (Submit documentation of collaboration)
- Plan a lesson(s), agreed upon by the team, which will that will promote academic achievement (including Virginia SOLs and College and Career Ready skills) for an individual or a group. (Submit the detailed lesson plan)
- Create assessment(s) aligned to lesson objectives and describe how assessment results will be used to determine changes in learning. (Submit the assessment)
- Teach the lesson(s). (Submit lesson plan.)
- Assess learner mastery of lesson and summarize impact on learning. To do this, work with the learning team to outline “next steps” teachers should take in order to continue to move the individual learner/learners toward the broader learning goal(s). Consider the level of success of the implementation of the lesson plan(s). (Submit work samples, data analysis, and use of data for future instruction)
- Reflect on the learner’s work and determine progress toward the broader learning goals. As you give and receive feedback to the team, reflect deeply on any personal biases that may affect decision making for the particular learner/learners. (Submit a reflection of the impact your lesson had on learning.)

Submission Directions

You will submit a brief paper that addresses each section of the assignment. Your paper will include a cover sheet, a 1-2 paragraph narrative of each section of the assignment, and an Appendix to the paper that includes the documentation you are providing as evidence of your collaboration, instruction and assessment, and the analysis of data.

Section 1: Collaboration with Colleagues regarding individual learner or group learning

Briefly describe how you have collaborated on this task. Identify the members of the collaborative team, their roles, how often you meet, etc. Documentation to include in Appendix: summary or examples of existing assessment results and responsive instructional decisions, meeting agenda, minutes, learner data, reflections, etc.

Section 2. Planning Instruction

Briefly describe the context of your lesson plan (is it for an individual, small group, whole class). Include information on where the lesson fits within a larger unit, and identify the specific objectives to be met and how and why they were selected. Virginia Standards of Learning (SOLs), College and Career Ready skills, and other content specific objectives should be included in lesson plans. Documentation to include in Appendix: evidence that you addressed the initial assessment and the specific instructional decisions made in response to the assessment results.

Section 3. Assessment- alignment of objectives, instruction, and assessment

Briefly describe the assessment-the format, when administered, how it aligns with the objectives, and any modifications made for individual learners. Documentation to include in Appendix: alignment of objectives, assessment outcomes and how assessment results will be used to design instruction.

Section 4. Analysis of Assessment Results

Briefly describe the results of the assessment and include a data chart. Analyze the results related to the impact your instruction had on learning. Then reflect upon the data and how you will use the results to plan future instruction. Documentation to include in Appendix: will include a data chart and examples of the work of the learner.


Appendix



Include authentic documents/instruments developed to complete this assignment. Each should be labeled with the section number and a title.




References

Webb, N. M., Troper, J. D., & Fall, R., (1995). Constructive activity and learning in collaborative small groups. *Journal of Educational Psychology*, 87(3), 406-423. <http://dx.doi.org/10.1037/0022-0663.87.3.406>

Collaborative Learning Team Task: Impact on Learning Rubric

Rubric Criteria	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Section 1. Collaboration with Colleagues				
<p>The candidate collaborates with school professionals to plan and facilitate learning to meet diverse needs of learners.</p> <p><i>InTASC 10</i> <i>VDOE 6</i></p> <p>Diversity</p> 	<p>The candidate does not provide evidence of discussion, clarification of ideas, and evaluation of other’s ideas with school professionals to plan and/or jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and evaluation of other’s ideas only occasionally or less than effectively with school professionals to plan and jointly facilitate learning to meet diverse needs of learners.</p>	<p>The candidate provides evidence that he/she collaborates through discussion, clarification of ideas, and evaluation of other’s ideas of school professionals to effectively plan and jointly facilitate learning that meets the diverse needs of learners but did not take advantage of all opportunities.</p>	<p>The candidate provides evidence that he/she collaborates regularly and effectively through discussion, clarification of ideas, and evaluation of other’s ideas with a variety of school professionals to plan and jointly facilitate learning to meet diverse needs of learners.</p>
<p>The candidate engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p><i>InTASC 10</i> <i>VDOE 6</i></p>	<p>The candidate does not provide evidence of collaboration with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she only occasionally or less than effectively collaborates with school professionals to engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she effectively collaborates with school professionals to effectively and jointly engage in professional learning that advances practice.</p>	<p>The candidate provides evidence that he/she collaborates regularly and effectively with a variety of school professionals to effectively and jointly engage in professional learning that advances practice.</p>
Section 2. Planning Instruction				
<p>Independently and in collaboration with colleagues, the candidate uses data (e.g., systematic observation,</p>	<p>The candidate does not show evidence of collaboration with colleagues in the use of data to evaluate outcomes of teaching and learning or to adapt planning and</p>	<p>The candidate independently or in collaboration with colleagues uses data to evaluate outcomes of teaching and learning but</p>	<p>The candidate independently and in collaboration with colleagues uses data to effectively evaluate</p>	<p>The candidate independently, and in collaboration with colleagues, uses a variety of data to accurately evaluate the</p>

<p>information about learners, research) to evaluate teaching and learning to adapt planning and practice.</p> <p><i>InTASC 6</i> <i>VDOE 4</i></p>	<p>practice.</p>	<p>inaccurately or ineffectively adapts planning and practice.</p>	<p>outcomes of teaching and learning, and adapts planning and practice.</p>	<p>outcomes of teaching and learning, and to effectively adapts planning and practice for all learners.</p>
<p>The candidate understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p><i>InTASC 7</i> <i>VDOE 2</i> Diversity</p> 	<p>The candidate exhibits a limited or no understanding of the strengths and needs of individual learners nor how to plan instruction that is responsive to strengths and needs.</p>	<p>The candidate exhibits a limited understanding of the strengths and needs of individual learners, and does not use the knowledge to plan instruction that is responsive to these strengths and needs.</p>	<p>The candidate exhibits an understanding the strengths and needs of individual learners and effectively plans instruction that is responsive to these strengths and needs.</p>	<p>The candidate exhibits builds upon the strengths and addresses the needs of diverse learners in multiple ways. The candidate plans effective instruction that is responsive to learner strengths and needs throughout the lesson.</p>
<p>The candidate encourages positive social interaction, active engagement in learning, and self- motivation.</p> <p><i>InTASC 3</i> <i>VDOE 5</i></p> <p>College-and-Career-Ready</p> 	<p>The classroom is a teacher-centered environment. Activities and assignments are inappropriate for learners’ age or background. Learners are not engaged in learning.</p>	<p>The classroom is a teacher-centered environment. Candidate attempts to accommodate learners’ questions or interests. Activities and assignments are appropriate to some learners and engage them mentally, but other learners are not engaged or self-motivated.</p>	<p>The classroom is a learner-centered environment. Candidate successfully accommodates learners’ questions or interests. Activities and assignments are appropriate to learners, and learners are cognitively engaged in exploring content. Learners are self-motivated.</p>	<p>Candidate seizes every opportunity to enhance learning, building on learner interests or a spontaneous event. All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.</p>

<p>The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p><i>InTASC 5 VDOE 2</i></p> <p>Technology </p> <p>Diversity </p> <p>College-and-Career-Ready </p>	<p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.</p>	<p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners.</p> <p>Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.</p>	<p>Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p>	<p>Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</p>
<p>The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.</p> <p><i>InTASC 5 VDOE 2</i></p>	<p>The instructional strategies used by the candidate do not encourage an understanding of content .</p>	<p>The candidate uses a limited instructional strategies to encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>The candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.</p>	<p>The candidate uses pedagogical content knowledge to use a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply knowledge that in authentic ways.</p>
<p>Section 3. Assessment</p>				
<p>The candidate articulates how assessment strategies will be used to effectively assess impact on learning.</p> <p><i>InTASC 8 VDOE 3</i></p>	<p>The candidate provides limited evidence of understanding assessment strategies; no connection to objectives and assessment procedures.</p>	<p>The candidate provides evidence of assessment strategies; minimal connection to objectives and procedures.</p>	<p>The candidate provides specific evidence of formative and summative assessment strategies; assessments assess the objectives and procedures.</p>	<p>The candidate provides detailed, best practice strategies to formative and summative assessment; assessments clearly and effectively assess the objectives.</p>
<p>The candidate</p>	<p>The candidate</p>	<p>The candidate</p>	<p>The candidate</p>	<p>The candidate</p>

designs assessments that align with standards and learning objectives with uses assessment methods to minimize sources of bias that can distort assessment results. <i>InTASC 8 VDOE 3</i>	provides no evidence that he/she designs assessments that match learning objectives with assessment methods or minimizes sources of bias that can distort assessment results.	provides little evidence that he/she designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	provides evidence that he/she designs effective assessments that closely match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	provides multiple pieces of evidence that he/she designs effective assessments that align learning objectives with a variety of assessment methods and minimizes sources of bias that can distort assessment results.
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Section 4. Analysis of Assessment Results

The candidate analyzes test data to identify the impact of instruction on learning. <i>InTASC 8 VDOE 3</i>	The candidate does not provide evidence of use of test data to understand the impact of instruction on learning.	The candidate provides minimal evidence of use of test data to understand the impact of instruction on learning.	The candidate correctly uses test data to examine the impact of instruction on learning.	The candidate examines multiple sources of data to understand the impact of instruction on learning for every learner.
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The candidate reflects upon assessment results to plan additional relevant learning experiences. <i>InTASC 9 VDOE 6</i>	The candidate describes rather than reflects on personal biases and does not access resources to create additional relevant learning experiences.	The candidate describes rather than reflects on personal biases and accesses some resources to create additional relevant learning experiences.	The candidate reflects on some personal biases and accesses a range of resources to create additional relevant learning experiences.	The candidate reflects candidly on a variety of personal biases and accesses a broad range of resources to create additional relevant learning experiences.
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Appendix

Appendix includes authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis. <i>InTASC 9 VDOE 6</i>	Appendix is missing.	Appendix includes minimal or inappropriate documentation of collaboration, planning, instruction, assessment, and/or data analysis.	Appendix includes authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis.	Appendix includes a thorough and appropriate authentic and appropriate documentation of collaboration, planning, instruction, assessment, and data analysis.
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GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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://coursesupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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