

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 2019
M,T,W,R,F 8:30am-3:20pm, Thompson Hall L028
July 17-July 26

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	

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	

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/undergraduate#profdisp>

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> <p>Read (everyone):</p> <ul style="list-style-type: none"> • Arends Chapter 1 <i>The Scientific Basis for the Art of Teaching</i> • Kyriacou Chapter 1 <i>Developing Your Teaching Skills</i>
Day 1 Wednesday July 17	<p>Introduction to Course</p> <ul style="list-style-type: none"> • Education in an international context • Learning the art of teaching – understanding the roles of a teacher • Teaching the art of learning – understanding the characteristics of students
<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> <ul style="list-style-type: none"> • Arends Chapter 2 <i>Student Learning in Diverse Classrooms</i> • Arends Chapter 3 <i>Teacher Planning</i> • Kyriacou Chapter 2 <i>Planning and Preparation</i>
Day 2 Thursday July 18	<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> <ul style="list-style-type: none"> • Arends Chapter 4 <i>Learning Communities and Student Motivation</i> • Arends Chapter 5 <i>Classroom Management</i> • Kyriacou Chapter 4 <i>Lesson Management</i> • Kyriacou Chapter 5 <i>Classroom Climate</i>

<p>Day 3 Friday July 19</p>	<p>Focus on curriculum (cont'd) and management/community</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 • Beginning the Unit Planning and Authentic Assessment assignment (Draft due Day 7; Final due Day 8)
<p><i>Preparation for Day 4</i></p>	<p>Read (everyone):</p> <ul style="list-style-type: none"> • Arends Chapter 6 <i>Assessment and Evaluation</i> • Kyriacou Chapter 7 <i>Assessing Pupils' Progress</i>
<p>Day 4 Monday July 22</p>	<p>Focus on Assessment:</p> <ul style="list-style-type: none"> • Principles and purposes of assessment • Formative and summative assessment • Self-assessment and reflection • Creating effective checklists and rubrics • Using the PYP Learner profile for self-assessment and reflection • Assessing conceptual understanding, skills and knowledge <p>Discussion of Student Learning Analysis (PBA)– due December 1st OR March 15th (depending on internship plans)</p>
<p><i>Preparation for Day 5</i></p>	<p>Read (everyone):</p> <ul style="list-style-type: none"> • Arends Chapter 13 <i>Connecting the Models and Differentiating Instruction</i> • Kyriacou Chapter 3 <i>Lesson Presentation</i> <p>Read (as assigned):</p> <ul style="list-style-type: none"> • Arends Chapter 7 <i>Presenting and Explaining</i> • Arends Chapter 8 <i>Direct Instruction</i> • Arends Chapter 9 <i>Concept Teaching</i> • Arends Chapter 10 <i>Cooperative learning</i> • Arends Chapter 11 <i>Problem-based learning</i> • Arends Chapter 12 <i>Classroom discussion</i>
<p>Day 5 Tuesday July 23</p>	<p>Focus on Instruction:</p> <p>Models of Teaching (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

	<ul style="list-style-type: none"> • Strategies for differentiating • Questioning
<i>Preparation for Day 6</i>	Get ahead on reading
Day 6 Wednesday July 24	Focus on Instruction: <ul style="list-style-type: none"> • Inquiry-based learning • Facilitating student inquiry • Differentiating
<i>Preparation for Day 7</i>	Continue work on PYP Planner & Assessment assignment
Day 7 Thursday July 25	DRAFT PYP Planner with lesson plan & assessment tool Focus on Management (continued) <ul style="list-style-type: none"> • Routines & Procedures • Language • Connection between management and teaching
<i>Preparation for Day 8</i>	Read (everyone): <ul style="list-style-type: none"> • Arends Chapter 14 <i>School Leadership and Collaboration</i> • Kyriacou Chapter 8 <i>Reflection and Evaluation</i>
Day 8 Friday July 26	Assignment due – Teacher Metaphor Assignment due –FINAL Draft PYP Planner with lesson plan & assessment tool (and assessment critique) by 11:59pm Focus on Reflection and What’s Next <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
March 15	Student Learning Analysis (PBA) Although you technically have until March 15th, IF you are doing internship in the spring, your PBA will need to be submitted by December 1, 2019.

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 19 points	Proficient 18 points	Partially proficient 17 points	Not proficient >17
<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 19 points	Proficient 18 points	Partially proficient 17 points	Not proficient <17 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.

	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 linked to extended	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

	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.

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

- 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/>.