

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

***ELED 545. 001: Differentiating Elementary Methods and Management***

3 Credits, Fall 2020

Wednesdays 9:00 – 11:40

Synchronous Online Delivery

**Faculty**

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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.

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

**Course Delivery Method**

This course will be delivered online in a synchronous format using Zoom and Google slides.

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.

This course also uses Blackboard (**also denoted as Bb**) for announcements, posting all course information, and discussion board posts. To access our Blackboard site, please use Mozilla Firefox (a free downloadable browser that is most compatible with the Blackboard software). Then go to [mymasonportal.gmu.edu](http://mymasonportal.gmu.edu) and log on using your GMU ID and password. For help logging onto Blackboard, contact Teaching and Learning with Technology [see <http://itusupport.gmu.edu> or call 703-993-8870]. **The instructor cannot assist you with log-on problems.**

**Technical Requirements**

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

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard 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 the 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://windows.microsoft.com/en-us/windows/downloads/windows-media-player/>
- **Apple Quick Time Player:** [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### Course Materials and Student Privacy

All course materials posted to Blackboard or other course sites are private to this class; by federal law, any materials that identify specific students (via their name, voice, or image) must not be shared with anyone not enrolled in this class.

- Videorecordings — whether made by instructors or students — of class meetings that include audio, visual, or textual information from other students are private and must not be shared outside the class
- Live video conference meetings (e.g. Collaborate or Zoom) that include audio, textual, or visual information from other students must be viewed privately and not shared with others in your household or recorded and shared outside the class

### Digital Communication

- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and **check it regularly**. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

### Academic Integrity and Honor Code

The integrity of the University community is affected by the individual choices made by each of us. Mason has an Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> )

with clear guidelines regarding academic integrity. Three fundamental and rather simple principles to follow at all times are that: (1) all work submitted be your own; (2) when using the work or ideas of others, including fellow students, give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment, ask for clarification. Plagiarism means using the exact words, opinions, or factual information from another person without giving the person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. Paraphrased material must also be cited, using the appropriate format for this class. A simple listing of books or articles is not sufficient.

### Equity, Accessibility and Disability Accommodations

I will do whatever I can to make sure that each and every one of you is successful in this course and in your chosen profession. I expect you to tell me what I can do to help you be successful. If you have any special circumstances that you believe may affect your performance in class or on course requirements, please talk with me to so that we can make the necessary accommodations. I will maintain complete confidentiality of any information that you choose to share.

Disability Services at George Mason University is committed to providing equitable access to learning opportunities for all students by upholding the laws that ensure equal treatment of people with disabilities. If you are seeking accommodations for this class, please first visit <http://ds.gmu.edu/> for detailed information about the Disability Services registration process. Then please discuss your approved accommodations with me. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: [ods@gmu.edu](mailto:ods@gmu.edu) | Phone: (703) 993-2474

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

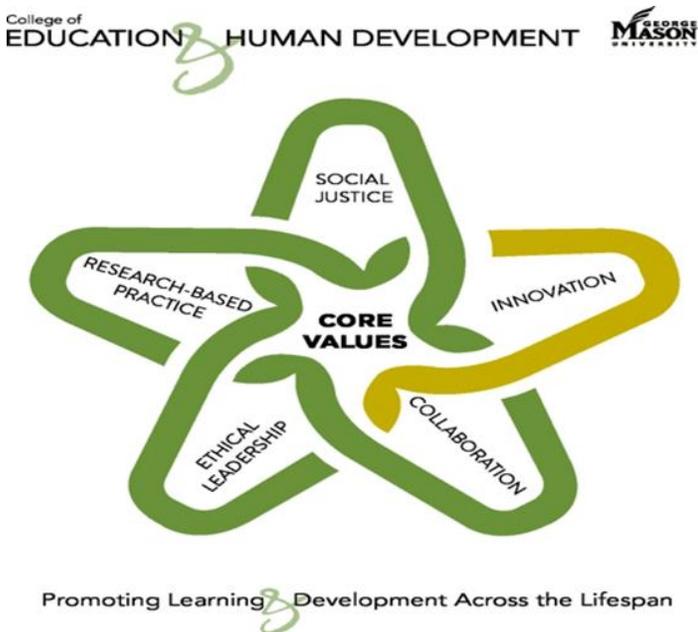
As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential 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).

## Diversity and Inclusion

Welcoming all students is the key to becoming a great teacher. This commitment to openness and acceptance must be reflected in the ways we interact with one another as well. The goal of our program is to create learning environments that foster respect for people across identities. We welcome and value individuals and their differences, including gender expression and identity, race, economic status, sex, sexuality, ethnicity, national origin, first language, religion, age and ability. We encourage all members of the learning community to engage with the material personally, but to also be open to exploring and learning from experiences different than their own.

## 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 Campus Resources for Students

- 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://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

**ELED 545.012**  
**Course Information**

**Learner Outcomes:**

This course is designed to enable candidates to:

- A. Explain the core principles of differentiated instruction and flexible grouping and use these to address diverse ways of learning through planning and implementing whole class, small group, and individualized/targeted instruction related to a specific content/strategy/skill instruction (INTASC 2, 7, 8)
- 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:**

Upon completion of this course, students will have met the following professional standards:

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

- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

#### **The Virginia State Teacher Education Licensure Regulations for Elementary Education:**

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.
- **Standard 2:** The use of appropriate methods, including direct instruction, to help learners develop knowledge and basic skills, sustain intellectual curiosity, and problem solve.
- **Standard 3:** The ability to utilize effective classroom management skills through methods that will build responsibility and self-discipline and maintain a positive learning environment.
- **Standard 4:** A commitment to professional growth and development through reflection,

collaboration, and continuous learning.

- **Standard 5:** The ability to use computer technology as a tool for teaching, learning, research, and communication.

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

- **Standard V: PRODUCTIVITY AND PROFESSIONAL PRACTICE**--Teachers use technology to enhance their productivity and professional practice in the following ways: 1. Use technology resources to engage in ongoing professional development and lifelong learning. 2. Use computer-based technologies including telecommunications to access information and enhance personal and professional productivity. 3. Apply technology to increase productivity.

**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.

**Professional Dispositions:**

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

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

**Required Texts:**

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

Chappuis, J., Stiggins, R. J., Chappuis, S., Arter, J. A. (2012). *Classroom assessment for student learning: Doing it right- using it well*. Upper Saddle River, NJ: Pearson.

All other readings will be posted on Blackboard. [Please note: You are expected to take responsibility for obtaining copies of all required reading in time to prepare for class each week.]

You can purchase the book(s) at the bookstore or online (i.e., Amazon).

### Course Assignments and Grading

- Attendance. You are expected to be prepared and present in class each week.
- Homework, observations and reflections. (Discussion posts, flip grid, NearPod, etc).
- Assessment Project
  - Part I: The Plan
  - Part II: Results, Analysis & Future Goals
- Differentiated Lesson Plan

<b>Course Outcomes</b>	<b>Assignments</b>	<b>Total Points</b>	<b>Due Date</b>
A – I	Attendance	10	weekly
A – I	Homework, Observations and Reflections	25	weekly
A – G, I	Assessment Project Part I: The Plan	15	Oct. 7
A – G, I	Differentiated Lesson Plan	25	Nov. 4
A – G, I	Assessment Project Part II: Results, Analysis & Future Goals	25	Dec. 9

### Grading Policy

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

<b>Grade</b>	<b>GRADING</b>	<b>Grade Points</b>	<b>Interpretation</b>
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	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	

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

All CEHD/CHSS undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>.

\* Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.

**ELED 545.001**  
**Fall 2020 Course Schedule**

DATE	TOPIC	READINGS	ASSIGNMENTS DUE
Aug. 26	Introductions		*Homework
Sept. 2	Goals and Purposes of Education	*Rothstein (2008) chapters 1 & 2 *Chappuis & Stiggins, chapter 2 *Shepherd et al (2020) article	*Homework
Sept. 9	Formative Assessment	*Black Box article * <i>Ahead of the Curve</i> chapters 1 & 3 *Shepherd, Penuel & Davidson (2016) article	*Homework
Sept. 16	Assessment Targets & Methods	*Chappuis & Stiggins, chapters 3 & 4	*Homework
Sept. 23	'Traditional' Forms of Assessment	*Popham, chapters 6 & 7	*Homework
Sept. 30	Performance Assessment	*Chappuis, chapter 7 *excerpts from Marie Clay	*Homework
Oct. 7	Introduction to Differentiated Instruction	*Tomlinson (2001) chapters 1, 3 & 4 *Doubet & Hockett, introduction	*Homework <b>*Assessment Project Part I: The plan</b>
Oct. 14	Differentiating by Readiness	*Doubet & Hockett, chapter 6	*Homework
Oct. 21	Differentiating by Interest and Learning Preference	*Doubet & Hockett, chapter 7	*Homework
Oct. 28	Implementing Differentiation	*Doubet & Hockett, chapter 8	*Homework
Nov. 4	Productive Assessment	*Darling-Hammond & Adamson article * <i>Ahead of the Curve</i> , chapter 2	*Homework <b>*Differentiated Lesson Plan</b>
Nov. 11	Standards & Tests	*Ravitch (2010) chapter 2 *Koretz (2017) chapters 1 and 2	*Homework
Nov. 18	Standardized Testing: Test Prep and Score Inflation	*Koretz (2008) chapter 5 *Koretz (2017) chapter 5 *Popham chapters 13 & 14	*Homework
NO CLASS THANKSGIVING BREAK			
Dec. 2	Grading & Reporting	Tomlinson & McTighe, chapter 8	*Homework
<b>Assessment Project Part II (Results, Analysis &amp; Future Goals) Due December 9 at 5:00 pm</b>			