

George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDUC 520 DL1/EDUC 520 6F1
Elementary Curriculum, Instruction, and Assessment in International Schools
3 Credits, Fall 2020
Online
August 24-December 5, 2020

Faculty

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Prerequisites/Corequisites

EDUC 511, 512, 513, 537, and EDRD 515

University Catalog Course Description

Addresses interrelationship of instruction, curriculum, and assessment in international schools. Includes review of research and effective practice. Note: Fieldwork hours are required. May not be repeated for credit.

Course Overview

This course addresses the specifics of curriculum, instruction, and assessment in international schools and includes a review of research and effective teaching practices. Through discussion and interaction, self-study and reflection, you will have opportunities to develop deeper understandings complemented by practical ideas and strategies, in the areas of curriculum development and implementation, effective instruction, and appropriate assessment, with emphasis on specific issues affecting international schools. Course content and experiences are designed to improve pedagogical effectiveness and promote continuous reflection to impact your future students' learning in a positive manner.

Course Delivery Method

This course will be delivered online (76% or more) using an asynchronous format 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 August 22, 2020.

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 and operating systems, see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
- 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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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/

Expectations

- Course Week:
Because asynchronous courses do not have a “fixed” meeting day, our modules will start on Tuesday, and finish two weeks later on a Monday. Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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 at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings that may be scheduled.
- 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 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.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Become knowledgeable about the interrelationship of curriculum, instruction, and assessment in the elementary curriculum
2. Understand specific issues affecting international schools in the areas of curriculum development and implementation, effective instruction, and appropriate assessment
3. Appreciate cultural components in their relationship to students, families, and colleagues in international schools
4. Adapt curriculum, instruction, and assessment for an international context
5. Become familiar with international curriculum models, specifically the Primary Years Program of the International Baccalaureate Organization
6. Develop a unit of inquiry using the PYP planning framework
7. Extend their repertoire of pedagogical skills including strategies for planning, managing, and assessing learning experiences
8. Recognize and plan for sociocultural, linguistic, and learning differences among students
9. Utilize strategies to promote inquiry and reflection among students
10. Develop skills as a reflective practitioner - observing, recording, and analyzing teaching and learning behaviors from a deliberative reflective stance
11. Begin developing an awareness and appreciation of a research base that supports current best practices in teaching and learning
12. Appreciate being part of a wider learning community enabling sharing of information, ideas, and resources with colleagues

Professional Standards (INTASC/IB/CAEP)

InTASC (Interstate Teacher Assessment and Support Consortium) Standards and CAEP (Council for the Accreditation of Educator Preparation) Standards

Upon completion of this course, students will have met the following professional standards:
 The following InTASC standards, IB, and CAEP standards will be addressed during this course.

Student Learning Outcome	INTASC	PYP Requirement
1.	1,4,7,8	A,B,C,D
2.	2,3,5,7,10	A,B,C,D,E,F,H
3.	1,4,6,8	A - M
4.	1,4,7,8	D,F,H,I,J,K,L,M
5.	2,3,6	E,F,G,H
6.	2,3,4,7	E,F,G,H
7.	1,4,7,8	E,F,H
8.	3,5,6,7,9	N,O,P
9.	1,7,9	E,N,O,P
10.	5,6,9,10	E,F, H,N,O,P

INTASC Principles

Principle 1: **Making content meaningful**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: **Child development and learning theory**

The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: **Learning styles/diversity**

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle 4: **Instructional strategies/problem solving**

The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: **Motivation and behavior**

The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.

Principle 6: **Communication/knowledge**

The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: **Planning for instruction**

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: **Assessment**

The teacher understands and uses formal and informal assessment strategies

to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: **Professional growth/reflection**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: **Interpersonal relationships**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

The following CAEP K-6 Elementary Teacher Preparation Standards will be addressed during the course:

- **STANDARD 1 – Understanding and Addressing Each Child’s Developmental and Learning Needs** Candidates use their understanding of child growth and development, individual differences, and diverse families, cultures and communities to plan and implement inclusive learning environments that provide each child with equitable access to high quality learning experiences that engage and create learning opportunities for them to meet high standards. They work collaboratively with families to gain a holistic perspective on children’s strengths and needs and how to motivate their learning.
- **STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching** Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, and social studies.
- **STANDARD 3 – Assessing, Planning, and Designing Contexts for Learning** Candidates assess students, plan instruction and design classroom contexts for learning. Candidates use formative and summative assessment to monitor students’ learning and guide instruction. Candidates plan learning activities to promote a full range of competencies for each student. They differentiate instructional materials and activities to address learners’ diversity. Candidates foster engagement in learning by establishing and maintaining social norms for classrooms. They build interpersonal relationships with students that generate motivation, and promote students social and emotional development.
- **STANDARD 4 – Supporting Each Child’s Learning Using Effective Instruction.** Candidates make informed decisions about instruction guided by knowledge of children and assessment of children’s learning that result in the use of a variety of effective instructional practices that employ print, and digital appropriate resources. Instruction is delivered using a cohesive sequence of lessons and employing effective instructional practices. Candidates use explicit instruction and effective feedback as appropriate, and use whole class discussions to support and enhance children’s learning. Candidates use flexible grouping arrangements, including small group and individual instruction to support effective instruction and improved learning for every child.
- **STANDARD 5- Developing as a Professional** Candidates promote learning and development of every child through participation in collaborative learning environments, reflective self-study and professional learning, and involvement in their professional community.

Required Texts

Readings will be distributed in class and/or posted on Black Board or available via the Mason University Libraries.

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).

FIELDWORK REQUIREMENT

Field Experience Record and Evaluation (Student Learning Analysis Assignment)

The **field experience is a required component** of the teacher preparation program at George Mason University. All students will complete a minimum of **15 hours in field experience** for this course. Documentation of your field experience is required as well as a signed statement from your field experience teacher(s) or supervisor(s). If you are taking more than one course in a semester, you must complete 15 hours per course (e.g., two courses require 30 hours of field experience). This means you may be completing different tasks for different courses in the same placement. Materials and products used for one course cannot be used for another course (e.g., videos, lesson plans, activities, etc.)

***TCLDEL Fieldwork Log of Hours and Evaluation Form must be uploaded to TK20 on Blackboard.** The form is located on Blackboard in your TCLDEL organization site in the “Fieldwork” page.

****Important Note: Field experience can be face-to-face or virtual during the Fall 2020 semester. Students will coordinate with the professor, as needed, to find the most optimal scenario for each individual student.**

In-service teachers: Field experience can often be conducted in your own classroom if you have access to the population of students required for the PBAs and other assignments. Please consult your instructor if you have questions about the viability of your classroom for fieldwork in this class. You must register for your school as your field experience site in the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* The deadline to submit your field experience placement is Week 2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form FIRST, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Pre-service teachers: If you are not currently working in a K-12 school, you will need to be placed in an appropriate fieldwork setting to complete your required PBAs and fieldwork hours. You must request a fieldwork site using the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: I will need George Mason (Clinical Practice Specialist) to arrange a placement for my field experiences (including observations and/or case studies). The deadline to submit your field experience placement is Week

2 of class. Failure to do so will result in an unsatisfactory grade for your fieldwork assignment. If you are taking this course as part of a cohort program, please indicate “TCLDEL Cohort” on your request form, then select your program and placement location. HINT: Cohort courses have section numbers beginning with “6F” (e.g. EDUC 511.6F1).

Virginia state or county cohort teachers: Cohort Students are required by their district and by TCLDEL to complete field experiences as required by the Virginia Department of Education for this program. Each district has arranged for candidates to be able to work at K-12 grade levels in order to complete all licensure requirements. Please contact your district coordinator for further information.

TCLDEL Fieldwork Log of Hours and Evaluation Assessment

	Status of Student Work	
	1	0
Fieldwork Log of Hours demonstrates 15 hours of fieldwork completed, with a teacher-mentor or supervisor signature.	Complete	Not Complete

NOTE: Failure to submit documentation of successful completion of your fieldwork in a timely manner will make you ineligible to register for coursework, be recommended for licensure, or receive a grade for this course.

- Assignments and/or Examinations**

EDUC 520 Assignments and Evaluation Overview	
Weekly Work	30%
Microteaching Event	20%
Student Learning Analysis Assignment (PBA) * For Fall 2020: If you are not able to complete fieldwork due to COVID-19 school closures and restrictions, an alternative task will be assigned	50%
Fieldwork Log	S/U
Total	100%

- Other Requirements**

Attendance Policy: TCLDEL students are expected to attend *all* class periods of courses for which they register. In class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus (Mason Catalog). Any unexcused absences will result in a 10 point deduction from your participation grade.

- Grading**

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The

grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	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: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the School of Education

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Honor Code & Integrity of Work

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic*

advisor in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Online Participation/Attendance Policy

Students are expected to attend all courses. **Students with two or more absences will not receive credit for the course.**

Incomplete (IN)

This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Professional Dispositions

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

Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Module Dates	Topics	Readings
Week One 8/24-8/31	Welcome and Introductions <ul style="list-style-type: none"> • Readings • Activity: Getting Started Quiz • Activity: Engage with peers in intro videos: 2 truths and 1 lie • Discussion: What does it mean to be internationally-minded? 	<ul style="list-style-type: none"> • Getting Started Video • Syllabus • International Mindedness blog entry
Week Two 9/1-9/7	Instructional (Classroom) Assessment Cycle within the Context of Teaching and Learning <ul style="list-style-type: none"> • Readings • Activity: Assessment Cycle Collaborative Sort • Discussion: Context Matters **Look ahead: In what area can you/will you conduct your Student Learning Analysis (SLA)?	<ul style="list-style-type: none"> • Butler & McMunn, Introduction
Week Three 9/8-9/14	Clarifying Learning Targets: Planning Backwards, Essential Questions, and KUDs <ul style="list-style-type: none"> • Readings • Activity: KUD Creation and lesson revision • Discussion: Connecting, extending, challenging your knowledge, understanding, and skill in planning 	<ul style="list-style-type: none"> • Wiggins & McTighe, Ch. 1 (pp. 13-28) • Wiggins & Mctighe, Ch. 3 (excerpt) • Wiggins & Mctighe, Ch. 5
Week Four 9/15-9/21	Assessing Your Learning Targets and the PYP Planner <ul style="list-style-type: none"> • Readings • Activity: PYP Planner Elements • Discussion: Assessment experiences, strengths, weaknesses • Select one model of teaching with group **Begin your PYP Planner	<ul style="list-style-type: none"> • PYP planner materials in BB
Week Five 9/22-9/28	Assessment as Process <i>and</i> Product <ul style="list-style-type: none"> • Readings • Activity: Authentic Assessment Review and Critique • Discussion: Forms of assessment and you 	<ul style="list-style-type: none"> • Reeves, Ch. 7 • Butler & McMunn, Ch. 1 • Tomlinson & Mctighe, Ch. 9 • Butler & McMunn, Ch. 10
Week Six 9/29-10/5	Developing Checklists and Rubrics <ul style="list-style-type: none"> • Readings • Activity/Discussion: Critique/Create a Rubric 	<ul style="list-style-type: none"> • Butler & McMunn, Ch. 7 • Brookhart, Ch. 7 • Brookhart, Ch. 8

Week Seven 10/6-10/12	Differentiating Your Instruction <ul style="list-style-type: none"> • Readings • Activity: Video analysis • Activity: Lesson fix-up **Submit draft planner to instructor for feedback	<ul style="list-style-type: none"> • Tomlinson • Self-selected materials/readings
Week Eight 10/13-10/19	** Planner Collaborative Workshop: A complete PYP Planner draft by this week	Model of Teaching asynchronous materials due
Week Nine 10/20-10/26	Virtual Micro-Teaching Events <ul style="list-style-type: none"> • Engage in peer lesson • Engage in full Instructional Classroom Assessment Cycle 	
Week Ten 10/27-11/2	Virtual Micro-Teaching Events, cont'd <ul style="list-style-type: none"> • Collection of learning evidence • Analysis Collaboration with Partner: Analyze learning evidence and reflect on instructional moves/outcomes 	Micro-teaching full cycle due
Week Eleven 11/3-11/9	Actively Engaging your Community of Learners: The Power of Questions <ul style="list-style-type: none"> • Readings • Activity: Revising/Developing Questions • Discussion: How questions (will) fit into your teaching **Teaching Planner, Gathering Learning Evidence, Adjusting in Response	<ul style="list-style-type: none"> • Tovani • Pearsall, ch. 1 • Muzi
Week Twelve 11/10-11/16	Try and Report; Choose Your Own Adventure **Teaching Planner, Gathering Learning Evidence, Adjusting in Response	
Week Thirteen 11/17-11/23	Concluding your Planner: Analyzing student work <ul style="list-style-type: none"> • Readings • Activity: Descriptions vs. Judgments • Activity: Consultative Analysis **Analysis of Student Work	<ul style="list-style-type: none"> • Butler & McMunn, Ch. 8
Week Fourteen 11/24-11/30	<i>GMU Thanksgiving Recess</i>	
	Keep working on Student Learning Analysis **Focus on interpreting your analysis, determining implications, and reflecting on your instruction and students' learning	
Week Fifteen 12/1-12/5	Wrapping up the course <ul style="list-style-type: none"> • Synthesis Activity Student Learning Analysis (PBA) Due	

DETAILED ASSIGNMENT DESCRIPTIONS AND EVALUATION CRITERIA

Weekly Engagement (30 points)			
	Accomplished	Competent	Evolving
Overall Participation	All tasks for all weeks are completed on time and demonstrate thoughtfulness. Collaborate sessions, if scheduled, were attended and student actively engaged with peers and instructor	Most tasks for all weeks are completed on time and demonstrate thoughtfulness. Collaborate sessions, if scheduled, were attended and student somewhat engaged with peers and instructor.	Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. Collaborate session, if scheduled, may not have been attended.
Discussion Quality	All discussion posts and all replies are one <i>heartly</i> paragraph to three paragraphs; Readings and weekly content are integrated to support thoughtful posts (<i>and explicitly referenced</i>); Posts utilize and demonstrate learners' prior <i>and</i> new knowledge; All replies go beyond superficial responses; Replies build on others' responses to create connected threads; As appropriate, questions are posed for further thought and discussion; Questions from	Most discussion posts and most replies are one <i>heartly</i> paragraph to three paragraphs; Readings are somewhat integrated to support posts; Most but not all posts utilize and demonstrate learners' prior and/or new knowledge; Replies typically go beyond superficial responses; Most replies build on others' responses to create connected threads; Questions may be posed for further thought and discussion; Some questions from peers may be addressed (there is some evidence that you went back to read discussion replies)	Discussion posts and most replies are limited; Readings are not at all integrated to support posts; Some to no posts utilize and demonstrate learners' prior and/or new knowledge; Replies do not go beyond superficial responses; Replies may not build on others' responses to create connected threads.

	peers are addressed (there is evidence that you went back to read discussion replies).		
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Microteaching (Model of Teaching) Rubric <i>20 points</i>			
	<i>Exemplary</i>	<i>Proficient</i>	<i>Does Not Meet Expectations</i>
Written Lesson Plan	Plan includes the following: <ul style="list-style-type: none"> • Objectives (KUD) • Assessment • Materials • Procedures • Identification of your differentiation • Use of technology as appropriate 	Plan includes the following, but they may be unclear or one may be missing: <ul style="list-style-type: none"> • Objectives (KUD) • Assessment • Materials • Procedures • Identification of your differentiation • Use of technology as appropriate 	Plan is missing more than one of the following: <ul style="list-style-type: none"> • Objectives • Assessment • Materials • Procedures • Identification of your differentiation • Use of technology as appropriate
Assessment	Plan indicates clear alignment between objectives and assessment. Assessment is varied.	Plan indicates clear alignment between objectives and assessment. Assessment is present, but not varied.	There is no assessment.
Content	The model is presented accurately, including all of the following: <ul style="list-style-type: none"> • purpose, • uses, • considerations, • advantages/ disadvantages, AND • examples related to what the model looks like in an elementary classroom 	The model is generally presented accurately, but one of the following may be missing: <ul style="list-style-type: none"> • purpose, • uses, • considerations, • advantages/ disadvantages; AND • examples related to what the model looks like in an elementary classroom 	There are many errors regarding the model AND/OR More than one of the following is missing: <ul style="list-style-type: none"> • purpose, • uses, • considerations, • advantages/ disadvantages; AND • examples related to what the model looks like in an elementary classroom
Teaching	The model is taught/ modeled thoroughly; Active engagement of students is evident; The session simulates the model in action.	The model is taught generally well, although active engagement may not be evident; The teaching method simulates the model.	The model is not taught well; The teaching method does not simulate the model; Active engagement is not evident.

<p>Partner Reflection on Teaching</p>	<p>The group debriefs and analyzes the teaching video of the teaching session, noting all of the following:</p> <ul style="list-style-type: none"> • To what extent did we achieve our purpose? How do we know? (uses assessment evidence; includes report of learning analysis; connects teaching moves to learning evidence) • How could we strengthen student engagement and learning? • What did we learn about teaching, learning, and assessment? (Both about teaching with the model and teaching in general) 	<p>The group debriefs and analyzes the teaching video of the teaching session but does not note all of the following:</p> <ul style="list-style-type: none"> • To what extent did we achieve our purpose? How do we know? (uses assessment evidence; includes report of learning analysis; connects teaching moves to learning evidence) • How could we strengthen student engagement and learning? • What did we learn about teaching, learning, and assessment? (Both about teaching with the model and teaching in general) 	<p>The group debriefs the teaching session, noting the following, but more than one area is missing OR all may be limited:</p> <ul style="list-style-type: none"> • To what extent did we achieve our purpose? How do we know? (Assessment evidence) • How could we strengthen student engagement and learning? • What did we learn about teaching, learning, and assessment?
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Performance Based Assessment (PBA)*

Student Learning Analysis (50 points)

For EDUC 520, you will complete the Student Learning Analysis assignment and submit it via TK20.

The Student Learning Analysis is to be completed during your 15-hour field assignment. The assignment is designed to focus on the relationship between your planning, teaching, assessment, and student learning. This process will explore the questions,

- When I teach, what do students learn?
- How do I know they are learning?
- How do I use assessment data to inform further instruction?
- How do I engage reflection on my teaching to continuously strengthen my practice?

You may complete this assignment in any content area with a small or whole group of students (with your supervising teacher's approval). You will need to be able to work for four to six weeks on this assignment, so plan accordingly.

For the assignment, you will

- Design a unit of instruction for elementary age students (using the PYP planner or any other planning format appropriate to your setting);
- Establish baseline evidence of student knowledge through a pre-assessment you design;
- Teach/lead the inquiry in your planned area;
- Collect and analyze sample student work for analysis (this should include formative and summative work);
- Provide a comprehensive analysis of teaching and student learning that includes implications for further instruction;
- Write a reflective narrative that captures your reflection on the process, including critical questions that were raised for you

Your final assignment will be assessed using the rubric below.

	Exceeds Standard (4)	Meets Standard (3)	Approaches Standard (2)	Do Not Meet Standard (1)
Description of students as learners and instructional context <i>CAEP Standard 1</i>	Description of the student group offers an extended and comprehensive picture of their development levels, including any special learning needs and is supported by extended and substantive research references	Description of the group gives a comprehensive picture of their development levels including any special learning needs and is supported by substantive references	Satisfactory description of the group gives a clear picture of their development levels including any special learning needs and is supported by references	Description of the group gives an incomplete picture of their development levels including any special learning needs and is supported by a few references

<p>Description of students' socio-cultural context</p> <p><i>CAEP Standard 1</i></p>	<p>Clear, comprehensive description of the family and community, including language, culture and socio-economic status. Description is linked to extended research references</p>	<p>Clear description of the family and community, including language, culture and socio-economic status. Description is linked to research references</p>	<p>Satisfactory description of the family and community including language, culture and socio-economic status. Description is linked to some research references</p>	<p>Incomplete, vague, or unclear description of the family and community. Description provides few connections to research</p>
<p>Understanding and applying knowledge of content and students in planning and design</p> <p><i>CAEP Standard 2, 3, 4</i></p>	<p>Planning includes all required elements, comprehensively described: Purposes, goals/objectives, resources, instructional activities (including technology), assessments, differentiation, and theme of inquiry</p>	<p>Planning includes all required elements: purposes, goals/objectives, resources, instructional activities (including technology), assessments, differentiation, and theme of inquiry</p>	<p>Planning includes most required elements.</p>	<p>Planning includes only some required elements</p>
<p>Assessment-Summary of class data</p> <p><i>CAEP Standard 3, 4</i></p>	<p>Multiple samples of assessments (pre/during/post) are used skillfully to provide extended and substantive evidence to support teaching implications</p>	<p>Samples of pre/during/post assessments are used to provide significant evidence to support teaching implications</p>	<p>Samples of pre/during/post assessments provide satisfactory evidence to support teaching implications</p>	<p>Samples of pre/during/post assessments are incomplete and/or do not provide evidence to support teaching implications</p>
<p>Assessment-Summary of Work Samples and Field Notes</p> <p><i>CAEP Standard 3, 4</i></p>	<p>Description of work samples is detailed and complete and, together with accompanying field notes, gives a comprehensive view of student learning and engagement</p>	<p>Description of work samples is detailed and connected to field notes. Together they give a good view of student learning and engagement</p>	<p>Description of work samples and field notes give a satisfactory picture of student learning and engagement</p>	<p>Work samples and field notes give an incomplete picture or do not describe student learning and engagement</p>

<p>Teaching Implications</p> <p><i>CAEP Standard 3, 4</i></p>	<p>Thorough and effective description of the connections between collected data and teaching/learning implications. Supported by extensive research references</p>	<p>Very clear description of the connections between collected data and teaching/learning implications. Supported by research references</p>	<p>Satisfactory description of connections between collected data and teaching/learning implications. Supported by some research references</p>	<p>Incomplete description of the connections between collected data and teaching/learning implications. Not supported by research references</p>
<p>Reflecting on Student Learning Analysis</p> <p><i>CAEP Standard 5</i></p>	<p>In-depth and comprehensive reflection on student learning with insightful connections to own teaching</p>	<p>Very good reflection on student learning with clear connections to own teaching</p>	<p>Satisfactory reflection on student learning with some connections to own teaching</p>	<p>Limited reflection on student learning with few connections to own teaching</p>
<p>Overall quality of work</p>	<p>SLA is an exemplary piece of work, presented in a professional and timely manner. The paper is exceptionally well-structured and error-free.</p>	<p>SLA is a very good piece of work, presented in a professional and timely manner. The paper is well-structured and virtually error-free.</p>	<p>SLA is a good piece of work, presented in a professional and timely manner. The paper is reasonably structured and contains only a few minor errors.</p>	<p>SLA is incomplete but presented in a professional and timely manner. The paper contains only minor errors.</p>

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <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.

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