

**George Mason University**  
**College of Education and Human Development**  
**Graduate School of Education: Elementary Education Program (ELED)**

***ELED 545 Section A02—Cohort 4***  
***Differentiating Elementary Methods and Management, (3 credits)***

Summer 2020 (June 1—June 30)

Synchronous Online: Monday June 1st and June 15th (1:30-3:30); T/Th 1:30-3:30 (June 2nd-30th)

**Professor:** Dr. Audra Parker

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

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

**University Catalog Course Description:** Provides an introduction to differentiated instruction and management for children in grades PK-6. Emphasizes the assessment of learners, incorporation of varied instructional and management strategies to meet the needs of all learners. This course requires 15 hours of field observation (virtual).

**Course Overview:** This course examines the principles of differentiated instruction, assessment, and classroom management and the intersection of the three. Teacher candidates will explore a variety of assessment strategies, as well as methods for using data to differentiate content, process, and product based upon students' readiness, interests, and learner preferences. Teacher candidates will expand their repertoire of management techniques that support students' learning, motivation, and a positive, supportive classroom climate. This includes exploration of the relationship between classroom environment, student behavior, and student learning.

**Course Delivery Method:** This course will be delivered online (76% or more) using both synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 25, 2020. This course will also use a combination of Zoom, Blackboard Collaborate and google slides for synchronous online course delivery. Synchronous class sessions will include small/large group discussions and tasks, lecture, and student-led activities. A detailed schedule is included below.

**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:

1. High-speed Internet access with standard up-to-date browsers. To get 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)
2. To get a list of supported operating 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)
3. Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with the Blackboard Collaborate or other required web conferencing tool.
5. 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.
6. 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*

1. Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
2. Log-in 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 five times/week. In addition, students must log-in for all scheduled online synchronous meetings.
3. 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.
4. 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.
5. 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.

6. 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.
7. 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.
8. 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 as 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.
9. Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

### **LEARNER OUTCOMES:**

This course is designed to enable students to:

- A. Explain the core principles of differentiated instruction and flexible grouping and use these to address diverse ways of learning through planning and implementing whole class, small group, and individualized/targeted instruction related to a specific content/strategy/skill instruction. (INTASC 2, 7, 8)
- B. Use their theoretical understanding of how children grow, develop and learn, as well as their individual differences (SES, disabilities, race, gender) and diverse cultures (ethnic and linguistic diversity), to plan and implement a cohesive sequence of differentiated lessons that meets the needs of diverse student populations through a variety of instructional practices. (INTASC 2, 7, 8)
- C. Select appropriate materials, tools, and technologies to achieve instructional goals with all learners.
- D. Understand general methods of assessment and identify how assessment data is used in the state, district, building, and by classroom teachers to drive instruction. (INTASC 6)
- E. Understand legal and ethical responsibilities associated with assessments used in PK-6 education.

F. Explore formative and summative assessment techniques and use these to collect data on the readiness, interests, and learning profiles of students as the basis for differentiation before and during instruction. (INTASC 6)

G. Use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress.

H. Use their knowledge of effective communication strategies to explore methods for providing constructive feedback to guide children's learning and for discussing student progress with colleagues and parents. (INTASC 6)

I. Explore the relationship between assessment and grading in a differentiated classroom. (INTASC 6)

J. Use their understanding of learner differences, classroom management models, and diverse cultures and communities to plan for and ensure an inclusive learning environment that builds responsibility, self-discipline, self-regulation and supports motivation and engagement in learning. (INTASC 2, 3)

K. Understand the ethical, legal, and safety obligations when responding to student behaviors. (INTASC 2, 3)

L. Reflect individually and collaboratively with peers and colleagues on lessons to self-evaluate, determine effectiveness of instruction, and plan for future instruction. (INTASC 9, 10)

M. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, music, drama, movement, and computer technology.

#### **PROFESSIONAL STANDARDS:**

##### **[INTASC \(The Interstate Teacher Assessment & Support Consortium\):](#)**

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**International Society for Technology in Education National Education Technology Standards (ISTE-NET):**

**Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments—**

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

**Standard 5: Engage in Professional Growth and Leadership—** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

**Virginia State Technology Standards for Instructional Personnel:**

**Standard A:** Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.

**Standard B:** Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.

**Standard C:** Instructional personnel shall be able to apply computer productivity tools for professional use.

**Standard D:** Instructional personnel shall be able to use electronic technologies to access and exchange information.

**REQUIRED TEXTS:**

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

**RECOMMENDED TEXTS:**

Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14*. Northeast Foundation for Children.

Charney, R. S. (2002). *Teaching children to care: Classroom management for ethical and academic growth in grades K-8*. Northeast Foundation for Children. (available online @<https://eric.ed.gov/?id=ED369531>)

\*\*Additional selected readings will be posted on Blackboard.

**COURSE PERFORMANCE EVALUATION:**

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

### **Assignments and/or Examinations:**

#### **1. Lesson Plan and Video Observation (20%)**

You will use the Differentiated Instruction Observation Tool to analyze one premade lesson and one sample video. A separate Observation Tool will be completed for each. One lesson/video will focus on differentiation in a primary classroom, and the other will focus on differentiation in an intermediate classroom. You will write a summative reflection that synthesizes your key takeaways for your own classroom practices and developing beliefs about differentiation.

#### **2. PBA: Impact on Student Learning Task (Modified--COVID Summer) (40%):**

##### **Part 1: Using Data to Drive Instruction/Assessing Individual Students**

- 1) Using the skills you will develop in this course, you will **analyze a set of student data**. This data was generated using conferences, observations, interviews, student readiness, interest and learner preferences inventories, and previous assessment data.
- 2) Write a **brief description** of what you learned
  - An overview of your class should include a description of your general perceptions of the students' areas of strength and how you might build on those as you plan instruction.
  - One-two paragraph holistic summary of trends and implications for your lesson. How will your diagnostic data inform your lesson planning? How will you differentiate for readiness, interest, and learning style via content, process, product in your lessons?

##### **Part 2: Differentiated Lesson Plan**

You will create an **outline** of 3-5 lessons based on your knowledge of students. The outline will include KUDs (targets), as well as plans for differentiation (content, process, product, readiness, interests, & learner preferences), key procedures, and formative assessment. In addition, you will design a final summative assessment aligned with the KUDs.

##### **Part 3: Instructional Analysis and Impact--NOT APPLICABLE (COVID 19)**

### **Other Requirements:**

#### **Attendance and Participation (40%)**

It is expected that you attend all synchronous and asynchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at

least 48 hours in advance. In addition, **you are expected to be on time to class** unless 48 hours advance notice has been provided to the instructor.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to synchronous and asynchronous online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed **all assigned readings and tasks** for that class.

Your participation includes completion of all synchronous and asynchronous application activities. This includes but is not limited to

- **Contributions to whole group and small group discussions**
- **NearPod responses**
- **Differentiating a sample lesson practice**
- **Creating pre-assessments for readiness, interests, and learner preferences**
- **Graphic organizers and activities associated with stations**

## 2. Work Timeliness Expectations

**All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor.** All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class.

All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

*Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.*

### COURSE PERFORMANCE EVALUATION WEIGHTING

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>%</i>	<i>Due Date</i>
A–G	Attendance & Participation	40%	ongoing

A-G	Lesson Plan and Video 'Observations'	20%	6/15/20
A-G	*PBA: Impact on Student Learning	40%	6/29/20
TOTAL		100%	

\*Performance-based assessment (PBA)

### GRADING POLICIES

Grade	Points	Interpretation
A	3.00 or higher	Represents mastery of the subject through effort at and/or beyond basic requirements
B	2.00	Reflects an understanding of and the ability to apply theories and principles at a basic level
C	1	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	0.00	

*\*Remember: A course grade less than B requires that you retake the course. "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education*

#### ***Professional Dispositions***

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

#### **Course Schedule**

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

**Week 1: June 1st-5th**



- ★ I can define differentiation, its key principles, and why it is a necessary orientation in elementary classroom meetings.
- ★ I can explain the role of assessment in a differentiated classroom.
- ★ I can identify the elements of classroom community necessary for supporting differentiation.
- ★ I can design and implement a variety of pre-assessment strategies to assess elementary learners in terms of readiness, interests, and learning profile.
- ★ I can describe and apply strategies used to differentiate instruction by readiness.
- ★ I can describe and apply strategies used to differentiate instruction by interest and learning profile.

Class Session	Readings, Activities, and Assignments (DUE BEFORE CLASS)
<p><b>June 1st</b> <b>1:30-3:30-Synchronous</b></p> <ul style="list-style-type: none"> <li>● What is Differentiating instruction (DI)?</li> <li>● How do I develop a DI orientation/stance?</li> <li>● What is the role of assessment in DI?</li> <li>● How do I develop a classroom community that supports DI?</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>● TEXT: <ul style="list-style-type: none"> <li>○ <u>Review</u> Doubet &amp; Hockett--Intro and Ch 1 (Hint--you read these in ELED 544 so just skim)</li> </ul> </li> <li>● BLACKBOARD <ul style="list-style-type: none"> <li>○ Tomlinson, Ch. 3 Needs of Students</li> <li>○ Tomlinson, Ch 4 Role of The Teacher</li> <li>○ Tomlinson &amp; Moon, Ch. 2 Assessment &amp; DI (pgs. 17-21)</li> </ul> </li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>● Nearpod video</li> <li>● DI Is/Is Not Sort</li> </ul>
<p><b>June 2nd</b> <b>1:30-3:30 Synchronous</b></p> <ul style="list-style-type: none"> <li>● What is pre-assessment?</li> <li>● How do I pre-assess students' interests &amp; learner preferences?</li> <li>● How do I develop a classroom community that supports DI?</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>● TEXT <ul style="list-style-type: none"> <li>○ Doubet &amp; Hockett, Ch. 3- Preassessment (73-83 only)</li> </ul> </li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>● Nearpod</li> <li>● Bar Graph Activity</li> </ul>
<p><b>June 3rd Asynchronous</b></p> <ul style="list-style-type: none"> <li>● How do I differentiate instruction based on students' interests and learner preferences?</li> <li>● How do I develop a classroom community that supports DI?</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>● TEXT <ul style="list-style-type: none"> <li>○ Doubet &amp; Hockett, Ch. 7- Interests/Learner Profile (253-268)</li> </ul> </li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>● Nearpod</li> <li>● Stations (Trimind, Menus, Choice Boards, RAFTS)</li> <li>● Creating a pre-assessment (situational interests)</li> </ul>
Class Session	Readings, Activities, and Assignments (DUE BEFORE CLASS)

<p><b>June 4th</b>  <b>1:30-3:30 (Synchronous)</b></p> <ul style="list-style-type: none"> <li>• How do I differentiate instruction based on students' interests and learner preferences?</li> <li>• How do I develop a classroom community that supports DI?</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• n/a</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>
<p><b>June 5th (Asynchronous)</b></p> <ul style="list-style-type: none"> <li>• How do I pre-assess students' readiness?</li> <li>• How do I develop a classroom community that supports DI?</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT (REVIEW) <ul style="list-style-type: none"> <li>◦ Doubet &amp; Hockett, Ch. 3- Preassessment (73-83 only)</li> </ul> </li> </ul> <p><b>WATCH/DO:</b></p> <p>n/a</p>
<p><b>Week 2: June 8-12</b></p>	
<p><b>Class Session</b></p>	<p><b>Readings, Activities, and Assignments (DUE BEFORE CLASS)</b></p>
<ul style="list-style-type: none"> <li>★ I can describe and apply strategies used to differentiate instruction by readiness.</li> <li>★ I can describe and apply strategies used to differentiate instruction by interest and learning profile</li> </ul>	
<p><b>June 8th (Asynchronous)</b></p> <ul style="list-style-type: none"> <li>• How do I pre-assess students' readiness?</li> <li>• How do I develop a classroom community that supports DI?</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• n/a</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> <li>• Critiquing readiness reassessment samples (PMI)</li> </ul>
<p><b>June 9th</b>  <b>1:30-3:30 (Synchronous)</b></p> <ul style="list-style-type: none"> <li>• How do I pre-assess students' readiness?</li> <li>• How do I develop a classroom community that supports DI?</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Bb Reading: Focus Lessons</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> <li>• Video: Focus Lesson Sample</li> <li>• Focus lesson analysis</li> </ul>
<p><b>Class Session</b></p>	<p><b>Readings, Activities, and Assignments (DUE BEFORE CLASS)</b></p>

<p><b>June 10th (Asynchronous)</b></p> <ul style="list-style-type: none"> <li>• How do I differentiate instruction based on students' readiness?</li> <li>• How do I develop a classroom community that supports DI?</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT <ul style="list-style-type: none"> <li>○ Doubet &amp; Hockett, Ch. 6--Readiness (201-206)</li> <li>○ Tiering (207-211), Contracts (211)</li> <li>○ Bb--Revisiting Blooms</li> </ul> </li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> <li>• Stations (Tiered Instruction (228-243), Cubing, Contracts (244-249), Six Hats)</li> </ul>
<p><b>June 11th 1:30-3:30 (Synchronous)</b></p> <ul style="list-style-type: none"> <li>• How do I differentiate instruction based on students' readiness?</li> <li>• How do I develop a classroom community that supports DI?</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• TEXT <ul style="list-style-type: none"> <li>○ Doubet &amp; Hockett, Ch. 6, (213-225)</li> <li>○ Bb Readings: Stations/Centers, Thinking Dots; Socratic Seminars/Debates</li> </ul> </li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> <li>• n/a</li> </ul>
<p><b>June 12th (Asynchronous)</b></p> <ul style="list-style-type: none"> <li>• How do I identify differentiated instructional practices in classrooms and in lesson plans?</li> <li>• How do I develop a classroom community that supports DI?</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• n/a</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Use DI Observation Tool to 'observe' a teaching video.</li> <li>• Use DI Observation Tool to 'review' a lesson plan.</li> </ul>
<p><b>Week 3: June 15-19</b></p>	
<p><b>Class Session</b></p>	<p><b>Readings, Activities, and Assignments (DUE BEFORE CLASS)</b></p>
<p><b>June 15th 1:30-3:30 (Synchronous)</b></p> <ul style="list-style-type: none"> <li>• How do I differentiate instruction based on students' readiness, interests, and learner preferences?</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• n/a</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• n/a</li> </ul>
<p><b>June 16th 1:30-3:30 (Synchronous)</b></p> <ul style="list-style-type: none"> <li>• <i>What are the perceptions of assessment and how does</i></li> </ul>	<p><b>Perceptions of Assessment</b></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Bb Readings</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> </ul>

<p><i>this influence assessment in my classroom?</i></p> <ul style="list-style-type: none"> <li>• <i>How is assessment data used in Virginia, in NoVa, and by classroom teachers?</i></li> </ul>	
<p><b>June 17th (Asynchronous)</b></p> <ul style="list-style-type: none"> <li>• <i>How can I use formative assessment to inform instruction?</i></li> <li>• <i>How do I provide constructive feedback to guide children's learning.</i></li> </ul>	<p><b>Formative assessment</b>  <b>READ:</b></p> <ul style="list-style-type: none"> <li>• Text <ul style="list-style-type: none"> <li>○ Doubet &amp; Hocket, Ch. 5, p. 171-181</li> </ul> </li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> <li>• Stations: Frayer Model, Sticky Notes, Entry/Exit Tickets, Online tools</li> </ul>
<p><b>June 18th</b>  <b>1:30-3:30 (Synchronous)</b></p> <ul style="list-style-type: none"> <li>• <i>How do learning targets and assessment intersect?</i></li> </ul>	<p><b>Targets</b>  <b>READ:</b></p> <ul style="list-style-type: none"> <li>• Bb Reading (Stiggins, Ch. 3)</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> </ul>
<p><b>June 19th (Asynchronous)</b></p> <ul style="list-style-type: none"> <li>• <i>What are methods of assessment and how do these inform my instruction?</i></li> </ul>	<p><b>Methods of Assessment</b>  <b>READ:</b></p> <ul style="list-style-type: none"> <li>• Bb Reading (Stiggins, Ch. 4)</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> </ul>
<b>Week 4: June 22nd-26th</b>	
<b>Class Session</b>	<b>Readings, Activities, and Assignments (DUE BEFORE CLASS)</b>
<p><b>June 22nd (Asynchronous)</b></p> <ul style="list-style-type: none"> <li>• <i>How do I design effective teacher-designed, selected response, and written response assessments?</i></li> <li>• <i>How do I recognize and critique the elements of teacher-designed, selected response, and written response assessments?</i></li> </ul>	<p><b>Traditional Assessment</b>  <b>READ:</b></p> <ul style="list-style-type: none"> <li>• Bb Reading (Popham, Ch. 6 &amp; 7)</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> </ul>
<b>Class Session</b>	<b>Readings, Activities, and Assignments (DUE BEFORE CLASS)</b>
<p><b>June 23rd</b>  <b>1:30-3:30 (Synchronous)</b></p>	<p><b>Performance Assessment</b>  <b>READ:</b></p>

<ul style="list-style-type: none"> <li>• <i>How do I design effective teacher-designed, selected response, and written response assessments?</i></li> <li>• <i>How do I recognize and critique the elements of performance-based assessments, rubrics, and portfolios?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Stiggins chapter 7</li> <li>• Popham chapter 8</li> <li>• Marie Clay chapter 6</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> <li>• Critique: Rubrics, checklists, Rating scales</li> </ul>
<p><b>June 24th (Asynchronous)</b></p> <ul style="list-style-type: none"> <li>• <i>How does assessment drive instruction and planning?</i></li> </ul>	<p><b>Productive Assessment for Learning</b></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Article by Darling-Hammond &amp; Adamson</li> <li>• Ahead of the Curve, chapter 2</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> <li>• Venn diagram comparison</li> </ul>
<p><b>June 25th</b> <b>1:30-3:30 (Synchronous)</b></p> <ul style="list-style-type: none"> <li>• <i>What is the role of testing in an elementary classroom?</i></li> <li>• </li> </ul>	<p><b>Tests</b></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Koretz (2017) chapters 1 &amp; 2</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> <li>• Critiquing assessment samples/indicators of quality assessment</li> </ul>
<p><b>June 26th (Asynchronous)</b></p> <ul style="list-style-type: none"> <li>• <i>What is the role of standardized testing in an elementary classroom?</i></li> <li>• <i>What are the ethical and legal responsibilities associated with assessments?</i></li> </ul>	<p><b>Standardized tests</b></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Koretz (2008) chapter 5</li> <li>• Popham chapter 13</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> <li>• Current Events activity (Group 1)</li> </ul>

<p><b>Week 5</b> <i>June 29-July 1</i></p>	
<p><b>June 29th (Asynchronous)</b></p> <ul style="list-style-type: none"> <li>• <i>What is the role of test preparation and grade inflation in elementary classrooms?</i></li> </ul>	<p><b>Test prep/score inflation</b></p> <p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Koretz (2017) chapter 5</li> <li>• Popham chapter 14</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> </ul>

	<ul style="list-style-type: none"> <li>• Current Events Activity (Group 2)</li> </ul>
<p><b>June 30th</b>  <b>1:30-3:30 (Synchronous)</b></p> <ul style="list-style-type: none"> <li>• <i>How do I create a plan for recording assessment data and determining student grades.</i></li> <li>• <i>How do I identify the elements of an effective grading system in a differentiated classroom.</i></li> <li>• <i>How do I communicate with families about student progress?</i></li> </ul>	<p><b>Grading &amp; Reporting</b>  <b>READ:</b></p> <ul style="list-style-type: none"> <li>• Tomlinson &amp; McTighe ch. 8</li> <li>• Stiggins &amp; Chappuis, ch. 11</li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> <li>• Current Events Activity (Group 3)</li> </ul>
<p><b>July 1st (Asynchronous)</b></p> <ul style="list-style-type: none"> <li>• <i>How do I apply the tenets of differentiation to classroom management including addressing minor and more significant misbehaviors?</i></li> <li>• <i>How do I identify the elements of management that inform differentiation and assessment?</i></li> <li>• <i>What is my personal philosophy of differentiation and assessment?</i></li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Text <ul style="list-style-type: none"> <li>○ Doubet &amp; Hockett, Ch. 8</li> </ul> </li> </ul> <p><b>WATCH/DO:</b></p> <ul style="list-style-type: none"> <li>• Nearpod</li> <li>• Classroom Management Plan Reboot</li> </ul>

### 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 <https://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](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

**Lesson Plan and Video Observations Rubric**

	<b>1 Beginning</b>	<b>2 Developing</b>	<b>3 Proficient</b>	<b>4 Distinguished</b>
<i>Use of the DI observation framework for video observation</i>	Minimal/no evidence noticed or ideas shared for the DI principles.	Some evidence of noticed or ideas shared for the DI principles	Observations noted in each of the DI principle categories in either the ‘I noticed’ or ‘Ideas I have’ domains	Observations noted in each of the DI principle categories in both the ‘I noticed’ and ‘Ideas I have’ domains
<i>Use of the DI observation framework for lesson plan observation</i>	Minimal/no evidence noticed or ideas shared for the DI principles.	Some evidence of noticed or ideas shared for the DI principles	Observations noted in each of the DI principle categories in either the ‘I noticed’ or ‘Ideas I have’ domains	Observations noted in each of the DI principle categories in both the ‘I noticed’ and ‘Ideas I have’ domains



<i>Summative Reflection</i>	Minimal/no evidence of reflection synthesizing your takeaways or developing beliefs about differentiation.	Limited evidence of reflection synthesizing your takeaways or developing beliefs about differentiation.	Reflection synthesizes your key takeaways for your own classroom practices and developing beliefs about differentiation.	Thorough/detailed reflection synthesizes your key takeaways for your own classroom practices and developing beliefs about differentiation.
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**PBA: Impact on Student Learning Task (Modified--COVID Summer) (40%):**

**Part 1: Using Data to Drive Instruction/Assessing Individual Students**

- 3) Using the skills you will develop in this course, you will **analyze a set of student data**. This data was generated using conferences, observations, interviews, student readiness, interest and learner preferences inventories, and previous assessment data.
- 4) Write a **brief description** of what you learned
  - An overview of your class should include a description of your general perceptions of the students' areas of strength and how you might build on those as you plan instruction.
  - One-two paragraph holistic summary of trends and implications for your lesson. How will your diagnostic data inform your lesson planning? How will you differentiate for readiness, interest, and learning style via content, process, product in your lessons?

**Part 2: Differentiated Lesson Plan**

You will create an ***outline*** of 3-5 lessons based on your knowledge of students. The outline will include KUDs (targets), as well as plans for differentiation (content, process, product, readiness, interests, & learner preferences), key procedures, and formative assessment. In addition, you will design a final summative assessment aligned with the KUDs.

**Part 3: Instructional Analysis and Impact--NOT APPLICABLE (COVID 19)**

### Impact on Student Learning (PBA)

<b>PART 1-Diagnostic Assessments</b>				
<b>Topic</b>	<b>Beginning (not met) 1</b>	<b>Developing (not met) 2</b>	<b>Proficient (met) 3</b>	<b>Distinguished (met) 4</b>
Diagnostic Tools	Not included	Designed and used a limited number of diagnostic pre-assessments (2 or fewer)	Designed and used a variety (2-3) of diagnostic pre-assessments	Designed and used a wide variety (4+) of diagnostic pre-assessments
Analysis of pre-assessment data	Not included	Analysis of data is generic in scope and limited in depth.	Analysis of data includes a general description of each student	Analysis of data includes rich, thorough description of each student
Implications of pre-assessment findings		Limited description of implications for planning—with little attention to strategies for differentiating instruction	A description of implications for planning—with an some emphasis on strategies for differentiating instruction	A thorough description of implications for planning—with an emphasis on strategies for differentiating instruction
Writing Style	Numerous errors and/or stylistic issues	Some errors and/or stylistic issues	Well written with few errors in grammar, style or punctuation	Well written with no errors in grammar, style or punctuation
<b>Part 2: Lesson Plans</b>				
<b>Topic</b>	<b>Beginning (not met) 1</b>	<b>Developing (not met) 2</b>	<b>Proficient (met) 3</b>	<b>Distinguished (met) 4</b>

Rationale ACEI 3.1 INTASC 2	Limited rationale for instructional decisions. No connection to course content.	General rationale for instructional decisions. Minimal connections to course content.	Somewhat detailed rationale for instructional decisions. General connections to course content.	Detailed rationale for instructional decisions. Specific connections to course content.
Standards and objectives ACEI 3.1 INTASC 7	Limited connections to standards; minimal/poorly constructed objectives	General connections to standards; broad objectives and/or not connected to lesson procedures	Connections to standards; Objectives generally clear and connected to lesson procedures	Specific connections to standards; specific, clear objectives aligned to lesson procedures
Instructional procedures ACEI 3.4 INTASC 7	Limited description of procedures	General description of procedures	Somewhat specific description of procedures with limited scripting	Specific, clear, description including a scripting of the procedures
Instructional approach and strategies ACEI 3.4, INTASC 5	Instructional approach is unclear and/or missing components; no attention to engaging instructional strategies	Instructional approach is identifiable and generally followed; minimal inclusion of engaging instructional strategies	Instructional approach is identifiable and most components are used, some engaging instructional strategies are used	Instructional approach is clearly identifiable and includes all components are used; highly engaging instructional strategies are used
Assessment ACEI 4.0 INTASC 6	Limited attention to formative and summative assessment strategies; no connection to objectives and procedures	General attention to formative and summative assessment strategies; minimal connections to objectives and procedures	Somewhat specific attention to formative and summative assessment strategies; assessments generally connect to objectives and procedures	Detailed, specific attention to formative and summative assessment strategies; assessments clearly connect to objectives and procedures.

Learner differences ACEI 3.2 INTASC 2	Limited attention to learner differences via accommodations, modifications, differentiated strategies	General attention to learner differences via accommodations, modifications, differentiated strategies	Somewhat specific attention to learner differences via accommodations, modifications, differentiated strategies	Detailed attention to learner differences via accommodations, modifications, differentiated strategies
<b>PART 3 Analysis of Impact of Instruction on Student Learning</b>				
<b>Topic</b>	<b>Beginning (not met)-1</b>	<b>Developing (not met)-2</b>	<b>Proficient (met)-3</b>	<b>Distinguished (met)-4</b>
Analysis of Progress Towards Objectives		General post lesson analysis of what the students did/did not know in relation to the objectives	Post lesson analysis of what the students did/did not know in relation to the objectives	Thorough post lesson analysis of what the students did/did not know in relation to the objectives
Analysis of Student Strengths/Weaknesses		General description of areas of strength and areas of weakness for each student	Description of areas of strength and areas of weakness for each student	Rich description of areas of strength and areas of weakness for each student
Implications		General description of implications for future instruction	Description includes implications for future instruction, including needed differentiation.	Thoroughly described implications for future instruction, including needed differentiation.
Writing Style	Extensive errors and/or stylistic issues	Some errors and/or stylistic issues	Well written with few errors in grammar, style or punctuation	Well written with no errors in grammar, style or punctuation