George Mason University
College of Education and Human Development
Elementary Education

ELED 545 Section 001
Differentiating Elementary Methods and Management, 3 credits
Fridays, 9:00 AM-11:40 AM, Thompson L013

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Prerequisites: Admission to Elementary Education graduate program; must be taken in programmatic sequence.

University Catalog Course Description: Provides an introduction to differentiated instruction and management for children in grades PK- 6. Emphasizes the assessment of learners, incorporation of varied instructional and management strategies to meet the needs of all learners. This course requires 15 hours of field observation.
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Course Overview: This course examines the principles of differentiated instruction, assessment, and classroom management and the intersection of the three. 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. Teacher candidates will expand their repertoire of management techniques that support students' learning, motivation, and a positive, supportive classroom climate. This includes exploration of the relationship between classroom environment, student behavior, and student learning.

Course Delivery Method: This course will be delivered using multiple instructional strategies and formats including face to face and asynchronous online meetings. Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group activities.

Please note: This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

Learner Outcomes:
This course is designed to enable candidates to:

A. Explain the core principles of differentiated instruction and flexible grouping and use these to address diverse ways of learning through planning and implementing whole class, small group, and individualized/targeted instruction related to a specific content/strategy/skill instruction (INTASC 2, 7, 8; ACEI 3.1, 3.2)
B. Use their theoretical understanding of how children grow, develop and learn, as well as their individual differences (SES, disabilities, race, gender) and diverse cultures (ethnic and linguistic diversity), to plan and implement a cohesive sequence of differentiated lessons that meets the needs of diverse student populations through a variety of instructional practices (INTASC 2, 7, 8; ACEI 3.1, 3.2, 3.3, 3.5)
C. Select appropriate materials, tools, and technologies to achieve instructional goals with all learners

D. Understand general methods of assessment and identify how assessment data is used in the state, district, building, and by classroom teachers to drive instruction (INTASC 6; ACEI 4.0)
E. Understands legal and ethical responsibilities associated with assessments used in PK-6 education.
F. Explore formative and summative assessment techniques and use these to collect data on the readiness, interests, and learning profiles of students as the basis for differentiation before and during instruction. (INTASC 6; ACEI 4.0)
G. Use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress
H. Use their knowledge of effective communication strategies to explore methods for providing constructive feedback to guide children's learning and for discussing student progress with colleagues and parents. (INTASC 6; ACEI 3.5, 4.0)
I. Explore the relationship between assessment and grading in a differentiated classroom (INTASC 6; ACEI 4.0)
J. Use their understanding of learner differences, classroom management models, and diverse cultures and communities to plan for and ensure an inclusive learning environment that builds responsibility, self-disciple, self-regulation and supports motivation and engagement in learning (INTASC 2, 3; ACEI 3.4).
K. Understand the ethical, legal, and safety obligations when responding to student behaviors (INTASC 2, 3; ACEI 3.4)
L. Reflect individually and collaboratively with peers and colleagues on lessons to self-evaluate, determine effectiveness of instruction, and plan for future instruction (INTASC 9, 10; ACEI 5.1, 5.2).
M. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, music, drama, movement, and computer technology.

Professional Standards:
Upon completion of this course, students will have met the following 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 #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- **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.
- **Standard #8**: **Instructional Strategies**. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects

of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- **Standard #10: Leadership and Collaboration**. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ACEI/NCATE Program Standards for Elementary Teacher Preparation:

- **Standard 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.
- **Standard 3.1: Integrating and applying knowledge for instruction**—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.
- **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 3.3: Development of critical thinking and problem solving**—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving.
- **Standard 3.4: Active engagement in learning**—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.
- **Standard 3.5 Communication to foster collaboration—**Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.
- **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.
- **Standard 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.

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.
- **Standard 2**: The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
- **Standard 3**: The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.

- **Standard 4**: A commitment to professional growth and development through reflection, collaboration, and continuous learning.
- **Standard 5**: The ability to use computer technology as a tool for teaching, learning, research, and communication.

International Society for Technology in Education (ISTE) Standards for Educators:

- Standard 7: Analyst – Educators understand and use data to drive their instruction and support students in their learning goals. Educators:
    - Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
    - Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
    - Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

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:

Doubet, K. J. & Hockett, J. A. (2018). *Differentiation in the elementary grades: Strategies to engage and equip all learners.* Alexandria, VA: ASCD.

**Additional selected readings in instructional planning and classroom management will be posted on Blackboard.

Recommended Texts:
Wood, C. (2007). *Yardsticks: Children in the classroom, ages 4-14.* Turner Falls, MA: Northeast Foundation for Children. **(NOTE—also used in ELED 543)**

Charney, R. S. (2002). *Teaching children to care: Classroom management for ethical and academic growth in grade K-8.* **(NOTE—also used in ELED 544)**

Tomlinson, C. A. (2014). *How to differentiate instruction in academically diverse classrooms* (3rd ed.). Alexandria, VA: ASCD.

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 (20%)
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.

*Formative feedback will be provided throughout the semester. Together we will co-construct a rubric to evaluate this assignment.

2. Differentiating a Sample Lesson (20%)
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.

*Formative feedback will be provided throughout the semester. Together we will co-construct a rubric to evaluate this assignment.

3. Impact on Student Learning Task (30%) (PBA)
Part 1: Setting A Context

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 class. It should also include pre-assessment data related to the lesson that you will be teaching for this assignment. If you do not have access to students, data will be provided for you.

To summarize:
●   Create, conduct, and analyze 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
●   Analyze your data for 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 and 3: Planning and Instruction
Using the Lesson Planning Template included in this syllabus and your data analysis, you will plan a sequence of differentiated lesson plans based on your knowledge of students. You will detail how this data was used to inform your planning—specifically, how you used it to create objectives and differentiate content, process, and product within your instruction, and how you considered readiness, interests, and learning styles. In addition, you will design and implement formative and summative assessments to ascertain the impact of your instruction on student learning.

Part 4: Reflection and Impact on Student Learning

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.

*We will use the PBA Rubric as a means for engaging in feedback cycles for each part of this assignment.

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.

*At the end of each class meeting, you will complete a self-evaluation of your readiness, participation, and effort level for the class

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

Course Outcomes	*Requirements & Assignments*	*Due Date*
A – I	Attendance & Participation (15%)	ongoing
A-I	Field Observations (20%)	ongoing
A-G, I	Differentiating a Sample Lesson (20 %)	Oct. 18
A – G, I	*PBA Impact on Student Learning (30%) (Formative feedback will be provided on Parts 1-3 if submitted by posted due date.)	Part 1: 10/25 Part 2 & 3: 11/15 Final Parts 1-4: 12/6
H	Classroom Management Plan (15%)	ongoing
TOTAL		

There is the possibility to earn 100 points total.

*Designated performance-based assessment

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+	85-89	3.33	

B	**80-84**	**3.00**	**Reflects an understanding of and the ability to apply theories and principles at a basic level**
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).

See https://cehd.gmu.edu/students/polices-procedures/

CLASS SCHEDULE
*Faculty reserves the right to alter the schedule as necessary with notification to students.

DATE	Topics	Assignments Due
Class 1 8/30	Learning Targets: • I can define differentiation and why it is a necessary orientation in elementary classrooms. • I can explain the role of assessment in a differentiated classroom.	Readings: Tomlinson: Ch. 1 & 2 Doubet & Hockett, Intro Bb readings as assigned
Class 2 9/6	Learning Targets: • I can identify the elements of classroom community necessary for supporting differentiation. • I can describe the role of the teacher in a differentiated classroom. • I can recognize differentiated instruction in action in my field experience.	Readings: Tomlinson: Ch. 3, 4, 8 Doubet & Hockett: Ch. 1 Bb readings as assigned
Class 3 9/13	Learning Targets: • I can identify elements of a quality curriculum. • I can use the standards to identify clear learning targets for students. • I can design and implement a variety of preassessment strategies to assess elementary learners in terms of readiness, interests, and learning profile.	Readings: Doubet & Hockett: Ch. 2 & 3 Bb readings as assigned

Class 4 9/20	Learning Targets: • I can use a variety of strategies to design effective, interactive, and engaging instruction.	Readings: Doubet & Hockett: Ch. 4 Tomlinson: Ch. 6 Bb readings as assigned
Class 5 9/27	Learning Targets: • I can describe and apply strategies used to differentiate instruction by readiness	Readings: Doubet & Hockett: Ch. 6 Tomlinson: Ch. 9 Bb readings as assigned
Class 6 10/4	Learning Targets: • I can describe and apply strategies used to differentiate instruction by interest and learning profile.	Readings: Doubet & Hockett: Ch. 7 Tomlinson: Ch. 10, 11 Bb readings as assigned
Class 7 10/11	Learning Targets: • I can describe and apply strategies used to differentiate instruction by content, process, and product.	Readings: Doubet & Hockett: Ch. 8 Tomlinson: Ch. 12, 13 Bb readings as assigned
Class 8 10/18	Learning Targets: • I can identify the key features of assessment in a differentiated classroom.	Readings: Doubet & Hockett: Ch. 5 Tomlinson: Ch. 14 Bb readings as assigned **Differentiating a Sample Lesson Due**
Class 9 10/25	Learning Targets: • I can recognize the elements of effective teacher designed, selected response, and written response assessments. • I can recognize and apply the concept of logical consequences	Charney, Ch. 6 Bb readings as assigned **Impact on Student Learning Task, Part 1: Setting A Context Due** (Formative feedback will be provided.)
Class 10 11/1	Learning Targets: • I can recognize the elements of effective teacher designed, selected response, and written response assessments. • I can critique premade assessments. • I can design assessment questions using a variety of questioning techniques. • I can identify and use strategies for responding to minor misbehaviors.	Readings: Charney, Ch. 7 Bb readings as assigned

Class 11 11/8	Learning Targets: • I can recognize the elements of performance-based assessments, rubrics, and portfolio. • I can critique performance-based, rubrics, and portfolios. • I can design performance-based, rubrics, and portfolios. • I can recognize and apply the concept of challenging behaviors	Readings: Charney, Ch. 8/9 Bb readings as assigned
Class 12 11/15	Learning Targets: • I can recognize the elements of effective student conferences and discussions as assessment tools. • I can plan for incorporating effective student conferences and discussions as assessment tools. • I can recognize and apply the concept of challenging behaviors	Readings: Charney, Ch. 14/15 Bb readings as assigned **Impact on Student Learning Task, Parts 2 & 3: Planning and Instruction Due** ((Formative feedback will be provided.)
Class 13 11/22	Learning Targets: • I can create a plan for recording assessment data and determining student grades. • I can identify the elements of an effective grading system in a differentiated classroom. • I can work with families to support student learning and behavior	Readings: Tomlinson, Ch. 15 Bb readings as assigned
11/29	**No Class – Thanksgiving Break**	
Class 14 12/6	Learning Targets: • I can identify the elements of management that inform differentiation and assessment. • I can articulate a personal philosophy of differentiation and assessment.	Readings: Doubet & Hockett: Ch. 8 Tomlinson: Ch. 7 Bb readings as assigned **Impact on Student Learning Task, Parts 1- 4 Due**

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

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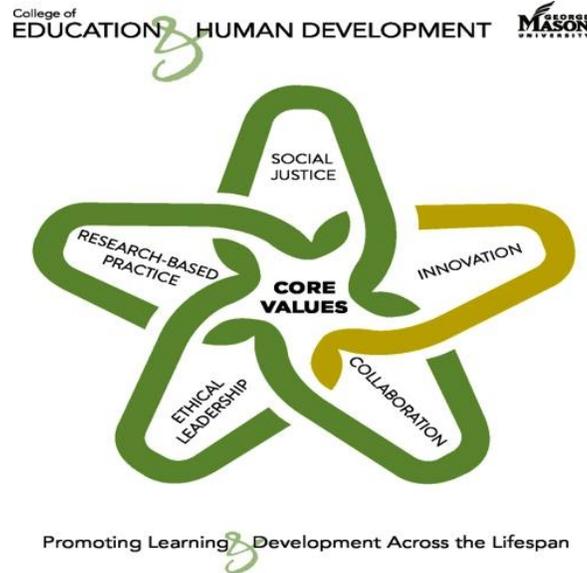
GMU Policies and Resources for Students

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://coursessupport.gmu.edu/.

- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).

- 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/.

LESSON PLANNING ASSESSMENT TASK
George Mason University College of Education and Human Development
Elementary Education Program

In the Elementary Education program, the Lesson Planning Assessment is completed during ELED 545 and is assessed by the instructor. The candidate must earn a score of 3 to be successful on this assignment. If a candidate 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 and the impact on student learning.

STANDARDS

- **InTASC Standards**: 1, 3, 4, 5, 6, 7, 8, 9
- **CAEP Standards:** 1.1, 1.3, 1.4, 1.5
- **VDOE Standards:** 1, 2, 3, 4, 6
- **SPA Standards:** ACEI 1.0, 3.1, 3.2, 3.3, 3.5, 4.0, 5.1, 5.2

THEMES
- **Technology**
- **Diversity**
- **College & Career Ready**

ASSESSMENT OBJECTIVE: The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of learners.

RATIONALE

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their learners. Lesson planning can be guided by four basic questions (adapted from Spencer, 2003):

1. *Who are my learners?* (Consider the number of learners, their academic readiness levels and cultural background, and prior knowledge, etc.)
2. *What do I want my learners to learn?* (Consider the content or subject (and interdisciplinary connections), the type of learning (knowledge, skills, behaviors), how to integrate college and career ready standards, etc.)
3. *How will I know what the learners understand?* (Consider the informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.)
4. *How will my learners learn best?* (Consider the teaching models, learning strategies, length of time available, materials, technology resources, differentiation, modifications, etc.)

You might also want to ask:

- What knowledge, skills, and understandings do my learners already have?
- What knowledge or prerequisite skills do I need to access, activate or build in this lesson? How will I access those prerequisite skills or activate that prior knowledge?
- Where have learners come from and what are they going on to next?
- How can I build in sufficient flexibility to respond to emergent needs indicated by ongoing observation and formative assessment?

During field experiences and the internship, a lesson plan must be developed for each teaching session. As a novice teacher, lesson plans are developed for each instructional episode (lesson, one-to-one instruction, and small group activity). When teaching new content or grade levels, your lesson plans will be more detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- list content and key concepts (research more if needed)
- define your aims and identify specific learning objectives/goals/outcomes aligned to appropriate curriculum standards, Virginia SOLs, ASOLs, and/or College-and-Career-Ready standards
- create assessments that are aligned to your specific learning objectives/goals/outcomes
- think about the structure of the lesson, pacing, and transitions, use of technology
- identify the strengths and needs of all learners
- identify adaptations/modifications/extensions needed to meet learner needs
- determine "best practice" and learning strategies aligned to the learning objectives/goals/outcomes
- identify learning resources and support materials, including technology

ASSIGNMENT DIRECTIONS

Develop and teach a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

Section 1: Classroom Context (1/2 – 1 page)

Classroom decisions are made based upon your learners' strengths and needs. Your plan may vary based upon when in a unit of instruction the lesson takes place, and even the time of the lesson. In this section, you will provide basic information about your learners and classroom—including academic and cultural backgrounds and prior knowledge, including any assessments that will guide your planning. Make certain to address how your knowledge of your learners will affect your planning.

Section 2: Planning for Instruction (1-2 pages)

Before you teach a lesson, you must decide the learning objectives/goals/outcomes and connection to Virginia SOLs, ASOL.s and/or College-and-Career-Ready standards you will use and why have you selected these objectives and specific strategies to teach the lesson to your specific group of learners. You make these decisions based upon your learners, current research, contemporary meaningful ways, prior knowledge or pre-assessments of learning, aligned to appropriate curriculum standards. While planning your lesson, using your knowledge of your learners, you will make decisions as to the modification/differentiation and/or accommodations you will need to meet the needs of all learners in your classroom. Then, with an informed understanding of your audience and your content, identify the learning materials needed to teach the lesson and any technology you and/or your learners will use in this lesson. In this section, be sure to detail all of these planning elements, including how you will assess learner mastery of lesson content-both formatively throughout the lesson, and any summative assessment you might use. (Virginia Standards of Learning (SOLs), ASOLs, and/or College-and-Career Ready skills, and any content specific objectives should be included in lesson plans.)

Section 3: Instruction (2-3 pages)

After you have identified *what* your class will learn, you will begin to chart out specifically *how* you will teach the lesson. When completing this section of the lesson plan, you will identify the procedures you will use from the opening of the lesson through the

lesson closure. Script this section of the plan, noting what you will say and do and what you are asking learners to do. Be certain to include formative assessments and guided practice activities and any independent practice and summative assessments you will have learners complete.

Section 4: Reflection after Instruction: Impact on Learning (1 page)

As John Dewey noted, without reflection, there is no learning. In this section, reflect upon the lesson and consider if your learners were able to meet the learning objectives/goals/outcomes for the lesson. How do you know learners were able to successfully meet the lesson objectives/goals/outcomes? (Be specific here and use formative/summative assessment results to guide your response). What was your impact on learning? (i.e., how did your instructional decisions seem to affect learning? Again, be specific.) What strategies or activities were the most successful? What could have made the lesson stronger? What did you learn about teaching, learners, and learning that will affect your next teaching experience?

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics. Additionally, plans should include the Virginia Standards of Learning (SOLs), College-and-Career-Ready skills, and other content specific objectives.

REFERENCES

Dewey, J. (1933). *How we think. A restatement of the relation of reflective thinking to the educative process* (Revised edn.), Boston: D. C. Heath.

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

LESSON PLANNING ASSESSMENT RUBRIC

George Mason University College of Education and Human Development
Elementary Education Program

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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 (Approaches 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.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
SECTION 1: CLASSROOM CONTEXT				
The candidate identifies individual and group prerequisites in order to design instruction to meet learners' needs in the following areas of development: cognitive, linguistic, social, emotional, and physical. **InTASC 1; VDOE 1; ACEI 1.0**	Candidate does not design instruction to meet learners' needs in each area of development.	Candidate identifies individual or group prerequisites to design instruction that meet learner needs in some areas of development.	Candidate identifies individual and group prerequisites to design instruction that meet learner needs in each area of development.	Candidate identifies specific individual and group prerequisites to design effective instruction to meet learner needs in each area of development. The candidate includes strategies to address these prerequisites within the lesson, as well as anticipated learner responses to these strategies.
SECTION 2: PLANNING FOR INSTRUCTION				
The candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners. **InTASC 7; VDOE 2; ACEI 3.1**	Candidate does not identify performance-based objectives and appropriate curriculum goals/outcomes that are relevant to learners.	Candidate identifies objectives and appropriate curriculum goals/outcomes but they are not appropriate for the subject, grade level, or the learners.	Candidate identifies performance-based objectives and appropriate curriculum goals/outcomes which are appropriate for the subject, grade level, or the learners.	Candidate identifies well-developed, performance-based objectives, curriculum goals/outcomes that are appropriate for subject and/or grade level and learners; correctly formulated; and address multiple areas of relevance to the learners.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
The candidate identifies national/state/ local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners. **InTASC 7; VDOE 2; ACEI 3.1**	Candidate does not identify national/state/local standards that align with the objectives/goals/ outcomes or the standards are not appropriate for curriculum goals or are not relevant to learners.	Candidate identifies national/ state/local standards but the standards are not aligned with the objectives/goals/outcomes and/or marginally relevant to learners.	Candidate identifies national/ state/local standards that are aligned with the objectives/goals/outcomes and relevant to learners.	Candidate identifies national/ state/local standards that are clearly aligned with the objectives/goals/ outcomes and relevant to learners. The candidate provides a statement of rationale for the alignment of these goals with the learning objective.
The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery. **InTASC 4; VDOE 1; ACEI 3.2**	Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.	Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.	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.	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.
The candidate organizes and creates face-to-face and virtual environments that support individual and collaborative learning. **InTASC 3; VDOE 5; ACEI 3.5**	There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.	Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.	The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.	The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners. Structures are incorporated that enable learners to guide their own learning experiences.
The candidate seeks appropriate ways to employ technology to engage learners and to assess and address learner needs. **InTASC 6; VDOE 4; ACEI 3.3**	Candidate does not identify appropriate technology to engage learners even though it was available.	Candidate identifies technology to engage learners though the technology would be ineffective to teach the content and address learner needs.	Candidate identifies appropriate technology to engage learners more fully, assess, and address learner needs.	Candidate identifies effective and appropriate technology to engage learners more fully, assess, and creatively meet learning needs.
The candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts. **InTASC 5; VDOE 2; ACEI 3.3**	Candidate's plans do not provide evidence of opportunities for learners' use of appropriate tools or technology resources to maximize content learning in varied contexts.	Candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources but are ineffective to maximize content learning in varied contexts.	Candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources that are effective to maximize content learning in varied contexts.	Candidate's plans provide substantial evidence of multiple opportunities for learners' use of appropriate tools and resources that are creative and effective to maximize content learning in varied contexts.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
The candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. **InTASC 7; VDOE 2; ACEI 3.2**	Candidate's lesson plan does not provide evidence of differentiating instruction for individuals and groups of learners. .	Candidate's lesson plan provides evidence of an effort to meet learning goals, and attempts to differentiate instruction for individuals and groups of learners.	Candidate's lesson plan provides evidence of successfully meeting learning goals for each learner, and successfully instruction for individuals and groups of learners.	Candidate's lesson plan provides evidence of successfully meeting each learning goal for each learner, and successfully differentiates instruction for individuals and groups of learners. Reflection on why this differentiation was successful is included.
The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill. **InTASC 7; VDOE 2; ACEI 4.0**	Candidate does not plan instruction based on pre-assessment data, prior learning knowledge, or skills.	Candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills but it was not effective.	Candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills. Pre-assessment strategies/methods are appropriate and effectively assess learners' prior knowledge.	Candidate plans instruction based on pre-assessment strategies/methods that are creative and effective ways to assess learner prior knowledge and skills and to guide instruction.

SECTION 3: INSTRUCTION

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill. **InTASC 7; VDOE 2; ACEI 3.1**	Candidate does not plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies are not stated.	Candidate plans for appropriate sequencing and pacing of learning experiences. Tasks, methods and strategies are not stated and/or not appropriate or effective for the lesson.	Candidate plans for appropriate sequencing and pacing of learning experiences. All tasks, methods, and strategies are stated and/or are appropriate and effective for the lesson.	Candidate plans for appropriate sequencing and pacing of learning experiences. Instructional tasks, methods, and strategies include a variety of creative, active learning, instructional strategies that address learner differences to maximize learning.
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. **InTASC 8; VDOE 3; ACEI 3.3**	The instructional strategies used by the candidate do not encourage an understanding of content.	Candidate uses limited instructional strategies to encourage learners to develop an understanding of the content.	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.	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 that knowledge in authentic ways.
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. **InTASC 6; VDOE 4; ACEI 4.0**	Candidate does not use assessment as closure to check for comprehension and learner knowledge and skills.	Candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension; however, they are inappropriate and/or ineffective (or misaligned).	Candidate uses appropriate assessment strategies as closure to allow learners to demonstrate knowledge and skills to check for understanding.	Candidate uses creative, appropriate assessments throughout the lesson to allow learners to demonstrate knowledge and skills to check for comprehension.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
The candidate designs assessments that match learning objectives with assessment methods. **InTASC 6; VDOE 4; ACEI 4.0**	Candidate's lesson design does not include post-assessment strategies or methods.	Candidate's lesson design includes post-assessment strategies or methods but the strategies/methods were not effective.	Candidate's lesson design includes post-assessments that are appropriate to effectively assess learning.	Candidate's ongoing assessments and post-assessment matches learning objectives and includes creative strategies to effectively assess learning and check comprehension throughout the lesson.
SECTION 4: REFLECTION AND IMPACT ON LEARNING				
The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. **InTASC 9; VDOE 6**	Candidate's reflection does not demonstrate the use of self-assessment or problem-solving strategies to analyze and reflect on his/her practice.	Candidate's reflection demonstrates the use of self-assessment and/or problem-solving strategies to analyze and reflect on his/her practice but does not plan for adaptations/adjustments.	Candidate's reflection demonstrates a variety of self-assessment and problem-solving strategies to analyze and reflects on his/her practice and to plan for adaptations/adjustments.	Candidate's reflection demonstrates the application of a variety of appropriate self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to effectively plan for adaptations/adjustments.
The candidate uses a knowledge of effective instructional pedagogy to provide feedback to peers **InTASC 9; VDOE 6; ACEI 5.2**	Limited feedback provided to peer group. No connections to course content.	General feedback provided to peer group. Limited connections to course content.	Somewhat specific feedback provided to peer group. General connections to course content.	Detailed feedback provided to peer group. Specific connections to course contents.

LESSON PLAN TEMPLATE

INSTRUCTION
CLASSROOM CONTEXT
Grade level: Number of students: Content Area: Name of Unit: Lesson planned for _____ minutes   Lesson occurs at which point in the unit: __beginning   __middle   __end   Lesson was taught on: Description of learners:
PLANNING FOR INSTRUCTION
Performance-Based Objective(s)   **National Content Standards**   **VA Standards of Learning (SOL)**   **Career & College Ready Standards**
Lesson Rationale (What research base did you use to make instructional decisions? Why have you selected these objectives and these specific strategies?)   Prerequisite skills needed to attain new learning:
Modifications/Differentiation and Accommodations
Materials/Technology

Procedures: Opening/Strategies/Assessments/Closure

REFLECTION: IMPACT ON LEARNING