

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

EDCI 545 Section A04
Assessment and Differentiation (3 credits)
Summer 2018 (May 14—June 20)
Thompson, L013; T/Th 10:30-3:15

Professor: Dr. Audra Parker

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

Office Location: Thompson 1805

Office Phone: (703)-993-9717

Email: aparke19@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. (ACEI 1)
- 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. (ACEI 3.1, 3.3)
- c) apply the core principles of differentiation when planning and assessing lessons. (ACEI 3.1, 3.3)
- d) discuss the interdependent relationship between assessment and instruction in a learning environment. (ACEI 4.0)
- 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. (ACEI 4.0)

- f) identify and discuss strategies for assessment and grading in a differentiated classroom. (ACEI 4.0)
- 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. (ACEI 3.2)

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:

- Sousa, D. A. & Tomlinson, C. A. (2018) *Differentiation and the brain: How Neuroscience supports the learner-friendly classroom* (2nd ed). Bloomington, IN: Solution Tree Press.
- Tomlinson, C. A. (2014). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). Alexandria, VA: ASCD.
- Tomlinson, C. A. & Moon, T. R. (2013). *Assessment and student success in a differentiated classroom*. Alexandria, VA: ASCD.
- Zwiers, J. Crawford, M. Academic conversations: Classroom talk that fosters critical thinking and content understanding. Stenhouse Publishers: Portland, ME.

**Additional selected readings will be posted on Blackboard.

Recommended:

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

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 and/or Examinations:

1. Field Observations (15%)

During each of your field observations, you will **analyze your observations as they relate to the readings/course discussions using DI checklist/framework provided**. You can have one running chart, but please make sure to include a date/new entry for each classroom visit. As a culminating activity, you will interview your classroom teacher regarding their perceptions and use of differentiated instruction. You will analyze your reflections and your teacher interview and write a summative reflection that synthesizes your developing beliefs about differentiation.

2. Differentiating a Sample Lesson (15%)

You are to identify a lesson (from a teacher resource series, online source, VDOE or county provided lessons) and rewrite the plan so that it is differentiated to meet the needs of the students in your field observation classroom. Your rewritten plan should follow the Mason format and should incorporate strategies for differentiating content, process, and product by readiness, interest, and/or learning profile.

3. Impact on Student Learning Task (30%):

Part 1: Using Data to Drive Instruction (PBA)

**Assessing Individual Students

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 a 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 across content areas to develop a rich picture of each of the learners.
- Maintain a system for organizing/collecting your data
- Write a brief description of what you learned about each student (or a cross-sample of students)
 - A summary of each student that includes
 - Overall findings from each content area, including information on student readiness, interests, and learning profile. Include a description of your general perceptions of the students' areas of strength and how you might build on those as you plan instruction.
- One-two paragraph holistic summary of trends and implications for your lesson. How will your diagnostic data inform your lesson planning? How will you differentiate for readiness, interest, and learning style via content, process, product in your lessons?

Part 2: Differentiated Lesson Plan

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: Instructional Analysis and Impact

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.

4. Final Performance Based Assessment (in class assessment) (25%)

Using the sample student data provided in class, you will work with colleagues to outline a plan for subsequent instructional sequence. 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 data decisions will be driven by your knowledge of students and from the typical developmental needs of your age group. Your outline will also include a plan for gathering formative and summative assessment.

Other Requirements:

1. Attendance and Participation (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.

2. Work Timeliness Expectations

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

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

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

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

Note: I reserve 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.

COURSE PERFORMANCE EVALUATION WEIGHTING:

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>%</i>	<i>Due Date</i>
A – G	Attendance & Participation	15%	ongoing
A-G	Field Observations	15%	ongoing/ 6/20
A-G	Differentiating a Sample Lesson	15%	6/12
A – G	***PBA Impact on Student Learning	30%	6/7
A – G	Performance Assessment (in class)	25%	6/19
TOTAL		100%	

*PBA

GRADING POLICIES

Grade	GRADING	Grade Points	Interpretation
A	94-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-93	3.67	
B+	86-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-85	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*

Professional Dispositions:

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

Tentative Course Schedule

Week of 5/14—online

Prior to class:

Survey

Sousa & Tomlinson, p. 14-16 and Ch. 2

Academic Conversations

EQ 1: What is differentiation and why is it necessary?

Tomlinson, Ch. 2 & 3

Tomlinson & Moon, Ch. 1

Sousa & Tomlinson, Ch 4 (67-78)

Complete the online activities and discussion threads

Complete initial field based observation (assignment described on Bb)

Tuesday, May 22, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
10:30-12:35 Thompson, L013 Lunch, 12:35-1:30 1:30-3:15		<i>EQs:</i> <i>What is the role of pre-assessment in differentiating instruction?</i> <i>What are the six features of differentiated instruction?</i> <i>How do I use pre-assessments to understand students; readiness, interests, and learning styles?</i> <ul style="list-style-type: none"> • Review of online activities • Content, process, product, readiness, interest, learning style • Types of pre-assessments 	<u>Prior to class:</u> Tomlinson & Moon (Assess), Ch. 2 and 3 Sousa & Tomlinson (remainder Ch. 4) Tomlinson Ch 9-11 Bb readings

Thursday, May 24, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
Time for school visits in the AM 12:35-3:15 Thompson, L013		<i>EQ: How do I pre-assess students' readiness for learning in the content areas?</i> <ul style="list-style-type: none"> • Review data samples and pre-assessment strategies • Design pre-assessments 	<u>Prior to class:</u> Sousa & Tomlinson, Chs. 5, 6, & 7 Bb Readings

Tuesday, May 29, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
Time for school visits in the AM 12:35-3:15 Thompson, L013		<i>Time to visit school site</i> <i>EQ: How do I differentiate instruction?</i> <ul style="list-style-type: none"> • Review data collection • High prep differentiated instructional strategies and frameworks 	<u>Prior to class:</u> Tomlinson, Chs. 12, 13, 14 Bb Readings

Thursday, May 31, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
Time for school visits in the AM 12:35-3:15 Thompson, L013		<i>EQ: How do I differentiate instruction?</i> <ul style="list-style-type: none"> • Review data collection • Low prep differentiated instructional strategies and frameworks 	<u>Prior to class:</u> Bb Readings (*Cash, Ch. 8)

Tuesday, June 5, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
Time for school visits in the AM 12:35-3:15 Thompson, L013		<i>EQ: What is formative assessment and how does it inform instruction?</i> <ul style="list-style-type: none"> • Instructional design • Readiness • Develop interview protocols 	<u>Prior to class:</u> Tomlinson & Moon, Ch. 4 Bb Readings

Thursday, June 7, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
Time for school visits in the AM 12:35-3:15 Thompson, L013		<i>EQ: What is summative assessment and how does it inform instruction?</i> Types of summative assessment	<u>Prior to class:</u> Tomlinson & Moon, Ch. 5 & 6 Bb Readings <u>*PBA Due</u>

Tuesday, June 12, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
10:30-12:35 Thompson, L013 Lunch, 12:35-1:30 1:30-3:15		<i>EQ: What are the elements of a quality curriculum?</i> Role of differentiated instruction in a quality curriculum	<u>Prior to class:</u> Sousa & Tomlinson, Ch. 3 Bb Readings <u>*Differentiated Sample Lesson Due</u>

Thursday, June 14, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
10:30-12:35 Thompson, L013 Lunch, 12:35-1:30 1:30-3:15		<i>EQ: What does grading look like in a differentiated classroom?</i> <i>How do I explain differentiated instruction to parents?</i>	<u>Prior to class:</u> Tomlinson, Ch. 8 Tomlinson, Ch. 15

Tuesday, June 19, 2018

Time/Location	Instructors	Course Topics	Readings and Assignments
10:30-12:35 Thompson, L013 Lunch, 12:35-1:30 1:30-3:15		<i>Showing what we know</i> Using student data to design instruction--a performance based assessment <i>How do I manage instruction in a differentiated classroom?</i> Techniques and considerations	DUE: Performance based assessment (in class) Prior to class: Sousa & Tomlinson, Ch. 8 Tomlinson, Ch. 6-7

Wednesday, June 20, 2018

***Combined session with Section A06**

Time/Location	Instructors	Course Topics	Readings and Assignments
9:30-12:00 Mason – Krug 253 <i>DI</i>	Parker	EQ: What are my beliefs about differentiated instruction and assessment? <ul style="list-style-type: none"> • Teacher and intern panel 	DUE: Field Observations and Summary

Core Values Commitment

The College of Education and 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/>.

GMU Policies and Resources for Students

Policies

- a. Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their 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.

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

Campus Resources

- f. 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/>.
- g. 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/>.

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 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, 2018*

* On-the Job Internship: *November 1, 2018*

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 Attendance/Participation Rubric (15%)

Expectations (3 pts/class)

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	The student is absent from class.	The student is significantly late and/or is not prepared for class. The student does not actively participate in discussions.	The student is on time and generally prepared for class discussions. The student participates to an extent in group and class discussions.	The student is punctual and prepared for class. The student actively participates and supports the members of the learning group and the members of the class.

EDCI 545 Field Observations Rubric (15%)

	Unsatisfactory (0-20 pts)	Basic (21-23 pts)	Proficient (24-26 pts)	Distinguished (27-30 pts)
C D a i l y R e f l e c t i o n	Few if any reflections are submitted; summary reflective statement not included or very limited in scope and depth	Minimal reflections are submitted for some /all days; summary reflective statement is limited in scope and depth	General reflections are submitted for most /all days, reflective statement is clear and thoughtful	Substantive/rich reflections are submitted for all days; reflective statement is rich, comprehensive, and detailed

Impact on Student Learning (PBA)

Part 1: Using Data to Drive Instruction (PBA)

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 across content areas to develop a rich picture of each of the learners in your assigned reading group. This can include your reading conferences from EDCI 555.
- 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
 - A summary of each student that includes
 - Overall findings from each content area, including information on student readiness, interests, and learning profile. Include a description of your general perceptions of the students' areas of strength and how you might build on those as you plan instruction.
- 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: Differentiated Lesson Plan

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: Instructional Analysis and Impact

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 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	Developing (not	Proficient (met) 3	Distinguished

	met) 1	met) 2		(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	Detailed, specific attention to formative and summative assessment strategies; assessments clearly connect to objectives and

			procedures	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