

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**Advanced Studies in Teaching and Learning Program**

**EDCI 622: Section DL1**  
**CURRICULUM DIFFERENTIATION FOR DIVERSE LEARNERS**  
**3 credits, Fall 2019 (Online)**  
*Aug. 26, 2019 – Dec. 18, 2019*

***FACULTY***

**Dr. Shannon King, NBCT**

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***PREREQUISITES***

None

***UNIVERSITY CATALOG COURSE DESCRIPTION***

Develops personal and professional rationale for differentiating instruction in mixed-ability classrooms, as well as skills and knowledge of strategies to utilize pre-assessment data and plan for and implement differentiated instruction.

***COURSE OVERVIEW***

EDCI 622 is the second in a series of four courses required to obtain the Gifted Child Education licensure endorsement from the Commonwealth of Virginia. In addition to learning about varied ways to differentiate instruction for diverse populations of students, participants will also learn how to apply their knowledge of differentiation strategies to the design of a unit plan for their specific classroom context. By the end of the course, participants should be able to recognize and address the myriad academic and socioemotional needs of all students with particular consideration of the diversity and heterogeneity present in all classrooms.

***COURSE DELIVERY METHOD***

This course will be delivered online in *asynchronous and synchronous* formats using the Blackboard Learning Management System (LMS) housed in the MyMason portal. Course delivery will be through mini-lecture, videos, structured collaborative reflective groups, discussion forums, critical reflective practice, individual blogs and online journals based on topics aligned with national standards and program/learner outcomes.

The Blackboard course site will be open to students at least two days prior to course opening, on **August 24, 2019**. To access the course, go to the MyMason portal login page at <http://mymason.gmu.edu/> and click “Mason BB Login.” Your GMU email username (everything before @masonlive.gmu.edu) is also your MyMason Portal ID; your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of courses, then select EDCI 622.

**Under no circumstances may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### **Technical Requirements**

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To obtain a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)  
To obtain a list of supported operation systems on different devices see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)
- Access to a computer microphone and headphones for synchronous online sessions with your peers via Blackboard Collaborate
- Consistent and reliable access to GMU Blackboard and GMU email accounts (to be checked **daily**) as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### **Expectations:**

- **Course Week:** Our course week will begin on **Mondays** at 12:00 AM EST and finish on **Sundays** at 11:59 PM EST.
- **Login Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials *at least three* times per week. In addition, students must log in for all scheduled online synchronous meetings.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings,

activities and assignments due.

- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so that others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **LEARNER OUTCOMES/OBJECTIVES**

By the completion of EDCI 622, participants in this course will be able to:

- A. Pre-assess students' readiness, interests, and learning profiles in order to plan instruction appropriate for diverse populations of learners (*ASTL Learning Outcomes 2, 3, 6; NAGC-CEC Stand. 3.3, 4.4, 5.2; VA Endorsement Comp. 4.a, 5.d*);
- B. Develop an understanding of differentiation and state a personal and professional rationale for implementing differentiation in a mixed-ability, diverse classroom (*ASTL Learning Outcomes 1, 7; NAGC-CEC Stand. 5.1, 6.3, 6.4; VA Endorsement Comp. 5.a, 5.b, 5.c, 5.d, 5.e*);
- C. Understand the principles of effective differentiation and how they can be applied to specific classroom elements through the use of a variety of instructional strategies (*ASTL Learning Outcomes 2, 5, 8; NAGC-CEC Stand. 3.4, 5.1; VA Endorsement Comp. 5.a, 5.b, 5.c, 5.d, 5.e*);
- D. Apply knowledge of principles of differentiation, classroom elements, and differentiated instructional strategies to the design of lessons and unit plans for their specific classroom context (*ASTL Learning Outcome 2; NAGC-CEC Stand. 1.2, 2.1, 2.2, 2.3, 3.2, 3.3, 4.4, 5.2, 5.3, 5.4, 5.5, 6.1, 6.3; VA Endorsement Comp. 4.a, 4.b, 4.c, 5.a, 5.b, 5.c, 5.d, 5.e, 8*);
- E. Implement a range of differentiated instructional strategies and gauge the appropriateness of their use with a diverse group of learners (*ASTL Learning Outcomes 3, 4; NAGC-CEC Stand. 3.3, 5.3; VA Endorsement Comp. 4.a, 4.b, 4.c, 5.a, 5.b, 5.c, 5.d, 5.e, 8*)

### **PROFESSIONAL STANDARDS**

#### **NAGC-CEC Teacher Preparation Standards (2013) Alignment**

The content of EDCI 622, along with the content of the remaining courses in the Gifted Child Education endorsement sequence, aligns with the National Association for Gifted Children-Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted and Talented Education (2013). Specifically, this course addresses the following standards:

- Standard 1: Learner Development & Individual Learning Differences
  - 1.2 use understanding of development and individual differences to respond to the needs of individuals with gifts and talents
- Standard 2: Learning Environments
  - 2.1 create safe, inclusive, and culturally responsive learning environments so that



across a wide range of settings, experiences, and collaborators

### **Virginia Department of Education: Gifted Education Endorsement (2018) Alignment**

The content of EDCI 622, along with the content of the remaining courses in the Gifted Child Education endorsement sequence, aligns with 8VAC20-543-320, the Virginia Department of Education's Gifted Education (add-on endorsement) competencies (2018). Specifically, this course addresses the following competencies:

- Competencies 4.a, 4.b, 4.c: Understanding and application of a variety of curricular and instructional models, methodologies, and strategies that ensure: a) the use of the Virginia Standards of Learning as a foundation to develop a high level of proficiency, academic rigor, and complexity for gifted learners in all curricular academic areas; b) the acquisition of knowledge and development of products that demonstrate creative and critical thinking as applied to student learning both in and out of the classroom, including inquiry-based instruction, questioning strategies, and problem-solving skills; and, c) the development of learning environments that guide students to become self-directed, reflective, independent learners
- Competencies 5.a, 5.b, 5.c, 5.d, 5.e: Understanding and application of theories and principles of appropriately differentiating curriculum specifically designed to accommodate the accelerated learning aptitudes of gifted students, including: a) accelerated and enrichment opportunities that recognize gifted students' needs for advanced content and pacing of instruction, original research or production, problem-finding and problem-solving, higher level thinking that leads to the generation of products, and a focus on issues, themes, and ideas integrated within and across disciplines; b) opportunities for students to explore, develop, and research their areas of interest, talent, or strength using varied modes of expression; c) emphasis on advanced and complex content that is paced and sequenced to respond to gifted students' persistent intellectual, artistic, or technical curiosity; exceptional problem-solving abilities; rapid acquisition and mastery of information; conceptual thinking processes; and imaginative expression across a broad range of disciplines; d) evaluation of student growth and learner outcomes through appropriate multiple criteria, including a variety of pre-assessments and post-assessments; and, e) use of current and advanced technologies to enhance student performance and academic growth
- Competency 8: Understanding of and proficiency in grammar, usage, and mechanics and their integration in all forms of communication

### **NBPTS & ASTL Alignment**

The Gifted Child Education certificate and M.Ed. concentration are advanced work for practicing teachers. Through the ASTL program, this course also aligns with the NBPTS Propositions – the first five of which are also the first five ASTL learning outcomes. Specifically, this course addresses:

- Proposition 1: Teachers are committed to students and their learning. (*ASTL Learning Outcome 1*);
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students. (*ASTL Learning Outcome 2*);
- Proposition 3: Teachers are responsible for managing and monitoring student learning. (*ASTL Learning Outcome 3*);
- Proposition 4: Teachers think systematically about their practice and learn from experience. (*ASTL Learning Outcome 4*); and

- Proposition 5: Teachers are members of learning communities. (*ASTL Learning Outcome 5*)

EDCI 622 is also aligned with the three additional outcomes of ASTL:

- Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners. (*ASTL Learning Outcome 6*);
- Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues. (*ASTL Learning Outcome 7*); and
- Principle 8: Teachers use technology to facilitate student learning and their own professional development. (*ASTL Learning Outcome 8*)

### **REQUIRED TEXTS**

- Sousa, D.A., & Tomlinson, C.A. (2011). *Differentiation and the brain: How neuroscience supports the neuro-friendly classroom*. Bloomington, IN: Solution Tree Press.
- Gay, Geneva. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). New York, NY: Teachers College Press.
- *Other readings will be available on Blackboard.*

### **ADDITIONAL RESOURCES/PUBLICATIONS – at a student’s discretion**

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- **Gifted Education Professional Organization Websites**, such as the following:
  - National Association for Gifted Children: [www.nagc.org](http://www.nagc.org)
  - Supporting Emotional Needs of the Gifted: [www.sengifted.org](http://www.sengifted.org)
  - The Association for the Gifted: [www.cectag.com](http://www.cectag.com)
  - World Council for Gifted and Talented Children: <https://www.world-gifted.org/>
- **Gifted Education Research and Practitioner Journals**, such as the following:
  - *Gifted and Talented International* is the international, refereed journal of the World Council for Gifted and Talented Children. Its purpose is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers, and parents. <http://www.tandfonline.com/toc/ugti20/current>
  - *Gifted Child Today* provides critical information for teachers and administrators involved with gifted children, including articles about topics such as teaching strategies in gifted education, building a more effective gifted and talented program, and working with gifted children with learning disabilities. <https://us.sagepub.com/en-us/nam/gifted-child-today/journal202067>
  - *Gifted Child Quarterly* is the premier scholarly journal of the National Association for Gifted Children (NAGC). *GQC* publishes original scholarly reviews of literature; explorations of policy and policy implications, and quantitative or qualitative research

studies that explore the characteristics of gifted students, program models, curriculum and other areas of importance in understanding and maximizing the development and education of gifted students. <https://us.sagepub.com/en-us/nam/gifted-child-quarterly/journal201850>

- ***Gifted Education International*** is a peer-reviewed journal that provides support, information and guidance on 'gifted' education across all aspects of human abilities, with an emphasis on creativity, problem-solving and self-efficacy. *GEI* solicits articles from around the world in order to convey an informed awareness of the policies and practices of different countries. <https://us.sagepub.com/en-us/nam/journal/gifted-education-international>
- ***High Ability Studies*** is a refereed journal concerned with aspects of development, personality, cognition, social behavior and cross-cultural issues in relation to high ability. Contents are not restricted to the study of manifest high level achievement, but include the identification and nurturance of unexercised potential. <http://www.tandfonline.com/toc/chas20/current>
- The ***Journal for the Education of the Gifted*** is the official publication of The Association for the Gifted. It reports the latest research findings on topics such as: the characteristics of gifted children, evaluating effective schools for gifted children, gifted children with learning disabilities, the history of gifted education, and building successful gifted and talented programs. <https://us.sagepub.com/en-us/nam/journal-for-the-education-of-the-gifted/journal202068>
- The ***Journal of Advanced Academics*** is a quarterly journal that focuses on research that supports and enhances advanced academic achievement for students of all ages. In particular, *JAA* publishes articles that feature strategies for increasing academic achievement, programs that promote high levels of academic achievement and engagement, and programs that prepare students to engage in high-level and rigorous academics. <https://us.sagepub.com/en-us/nam/journal-of-advanced-academics/journal202069>
- ***Parenting for High Potential*** is an award-winning quarterly magazine for parents with advice, resources, and tools to help them successfully navigate through the joys and struggles of raising their gifted children. *PHP* is published by the National Association for Gifted Children in September, December, March, and June. <http://www.nagc.org/parenting-high-potential-1>
- ***Roeper Review*** is an international, quarterly, refereed journal publishing scholarly articles that pertain to practice, policy, applied research, and theory in all dimensions of gifted education. Diverse topics include: theories and philosophical analyses pertinent to giftedness, talent, and creativity; gender issues; curriculum studies; instructional strategies; educational psychology; elementary/early childhood/secondary education of the gifted; emotional, motivation, and affective dimensions of gifted individuals; differentiating instruction; teacher education; tests, measurement, and evaluation; and program development. <http://www.tandfonline.com/toc/uror20/current>



- *Teaching for High Potential* is a quarterly magazine filled with practical guidance and classroom-based materials for educators striving to understand and challenge their high potential learners. *THP* is published by the National Association for Gifted Children in August, November, February, and May. <http://www.nagc.org/resources-publications/nagc-publications/teaching-high-potential>

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

### **General Requirements**

- A. Please note that this online course is **NOT self-paced**; it consists of *weekly modules* that progress sequentially through the semester. You will be expected to complete one learning module every week. It is critical that each student complete all readings and activities on a weekly basis. Class ‘attendance’ is both important and **required**. If, due to an emergency, you will not be participating in course activities on time, please contact your instructor prior to due dates or time. Please note that learners with more than two ‘absences’ risk a letter grade drop or can lose course credit.
- B. All assignments are due no later than **11:59 PM EST** of the date indicated in each week’s assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Blackboard course site.
  - a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. Late submissions cannot be accepted after the course end date.**
  - b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because mastery learning is our program’s goal, we may ask (or *require*) you to redo an assignment that is far below expectations. Thank you for making genuine learning your goal.
- C. Please adhere to the assignment submission instructions listed in this Syllabus. Only assignments submitted as indicated will be graded; incorrect submissions may result in a grade of zero for those assignments.
- D. All assignments submitted should have the filename format as follows: Last name-Assignment Title. *Please do not upload written assignments in PDF format.* Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx,.xlsx). Supporting documents for assignments can be in PDF format.
- E. *Please Note: All written work* should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect APA-style (6<sup>th</sup> edition), as well as be double-spaced, with 1” margins, and 12-point font (Times New Roman).

### **Instructor Role**

- Your professor will read online discussion forums regularly; however, her active role as faculty is to support the discussion development and not so much to “enter into each one”



so that the dialogue is authentic among participants. Please note that during this time, your professor will be noting the quality and extent of your participation.

### Student Expectations

- Students are also expected to adhere, to the extent possible, to a 24-hour turnaround time for emails.
- Students are expected to visit our Blackboard site *at least three* times during the week: thus, once at the beginning of each week, once in the middle of the week, and then again at the end to read any new posts and replies. Please note that you can subscribe to forums/threads to be notified when new posts are added. Kindly access the posted directions in Blackboard for doing this.
- Students are expected to read all posted/emailed Course Announcements. These contain important information from your instructor. In addition to being sent by email, these will be available in the Announcements link in Blackboard.
- It is also expected that you will monitor your participation to remain timely and responsive and be able to complete all tasks on-time without reminder. Successful students in an online learning environment are proactive, self-regulated, and manage their time well. You should expect to spend 12-15 hours a week on work for this 3-credit course (including reading and posting). This commitment is commensurate with the commitment expected for F2F classes, which also includes preparation, class time, and assignments.
- Questions are welcome, and your instructor is available to respond to individual class members as needs might arise.

### Course Performance Evaluation

#### Assignments

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

Detailed assignment rubrics are included at the end of the syllabus.

<i>Assignment</i>	<i>Percent of final grade</i>	<i>Outcomes addressed</i>	<i>Due date</i>
A. Differentiated Unit Implementation Case Study (PBA)*	40%	a, c, d, e	Drafts posted April 22 Final submissions May 6
B. Critical Reading Responses	20% (10% per response)	b, c, d	Response #1: March 4 Response #2: April 15
C. Differentiated Lessons	20% (10% per lesson)	a, d	Lesson #1: March 18 Lesson #2: April 8
D. Class Participation	20%	b, c, d	Weekly

\*If you do not currently have access to a classroom, please contact the course instructor within the first two weeks of the course.

**A. Performance-Based Assessment: Differentiated Unit Implementation Case Study (40%)**

This project will serve as the performance-based assessment (PBA) for this course. Each student will plan, implement, and reflect on a differentiated unit of study that utilizes strategies discussed in the course. This case study will consist of a detailed **unit plan** (see specific components of plan in the project description at the end of this syllabus) and a **reflection** on its current and future implementation.

A complete description of this project is included at the end of the syllabus, along with the rubric on which it will be assessed. This project will be worth 40% of your final grade.

**B. Critical Reading Responses (20%)**

Each student will write two critical reading responses (2-3 pp. each) addressing a prompt posted to the course Blackboard site. Responses should reflect the use of a critical lens to evaluate the topic and be supported with evidence from a broad representation of course readings and additional literature from the field of gifted education. Additionally, responses should include a reflection that discusses how these course readings have helped to advance your thinking and that of the field, as well as how they apply to your professional context within gifted education. Responses should be written in APA-style (6<sup>th</sup> ed.) format.

A detailed rubric on how these responses will be assessed is included at the end of the syllabus. Each response will be worth 10% (for a total of 20%) of your final grade.

**C. Differentiated Lessons (20%)**

Each student will design two differentiated lessons that show evidence of differentiation by content, process, product, affect and/or learning environment. The lessons should be part of the larger differentiated curriculum unit (Assignment A) being designed for the course. After submission, the student will receive feedback from the instructor that should lead to lesson revisions. These revised lessons will be turned in as part of the final differentiated curriculum unit implementation case study (PBA).

Lessons should include:

- a. Standard lesson components, such as hook/link, focus lesson, activity, reflection, and closure
- b. Clear learning objectives tied to grade level and/or content standards
- c. Placement of lesson within the broader sequence of lessons within the unit (Assignment A)
- d. Evidence that pre-assessment data, class demographics, and student readiness, interests, and learning profiles have been utilized in lesson design
- e. Use of at least one of the following in each lesson: differentiation of content, process, product, affect, and/or learning environment (the two lessons combined should show evidence of differentiation for at least two different instructional components; e.g., Lesson #1 might focus on differentiated content while Lesson #2 focuses on differentiated products) through a specific differentiated instructional strategy *with a rationale for selection of this component and strategy to address the needs of your students*
- f. Any materials/handouts used in conjunction with the lesson

A detailed rubric on how these lessons will be assessed is included at the end of the syllabus. Each lesson will be worth 10% (for a total of 20%) of your final grade.

#### D. Class Participation (20%)

EDCI 622 operates under the assumption that knowledge is socially constructed and the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. To do this, it is expected that you will regularly contribute to and engage in discussion forums, as well as to genuinely ‘listen’ to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. All students are expected to be prepared to actively engage in class activities, including logging on to the Blackboard discussion board at least three times per week to answer questions, raise additional issues, and engage at least two other colleagues in the group. It is expected that you continuously build upon your prior knowledge developed in previous coursework in the ASTL or Gifted Child Education concentration to connect, question, and extend the discussion with all new posts by citing readings and material in the weekly modules content, and augmenting these with your personal and educational experiences. Discussions will be assessed for timeliness, accuracy of information shared, critical reflection and connection to readings. Discussion responses that focus solely on personal/professional experiences are unsuitable for posting.

We will use Blackboard to communicate regularly in this class. You will be asked to post assignments and responses, read classmates’ postings, and actively participate in discussions. Blackboard serves as an important vehicle for discussing ongoing work on your major project with group members. ***In addition to quality participation in discussion forums, each week will include tasks to be completed which are related to each week’s content. Attendance and active participation in all scheduled Collaborate sessions, as well as completion of weekly module tasks, are also included in course engagement.*** Detailed guidelines for course engagement are included at the end of this syllabus. Course engagement will represent 20% of your final grade.

**\*\*Please note:** As this is an online course, many of our class discussions will be held through the electronic discussion board. **Each module will begin on a Monday and run through the following Sunday.** To this end, initial postings for each discussion forum should be completed by **11:59 PM EST on Thursday** so that class members will have until **Sunday at 11:59 PM EST** to interact with the posted material and engage in “conversation.”

#### GRADING

Grading policies specific to this course follow the University-wide system for grading graduate courses, as follows:

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	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

***Note: Final grades below a B do not count toward endorsement; “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 <https://cehd.gmu.edu/students/policies-procedures/>

## **CORE VALUES COMMITMENT**

The College of Education and Human Development is committed to *collaboration, ethical leadership, innovation, research-based practices, 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 George Mason University Honor Code [see <https://catalog.gmu.edu/policies/honor-code-system/>]. **Violations of the Honor Code** include:
  - a. Copying a paper or part of a paper from another student (current or past);
  - b. 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);
  - c. 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/>
- 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 George Mason University 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*

- a. Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://courssupport.gmu.edu/>.

- b. 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/>.**

## CLASS SCHEDULE EDCI 622: Fall 2019

**Kindly note:** Faculty reserves the discretion to alter the schedule as necessary, with timely notification to students. This schedule of readings may be changed to better meet the context and needs of class members enrolled during the semester or to accommodate related professional opportunities that might arise. If changes are made, they will be announced via email, posted on the class Blackboard site, and well noted in advance. Readings that are not part of the required texts will be available on the MyMason Blackboard class site.

<i>Date</i>	<i>Class Topic</i>	<i>What to READ and What to DO This Week</i>
Week 1 <b>Aug. 26- Sept. 1</b>	<b><i>Introduction to EDCI 622</i></b> Course overview Who are we? Pre-assessment  <b><i>Differentiation as a Philosophy</i></b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• The nonnegotiables of effective differentiation (2011). In D.A. Sousa, &amp; C.A. Tomlinson, <i>Differentiation and the brain: How neuroscience supports the neuro-friendly classroom</i> (pp. 7-16). Bloomington, IN: Solution Tree Press.</li> <li>• Challenges and perspectives (2018). In G. Gay, <i>Culturally responsive teaching: Theory, research, and practice</i> (3<sup>rd</sup> ed., Chapter 1). New York, NY: Teachers College Press.</li> </ul> <b>Due this week:</b> <ul style="list-style-type: none"> <li>• Course Pre-Assessment</li> <li>• <b>Sign up for Collaborate Sessions for Weeks 2, 9, and 13*</b></li> <li>• Online Module Tasks</li> </ul>
Week 2 <b>Sept. 2-8</b>  <i>Labor Day Holiday</i>  <i>Collaborate Session*</i>	<b><i>Setting the Stage for Differentiation</i></b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Mindset, learning environment, and differentiation (2011). In D.A. Sousa, &amp; C.A. Tomlinson, <i>Differentiation and the brain: How neuroscience supports the neuro-friendly classroom</i> (pp. 17-44). Bloomington, IN: Solution Tree Press.</li> <li>• The power of culturally responsive caring (2018). In G. Gay, <i>Culturally responsive teaching: Theory, research, and practice</i> (3<sup>rd</sup> ed., Chapter 3). New York, NY: Teachers College Press.</li> </ul> <b>Due this week:</b> <ul style="list-style-type: none"> <li>• <b>Participate in Collaborate Session #1*</b></li> <li>• Online Module Tasks</li> </ul>
Week 3 <b>Sept. 9-15</b>	<b><i>Curriculum as a Framework: Designing Instruction for Gifted Students</i></b>	<b>Read:</b> <ul style="list-style-type: none"> <li>• Curriculum and differentiation (2011). In D.A. Sousa, &amp; C.A. Tomlinson, <i>Differentiation and the brain: How neuroscience supports the neuro-friendly classroom</i> (pp. 45-62). Bloomington, IN: Solution Tree Press.</li> <li>• Ethnic and cultural diversity in curriculum content (2018). In G. Gay, <i>Culturally responsive teaching: Theory, research, and practice</i> (3<sup>rd</sup> ed., Chapter 5). New York, NY: Teachers College Press.</li> </ul> <b>Due this week:</b> <ul style="list-style-type: none"> <li>• <b>Selection of Standards &amp; Learning Objectives for PBA</b></li> <li>• Online Module Tasks</li> </ul>

<p>Week 4 <b>Sept. 16-22</b></p>	<p><i>Beginning with the End in Mind: Aligning Curriculum Assessment and Instruction</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Classroom assessment and differentiation (2011). In D.A. Sousa, &amp; C.A. Tomlinson, <i>Differentiation and the brain: How neuroscience supports the neuro-friendly classroom</i> (pp. 63-84). Bloomington, IN: Solution Tree Press.</li> <li>• Where Am I Now? Self-Assessment &amp; Goal-Setting (2009). In J. Chappuis, <i>Seven strategies of assessment for learning</i> (pp. 93-128). Boston, MA: Pearson.</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Online Module Tasks</li> </ul>
<p>Week 5 <b>Sept. 23-29</b></p>	<p><i>Moving from a Deficit- to Strengths-Based Model: Differentiating Instruction by Student Readiness</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Differentiating in response to student readiness (2011). In D.A. Sousa, &amp; C.A. Tomlinson, <i>Differentiation and the brain: How neuroscience supports the neuro-friendly classroom</i> (pp. 85-110). Bloomington, IN: Solution Tree Press.</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Map for PBA</li> <li>• Online Module Tasks</li> </ul>
<p>Week 6 <b>Sept. 30- Oct. 6</b></p>	<p><i>Cultural Congruence: A Responsive Approach to Teaching and Learning</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Cultural congruity in teaching and learning (2018). In G. Gay, <i>Culturally responsive teaching: Theory, research, and practice</i> (3<sup>rd</sup> ed., Chapter 6). New York, NY: Teachers College Press.</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Critical Reading Response #1</li> <li>• Online Module Tasks</li> </ul>
<p>Week 7 <b>Oct. 7-13</b></p>	<p><i>Students at the Center: Differentiating Instruction by Interest and Learning Profile</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Differentiating in response to student interest (2011). In D.A. Sousa, &amp; C.A. Tomlinson, <i>Differentiation and the brain: How neuroscience supports the neuro-friendly classroom</i> (pp. 111-136). Bloomington, IN: Solution Tree Press.</li> <li>• Differentiating in response to student learning profile (2011). In D.A. Sousa, &amp; C.A. Tomlinson, <i>Differentiation and the brain: How neuroscience supports the neuro-friendly classroom</i> (pp. 137-164). Bloomington, IN: Solution Tree Press.</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Online Module Tasks</li> </ul>
<p>Week 8 <b>Oct. 14-20</b></p>	<p><i>Catching Up:</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• None assigned</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Lesson #1</li> <li>• Online Module Tasks</li> </ul>



<p>Week 9 <b>Oct. 21-27</b></p> <p><i>Collaborate Session*</i></p>	<p><i>Creating a Shared Understanding: The Role of Language in the Classroom</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Culture and communication in the classroom (2018). In G. Gay, <i>Culturally responsive teaching: Theory, research, and practice</i> (3<sup>rd</sup> ed., Chapter 4). New York, NY: Teachers College Press.</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Participate in Collaborate Session #2*</li> <li>• Online Module Tasks</li> </ul>
<p>Week 10 <b>Oct. 28- Nov. 3</b></p>	<p><i>Putting Differentiation into Practice: Instructional Approaches in a Differentiated Classroom</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Managing a differentiated classroom (2011). In D.A. Sousa, &amp; C.A. Tomlinson, <i>Differentiation and the brain: How neuroscience supports the neuro-friendly classroom</i> (pp. 165-186). Bloomington, IN: Solution Tree Press.</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Lesson #2</li> <li>• Online Module Tasks</li> </ul>
<p>Week 11 <b>Nov. 4-10</b></p>	<p><i>Looking Ahead</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Epilogue: Looking back and projecting forward (2018). In G. Gay, <i>Culturally responsive teaching: Theory, research, and practice</i> (3<sup>rd</sup> ed., Chapter 8). New York, NY: Teachers College Press.</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Work on PBA Unit Plan Drafts</li> <li>• Critical Reading Response #2</li> <li>• Online Module Tasks</li> </ul>
<p>Week 12 <b>Nov. 11-17</b></p>	<p><i>Building Our Toolkit: Resources to Support Differentiation</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• Selected chapter from Cash, R.A. (2017). <i>Advancing differentiation: Thinking and learning for the 21<sup>st</sup> century</i> (2<sup>nd</sup> ed.). Minneapolis, MN: Free Spirit Publishing.</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Participate in Collaborate Session #3*</li> <li>• Post draft of your PBA Unit Plan to VoiceThread for feedback from Critical Friends Group</li> <li>• Online Module Tasks</li> </ul>
<p>Week 13 <b>Nov. 18-24</b></p> <p><i>Collaborate Session*</i></p>	<p><i>Supporting Each Other: Feedback to Critical Friends</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• None assigned</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Provide feedback on PBA Unit Plan Drafts via VoiceThread to your Critical Friends Group</li> </ul>
<p>Week 14 <b>Nov. 25- Dec. 1</b></p>	<p><b>Thanksgiving Holiday: No Assignments</b></p>	

<p><b>Dec. 2-8</b></p>	<p><i>Feedforward: Using Feedback to Revise your Work</i></p> <p><i>Course Evaluations</i></p>	<p><b>Read:</b></p> <ul style="list-style-type: none"> <li>• None assigned</li> </ul> <p><b>Due this week:</b></p> <ul style="list-style-type: none"> <li>• Work on PBA Unit Plan Final Draft</li> </ul>
<p>Week 15 <b>Dec. 9-15</b></p>	<p><i>Catching Up</i></p>	<p><b>Revise &amp; resubmit any assignments necessary</b></p> <p><b>Due this week:</b></p> <p>Submit final Differentiated Unit Implementation Case Study (PBA) to Tk20</p>

**EDCI 622**  
**Guidelines for the Performance-Based Assessment:**  
***Differentiated Unit Implementation Case Study***

Each student will plan, implement, and reflect on a differentiated unit of study that utilizes strategies discussed in the course. The case study should include the following components:

- I. A **unit plan** that includes:
  - a. the learning goals and objectives for the unit and its alignment to grade level and/or content standards
  - b. pre- and post-assessments and materials/handouts used
  - c. a unit map outlining the lesson sequence
  - d. two complete lessons, revised after instructor feedback, from Assignment C
  - e. detailed descriptions of additional unit lessons that includes, at minimum:
    - i. learning objectives and content standards addressed
    - ii. explanation of lesson component(s) differentiated and the strategy(ies) used to do this, as well as the rationale for their selection
    - iii. basic outline of lesson flow
    - iv. formative and/or summative assessments conducted to gauge student learning
  - f. description of the classroom setting, including class demographics and student learning profiles/levels
  - g. evidence of use of classroom setting (see “e” above) and pre-assessment data to direct unit and lesson design
  
- II. A **reflection** (5-6 pp.), including references to course readings and broader gifted education literature. Use your blog entries throughout the semester to help you answer the following questions:
  - a. What observations did you make as you designed *and* implemented this unit with your class? Be sure to include details and reference specific lessons, ways in which individual students responded, as well as intentional decisions you made in the planning process. How might this impact the way you would plan and implement this, and other, units in the future? (at least 3 pp.)
  - b. How has this course impacted the way you think about designing appropriate instruction for gifted and talented learners?
  - c. What questions do you still have about differentiating for the needs of gifted and talented learners?

This case study will be assessed based on the rubric included at the end of the syllabus, with the following criteria in mind:

- inclusion of all components (unit plan and reflection) listed above and the degree to which the outlined expectations for each have been addressed
- thoroughness, clarity, and degree to which unit plan addresses the needs of students in your specific classroom context
- evidence that the unit plan translates key principles of differentiation from current knowledge in the field to classroom practice
- thoughtfulness and depth of reflection response
- correct citation of references in the reflection, using APA-style (6<sup>th</sup> ed.)

**EDCI 622**  
**Performance-Based Assessment Rubric:**  
***Differentiated Unit Implementation Case Study***

	<b>Does Not Meet Standard</b> (Little or no evidence)	<b>Approaches Standard</b> (Some evidence)	<b>Meets Standard</b> (Clear evidence)	<b>Exceeds Standard</b> (Clear, convincing, and substantial evidence)
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Unit Plan Components</b>  <i>NAGC-CEC Stand. 1.2, 2.1, 3.2, 3.3, 3.4, 4.4, 5.2</i>	<ul style="list-style-type: none"> <li>• <b>May not</b> identify the learning goals and objectives for the unit and its alignment to grade level and/or content standards</li> <li>• <b>May not</b> include unit map that outlines the lesson sequence</li> <li>• <b>May not</b> include two lessons from Assignment C, and additional lessons with detailed lesson descriptions, including materials/ handouts</li> <li>• <b>May not</b> include classroom setting description includes information on demographics (e.g., culturally and linguistically diverse, students from poverty, twice-exceptional, etc.) and information gathered on student readiness, interests, and learning profiles</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the learning goals and objectives for the unit and its alignment to grade level and/or content standards</li> <li>• Inclusion of unit map that outlines the lesson sequence</li> <li>• Two lessons from Assignment C, and additional lessons with detailed lesson descriptions, including materials/ handouts</li> <li>• Classroom setting description includes <b>some</b> information on demographics (e.g., culturally and linguistically diverse, students from poverty, twice-exceptional, etc.) and information gathered on student readiness, interests, and learning profiles</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies the learning goals and objectives for the unit and its alignment to grade level and/or content standards</li> <li>• Inclusion of unit map that outlines the lesson sequence</li> <li>• Two lessons from Assignment C, and additional lessons with detailed lesson descriptions, including materials/ handouts</li> <li>• Classroom setting description includes information on demographics (e.g., culturally and linguistically diverse, students from poverty, twice-exceptional, etc.) and information gathered on student readiness, interests, and learning profiles</li> <li>• <b>Inclusion of pre- and post-assessments used in the unit</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explicitly</b> identifies the learning goals and objectives for the unit and its alignment to grade level and/or content standards</li> <li>• Inclusion of unit map that <b>clearly outlines</b> the lesson sequence</li> <li>• Two lessons from Assignment C, and additional lessons with detailed lesson descriptions, including materials/ handouts</li> <li>• Classroom setting description includes <b>detailed</b> information on demographics (e.g., culturally and linguistically diverse, students from poverty, twice-exceptional, etc.) and information gathered on student readiness, interests, and learning profiles</li> <li>• Inclusion of pre- and post-assessments used in the unit</li> <li>• <b>Discussion of how the pre-assessment was used to inform instruction, and how the post-assessment will be used to inform future instruction</b></li> </ul>
<b>Reflection</b>  <i>NAGC-CEC Stand. 6.1, 6.2, 6.4</i>	<ul style="list-style-type: none"> <li>• <b>Does not include</b> reflection, <b>or includes a cursory</b> reflection that may be bulleted</li> <li>• APA-style (6<sup>th</sup> ed.) is <b>not used</b></li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Includes reflection</li> <li>• <b>Does not address all 3</b> required questions, <b>or may lack</b> detail or thoughtful connections</li> <li>• <b>May or may not</b> use course readings to support points/thoughts and/or generally follows APA-style (6<sup>th</sup> ed.) for headings, citations, and references, but with <b>multiple and recurring</b> errors</li> </ul>	<ul style="list-style-type: none"> <li>• Includes reflection</li> <li>• Addresses the 3 required questions thoroughly and thoughtfully</li> <li>• Uses course readings to support points/thoughts</li> <li>• Follows APA-style (6<sup>th</sup> ed.) for headings, citations, and references, with a <b>few minor</b> errors</li> </ul>	<ul style="list-style-type: none"> <li>• Includes reflection</li> <li>• Addresses the 3 required questions thoroughly and thoughtfully</li> <li>• Uses course readings to support points/thoughts</li> <li>• Follows APA-style (6<sup>th</sup> ed.) for headings, citations, and references with <b>no</b> errors</li> </ul>

	<b>Does Not Meet Standard</b> (Little or no evidence)	<b>Approaches Standard</b> (Some evidence)	<b>Meets Standard</b> (Clear evidence)	<b>Exceeds Standard</b> (Clear, convincing, and substantial evidence)
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Evidence of Differentiation</b>  <i>NAGC-CEC Stand. 1.2, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 4.4, 5.1, 5.5</i>	<ul style="list-style-type: none"> <li>Unit plan <b>may not</b> translate key principles of differentiation from current knowledge in the field to classroom practice</li> <li><b>No</b> instructional components (content, process, product, affect, learning environment) have been addressed throughout unit</li> <li><b>No</b> different instructional strategies (e.g., RAFT, tiered activity, anchor activity, etc.) have been used throughout the unit</li> <li>Selection of differentiated instructional components and strategies <b>may not</b> be tied to pre-assessment data, class demographics, and student readiness, interest, and learning profiles</li> </ul>	<ul style="list-style-type: none"> <li>Unit plan <b>may or may not</b> translate key principles of differentiation from current knowledge in the field to classroom practice</li> <li><b>One to two</b> instructional components (content, process, product, affect, learning environment) have been addressed throughout unit</li> <li><b>One to two</b> different instructional strategies (e.g., RAFT, tiered activity, anchor activity, etc.) have been used throughout the unit</li> <li>Selection of differentiated instructional components and strategies <b>may or may not</b> be tied to pre-assessment data, class demographics, and student readiness, interest, and learning profiles</li> </ul>	<ul style="list-style-type: none"> <li>Unit plan translates key principles of differentiation from current knowledge in the field to classroom practice</li> <li><b>Three to four</b> instructional components (content, process, product, affect, learning environment) have been addressed throughout unit</li> <li><b>Three to four</b> different instructional strategies (e.g., RAFT, tiered activity, anchor activity, etc.) have been used throughout the unit</li> <li>Selection of differentiated instructional components and strategies tied to pre-assessment data, class demographics, and student readiness, interest, and learning profiles</li> </ul>	<ul style="list-style-type: none"> <li>Unit plan <b>clearly</b> translates key principles of differentiation from current knowledge in the field to classroom practice</li> <li>All <b>five</b> instructional components (content, process, product, affect, learning environment) have been addressed throughout unit</li> <li>At least <b>five</b> different instructional strategies (e.g., RAFT, tiered activity, anchor activity, etc.) have been used throughout the unit</li> <li>Selection of differentiated instructional components and strategies <b>explicitly</b> tied to pre-assessment data, class demographics, and student readiness, interest, and learning profiles</li> </ul>
<b>Revised Lessons</b>  <i>NAGC-CEC Stand. 5.3, 6.4, 7.3</i>	<ul style="list-style-type: none"> <li><b>Little or no</b> evidence of revision in the differentiated lessons from Assignment C</li> </ul>	<ul style="list-style-type: none"> <li><b>At least one</b> of the differentiated lessons from Assignment C shows revisions</li> </ul>	<ul style="list-style-type: none"> <li><b>Both</b> differentiated lessons from Assignment C <b>clearly</b> show revisions</li> </ul>	<ul style="list-style-type: none"> <li>Both complete, differentiated lessons from Assignment C clearly show <b>effective</b> revisions <b>based on instructor and peer feedback and personal reflection</b></li> </ul>
<b>Supporting Materials/ Handouts</b>  <i>NAGC-CEC Stand. 3.2, 3.3, 5.1, 5.2, 5.5</i>	<p>Additional lessons in unit include detailed descriptions, with <b>less than two</b> of the following:</p> <ul style="list-style-type: none"> <li>learning objectives and content standards addressed</li> <li>explanations for lesson component(s) differentiated, which instructional strategy was used, and why</li> <li>outline of lesson flow</li> <li>and formative and/or summative assessments used to gauge student understanding</li> </ul>	<p>Additional lessons in unit include detailed descriptions, with <b>at least two</b> of the following:</p> <ul style="list-style-type: none"> <li>learning objectives and content standards addressed</li> <li>explanations for lesson component(s) differentiated, which instructional strategy was used, and why</li> <li>outline of lesson flow</li> <li>and formative and/or summative assessments used to gauge student understanding</li> </ul>	<p>Additional lessons in unit include detailed descriptions, with <b>at least three</b> of the following:</p> <ul style="list-style-type: none"> <li>learning objectives and content standards addressed</li> <li>explanations for lesson component(s) differentiated, which instructional strategy was used, and why</li> <li>outline of lesson flow</li> <li>and formative and/or summative assessments used to gauge student understanding</li> </ul>	<p>Additional lessons in unit include detailed descriptions, with <b>all</b> of the following:</p> <ul style="list-style-type: none"> <li>learning objectives and content standards addressed</li> <li>explanations for lesson component(s) differentiated, which instructional strategy was used, and why</li> <li>outline of lesson flow</li> <li>and formative and/or summative assessments used to gauge student understanding</li> </ul>

**EDCI 622**  
**Critical Reading Response Rubric**

	<b>Does not meet Standard</b> (Little or no evidence)	<b>Approaches Standard</b> (Some evidence)	<b>Meets Standard</b> (Clear evidence)	<b>Exceeds Standard</b> (Clear, convincing, and substantial evidence)
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Discussion</b>	<ul style="list-style-type: none"> <li>• Response to the prompt identifies two or fewer principle points and/or relies heavily on connections to personal/ educational contexts, rather than course readings or gifted education literature.</li> <li>• May not use critical lens to understand, evaluate, and/or reflect upon information presented through course content</li> </ul>	<ul style="list-style-type: none"> <li>• Response to the prompt identifies two to three principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts.</li> <li>• Attempts to use critical lens to understand, evaluate, and reflect upon information presented through course content</li> </ul>	<ul style="list-style-type: none"> <li>• Response to the prompt identifies three to four principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts.</li> <li>• Uses critical lens to understand, evaluate, and reflect upon information presented through course content</li> </ul>	<ul style="list-style-type: none"> <li>• Response to the prompt identifies three to four principle points and includes connections to: course readings, literature in gifted education and personal/educational contexts.</li> <li>• Uses critical lens to understand, evaluate, and reflect upon information presented through course content</li> </ul>
<b>Reflection on the Readings</b>	<ul style="list-style-type: none"> <li>• May not discuss how these readings apply to your professional context in gifted education</li> <li>• May not address how these course readings advance thinking and/or the field</li> </ul>	<ul style="list-style-type: none"> <li>• May discuss how these readings apply to your professional context in gifted education</li> <li>• Explains how these course readings have served to either advance your thinking or the field</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses how these readings apply to your professional context in gifted education</li> <li>• Explains how these course readings have served to advance your thinking and the field</li> </ul>	<ul style="list-style-type: none"> <li>• Elaborates on how these readings apply to your professional context in gifted education</li> <li>• Explains how these course readings have served to advance your thinking and the field</li> </ul>
<b>Connections to Course Content &amp; the Broader Literature</b>	<ul style="list-style-type: none"> <li>• Includes a representation of fewer than three references from EDCI 622 readings, as well as one or no readings outside the scope of the course</li> <li>• References selected are weakly connected to reflection prompt</li> <li>• APA-style (6<sup>th</sup> ed.) used inconsistently or not at all</li> </ul>	<ul style="list-style-type: none"> <li>• Includes a representation of three to four references from EDCI 622 readings, as well as one to two readings outside the scope of the course</li> <li>• References selected are mostly connected to reflection prompt</li> <li>• APA-style (6<sup>th</sup> ed.) used inconsistently throughout</li> </ul>	<ul style="list-style-type: none"> <li>• Includes a representation of five to six references from EDCI 622 readings, as well as two to three readings outside the scope of the course</li> <li>• References selected are connected to reflection prompt</li> <li>• APA-style (6<sup>th</sup> ed.) used consistently throughout</li> </ul>	<ul style="list-style-type: none"> <li>• Includes a representation of at least seven references from EDCI 622 readings, as well as at least four readings outside the scope of the course</li> <li>• References selected are meaningful and explicitly connected to reflection prompt</li> <li>• APA-style (6<sup>th</sup> ed.) used consistently throughout</li> </ul>

**EDCI 622**  
**Differentiated Lessons Rubric**

	<b>Does not meet Standard</b> (Little or no evidence)	<b>Approaches Standard</b> (Some evidence)	<b>Meets Standard</b> (Clear evidence)	<b>Exceeds Standard</b> (Clear, convincing, and substantial evidence)
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Lesson Components</b>	<ul style="list-style-type: none"> <li>Organization of lesson <b>may not include</b> standard lesson components</li> <li>Alignment of learning objectives to grade level and/or content standards <b>may not be included</b></li> <li><b>May not have</b> a focused, connected, <b>or</b> logical flow</li> <li><b>May not include</b> materials/ handouts used in lesson</li> </ul>	<ul style="list-style-type: none"> <li>Organization of lesson <b>may or may not include</b> standard lesson components</li> <li>Alignment of learning objectives to grade level and/or content standards <b>may or may not be included</b></li> <li><b>May or may not have</b> a focused, connected, <b>or</b> logical flow</li> <li><b>May or may not include</b> materials/ handouts used in lesson</li> </ul>	<ul style="list-style-type: none"> <li>Organization of lesson with standard lesson components</li> <li>Alignment of learning objectives to grade level and/or content standards</li> <li>Focused, connected, <b>and/or</b> logical flow</li> <li>Inclusion of materials/ handouts used in lesson</li> </ul>	<ul style="list-style-type: none"> <li><b>Clear</b> organization of lesson with standard lesson components</li> <li><b>Tight</b> alignment of learning objectives to grade level and/or content standards</li> <li>Focused, connected, <b>and</b> logical flow</li> <li>Inclusion of materials/ handouts used in lesson</li> </ul>
<b>Classroom &amp; Student Context Used in Lesson Design</b>	<ul style="list-style-type: none"> <li><b>Little or no</b> evidence of pre-assessment data used to direct lesson design</li> <li>Class demographics (e.g., culturally and linguistically diverse backgrounds, poverty, twice-exceptionality), <b>may not be</b> addressed in lesson design</li> <li><b>Little or no</b> use of readiness, interest, and learning profiles in lesson design</li> </ul>	<ul style="list-style-type: none"> <li><b>Some</b> evidence of pre-assessment data used to direct lesson design</li> <li>Class demographics (e.g., culturally and linguistically diverse backgrounds, poverty, twice-exceptionality), <b>somewhat</b> addressed in lesson design</li> <li><b>Limited</b> use of readiness, interest, and learning profiles in lesson design</li> </ul>	<ul style="list-style-type: none"> <li><b>Clear</b> evidence of pre-assessment data used to direct lesson design</li> <li>Class demographics (e.g., culturally and linguistically diverse backgrounds, poverty, twice-exceptionality), <b>addressed</b> in lesson design</li> <li>Use of readiness, interest, and learning profiles in lesson design</li> </ul>	<ul style="list-style-type: none"> <li><b>Clear and convincing</b> evidence of pre-assessment data used to direct lesson design</li> <li>Class demographics (e.g., culturally and linguistically diverse backgrounds, poverty, twice-exceptionality), <b>explicitly addressed</b> in lesson design</li> <li><b>Clear</b> use of readiness, interest, and learning profiles in lesson design</li> </ul>
<b>Use of Differentiation Components &amp; Strategies</b>	<ul style="list-style-type: none"> <li><b>May not focus</b> on an instructional component for differentiation (content, process, product, affect, learning environment); that component varies from other submitted lesson</li> <li><b>May or may not utilize</b> a differentiated instructional strategy (e.g., RAFT, tiered activity, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><b>Focus</b> on at least one instructional component for differentiation (content, process, product, affect, learning environment); that component varies from other submitted lesson</li> <li><b>May utilize</b> a differentiated instructional strategy (e.g., RAFT, tiered activity, etc.) <b>that may or may not support student learning</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Clear focus</b> on at least one instructional component for differentiation (content, process, product, affect, learning environment); that component varies from other submitted lesson</li> <li>Utilizes a differentiated instructional strategy (e.g., RAFT, tiered activity, etc.) that <b>supports</b> student learning</li> </ul>	<ul style="list-style-type: none"> <li><b>Clear and substantial focus</b> on at least one instructional component for differentiation (content, process, product, affect, learning environment); that component varies from other submitted lesson</li> <li><b>Clearly</b> utilizes a differentiated instructional strategy (e.g., RAFT, tiered activity, etc.) that <b>effectively supports</b> student learning</li> </ul>



**EDCI 622**  
**Guidelines for Course Engagement**

	<b>Does not meet Standard</b> (Little or no evidence)	<b>Approaches Standard</b> (Some evidence)	<b>Meets Standard</b> (Clear evidence)	<b>Exceeds Standard</b> (Clear, convincing, and substantial evidence)
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>Overall Participation</b>	<ul style="list-style-type: none"> <li>• Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content.</li> <li>• Collaborate sessions may not have been attended.</li> <li>• One or no Collaborate reflections discuss new insights and/or changes in thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Some tasks for the week are completed on time AND/OR demonstrate thoughtfulness.</li> <li>• Collaborate sessions were attended and student was somewhat engaged with peers and instructor.</li> <li>• One of three Collaborate reflections discuss new insights and changes in thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• Most tasks for the week are completed on time and demonstrate thoughtfulness.</li> <li>• Collaborate sessions were attended and student was often engaged with peers and instructor.</li> <li>• Two of three Collaborate reflections thoughtfully discuss new insights and changes in thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• All weekly tasks are completed on time and demonstrate thoughtfulness.</li> <li>• Collaborate sessions were attended and student was consistently and actively engaged with peers and instructor.</li> <li>• All Collaborate reflections thoughtfully discuss new insights and changes in thinking.</li> </ul>
<b>Discussion Quality</b>	<ul style="list-style-type: none"> <li>• Discussion posts and many replies are limited.</li> <li>• Few readings are integrated to support posts and reflections.</li> <li>• APA-style (6<sup>th</sup> ed.) citations are rarely used in posts.</li> <li>• Few posts and reflections utilize and demonstrate learners' prior and/or new knowledge.</li> <li>• Few replies go beyond superficial responses.</li> <li>• Few replies build on others' responses to create connected threads.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion posts and most replies are 1-3 paragraphs.</li> <li>• Some readings are integrated to support posts and reflections.</li> <li>• APA-style (6<sup>th</sup> ed.) citations are occasionally used in posts.</li> <li>• Some posts and reflections utilize and demonstrate learners' prior and/or new knowledge.</li> <li>• Replies occasionally go beyond superficial responses.</li> <li>• Some replies build on others' responses to create connected threads.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion posts and most replies are 1-3 <i>heartly</i> paragraphs.</li> <li>• Readings are often integrated to support posts and reflections.</li> <li>• APA-style (6<sup>th</sup> ed.) citations are often used in posts.</li> <li>• Most posts and reflections utilize and demonstrate learners' prior and/or new knowledge.</li> <li>• Replies usually go beyond superficial responses.</li> <li>• Most replies build on others' responses to create connected threads.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion posts and all replies are 1-3 <i>heartly</i> paragraphs.</li> <li>• Readings are consistently integrated to support thoughtful posts and reflections.</li> <li>• APA-style (6<sup>th</sup> ed.) citations are consistently used in posts.</li> <li>• Posts and reflections utilize and demonstrate learners' prior and new knowledge.</li> <li>• All replies go beyond superficial responses.</li> <li>• Replies build on others' responses to create connected threads.</li> </ul>