

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 2021 Session A
Hybrid Asynchronous & Synchronous Online (T/Th 1:30-3:30)

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. (NOTE: Adjusted Summer 2021 due to COVID)

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 11, 2021. This course will also use a combination of Zoom 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
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
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/

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.

REQUIRED TEXTS: *These texts will all also be used in ELED 544.*

Denton, P. (2013). *The power of our words*. Turner Falls, MA: Center for Responsive Schools.

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

*Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Sage Publications.

*Chappuis, J. (2020). *Classroom assessment for student learning: Doing it right-using it well (3rd edition)*. Pearson.

+Additional selected readings in instructional planning and classroom management 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, one sample video, and 3 field-based content area lessons. A separate Observation Tool will be completed for each category (premade, video, and field). 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 subsequent instruction. 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? How could you incorporate situational interests? Personal interests?

Part 2: Outline of Differentiated Lesson Plans

- 1) You will create an outline of 3-5 lessons based on your knowledge of students.
- 2) The outline will include
 - a) KUDs (targets). Remember to deconstruct the standard(s) into the specific learning target(s). For each learning target, explain what type of target it is (eg-- knowledge, reasoning & application, skill, or disposition).
 - b) A description of plans for differentiation (content, process, product, readiness, interests, & learner preferences),
 - c) Brief outline of key procedures
 - d) Brief description of formative assessments.

Part 3: Creating an Assessment

- 1) You will create one assessment for your differentiated lesson plans. It does not need to be summative in nature, and it can occur at any point in the lessons you've outlined above.
- 2) To guide you through the process, answer each question below in bulleted format.
 - a) Why Assess?
 - What is the purpose of the assessment? (Although formative and summative are examples of purpose or use, that is not enough of an answer. You must explain why this information is needed.). Who will use the results? Why would an assessment at this point be useful, and how will the assessment information be put to use?
 - What specific learning target(s) are you assessing with your assessment?
 - b) How will you assess?
 - What method will be used? Explain the appropriateness of the target/method match (this is the single most important question in this assignment).
 - What will the student do? Is the method appropriate for the age of the students? Justify your answer.
 - Are the individual tasks or test items clearly written and age appropriate? How have you determined this?
 - How will the teacher judge if the learning target has been met (what are the criteria)?
 - How will the teacher collect, record, and score information (checklists, rating scales, rubrics, and/or answer keys)?

c)How will students be involved?

- How will student involvement support learning? Explain how your assessment will or could be used as a productive assessment (an assessment FOR learning).
- How will the results be summarized and organized? How will the assessment be used and/or communicated?

d) The assessment—include a copy, along with an associated key, rubric, checklist, etc...

Part 4: 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

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 & Assignments</i>	<i>%</i>	<i>Due Date</i>
A–G	Attendance & Participation	40%	ongoing
A-G	Lesson Plan and Video ‘Observations’	20%	6/7/21
A–G	*PBA: Impact on Student Learning	40%	6/17/21
TOTAL		100%	

*Performance-based assessment (PBA)

GRADING POLICIES

Grading Policies

Grade	GRADING	Grade Points	Interpretation

A	94-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

**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.qmu.edu/students/policies-procedures/>

Course Schedule

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

Week 1: May 17th-20th

- ★ 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 ASYNCHRONOUS WORK DUE BY SAME DAY BY 11:59 SYNCHRONOUS & F2F WORK DUE BEFORE CLASS.
<p>Monday, May 17 (Asynchronous)</p> <ul style="list-style-type: none"> ● What is Differentiating instruction (DI)? ● How do I develop a DI orientation/stance? ● What is the role of assessment in DI? ● How do I develop a classroom community that supports DI? 	<p>READ:</p> <ul style="list-style-type: none"> ● TEXT: <ul style="list-style-type: none"> ○ <i>Review</i> Doubet & Hockett--Intro and Ch 1 (Hint-- you read these in ELED 544 so just skim) <p>WATCH/DO:</p> <ul style="list-style-type: none"> ● Complete pre-class surveys and get to know you activities
<p>Tuesday, May 18 (Face to Face) (1:30-3:30)</p> <ul style="list-style-type: none"> ● What is Differentiating instruction (DI)? ● How do I develop a DI orientation/stance? ● What is the role of assessment in DI? ● How do I develop a classroom community that supports DI? 	<p>READ:</p> <ul style="list-style-type: none"> ● BLACKBOARD <ul style="list-style-type: none"> ○ Tomlinson, Ch. 3 Needs of Students ○ Tomlinson, Ch 4 Role of The Teacher ○ Tomlinson & Moon, Ch. 2 Assessment & DI (pgs. 17-21) <p>WATCH/DO:</p> <ul style="list-style-type: none"> ● Nearpod video ● DI Is/Is Not Sort
<p>Wednesday, May 19 (Asynchronous)</p> <ul style="list-style-type: none"> ● What is pre-assessment? ● How do I pre-assess students' interests & learner preferences? ● How do I develop a classroom community that supports DI? 	<p>READ:</p> <ul style="list-style-type: none"> ● TEXT <ul style="list-style-type: none"> ○ Doubet & Hockett, Ch. 3- Preassessment (73-83 only) <p>WATCH/DO:</p> <ul style="list-style-type: none"> ● Nearpod ● Bar Graph Activity

<p>Thursday, May 20th (Synchronous) (1:30-3:30)</p> <ul style="list-style-type: none"> • How do I differentiate instruction based on students' interests and learner preferences? • How do I develop a classroom community that supports DI? 	<p>READ:</p> <ul style="list-style-type: none"> • TEXT <ul style="list-style-type: none"> ◦ Doubet & Hockett, Ch. 7- Interests/Learner Profile (253-268) <p>WATCH/DO:</p> <ul style="list-style-type: none"> • Nearpod • Stations (Trimind, Menus, Choice Boards, RAFTS) • Creating a pre-assessment (situational interests)
<p>Week 2: May 24th-27th</p>	
<p>Class Session</p>	<p>Readings, Activities, and Assignments (DUE BEFORE CLASS)</p>
<ul style="list-style-type: none"> ★ 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 	
<p>Monday, May 24th (Asynchronous)</p> <ul style="list-style-type: none"> • How do I pre-assess students' readiness? • How do I develop a classroom community that supports DI? 	<p>READ:</p> <ul style="list-style-type: none"> • TEXT (REVIEW) <ul style="list-style-type: none"> ◦ Doubet & Hockett, Ch. 3- Preassessment (73-83 only) <p>WATCH/DO:</p> <p>n/a</p>
<p>Tuesday, May 25th (Synchronous) (1:30-3:30)</p> <ul style="list-style-type: none"> • How do I pre-assess students' readiness? • How do I develop a classroom community that supports DI? 	<p>READ:</p> <ul style="list-style-type: none"> • Bb Reading: Focus Lessons <p>WATCH/DO:</p> <ul style="list-style-type: none"> • Nearpod • Video: Focus Lesson Sample • Critiquing readiness reassessment samples (PMI)
<p>Wednesday, May 26th (Asynchronous)</p> <ul style="list-style-type: none"> • How do I pre-assess students' readiness? • How do I develop a classroom community that supports DI? 	<p>READ:</p> <ul style="list-style-type: none"> • TEXT <ul style="list-style-type: none"> ◦ Doubet & Hockett, Ch. 6--Readiness (201-225) ◦ Tiering (207-211 in text), Contracts (211, in text) ThinkDots (pp. 151-158 in text) ◦ Bb--Revisiting Blooms <p>WATCH/DO:</p> <ul style="list-style-type: none"> • Nearpod • Stations--Cubing, Contracts, Six Hats
<p>Thursday, May 27th (Synchronous) (1:30-3:30)</p> <ul style="list-style-type: none"> • How do I identify differentiated instructional practices in classrooms and in lesson plans? • How do I develop a classroom community that supports DI? 	<p>READ:</p> <ul style="list-style-type: none"> • Socratic Seminars (https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar) • Debate Carousel (pp. 144-147 in text) • Structured Academic Controversy (https://teachinghistory.org/teaching-materials/teaching-guides/21731)

	<p>WATCH/DO:</p> <ul style="list-style-type: none"> ● Use DI Observation Tool to ‘observe’ a teaching video. ● Use DI Observation Tool to ‘review’ a lesson plan.
<p>Week 3: May 31st-June 3rd</p>	
<p>Class Session</p>	<p>Readings, Activities, and Assignments (DUE BEFORE CLASS)</p>
<p>Tuesday, June 1st (Face to Face) (1:30-3:30)</p> <ul style="list-style-type: none"> ● How do I differentiate instruction based on students’ readiness, interests, and learner preferences? ● What are the perceptions of assessment and how does this influence assessment in my classroom? ● What is balanced assessment? ● What do district and statewide assessment requirements look like in Virginia? 	<p>READ:</p> <ul style="list-style-type: none"> ● Bb Readings <ul style="list-style-type: none"> ○ Intro to Balanced Assessment <ul style="list-style-type: none"> i. Chappuis & Stiggins, Ch. 2, pgs. 22-28 ○ Balanced Assessment in Virginia https://drive.google.com/file/d/1evKNxXFzE7 <p>WATCH/DO:</p> <ul style="list-style-type: none"> ● Nearpod (Overview of Assessment)
<p>Wednesday, June 2nd (Asynchronous)</p> <ul style="list-style-type: none"> ● How can I use formative assessment to inform instruction? ● How do I provide constructive feedback to guide children’s learning 	<p>READ:</p> <ul style="list-style-type: none"> ● Bb Readings <ul style="list-style-type: none"> ○ Ahead of the Curve (Chs 1) ○ Chappuis & Stiggins (Ch 2, pgs. 28-48) ○ Article: Stop Saying Good Job (Kohn) <p>WATCH/DO:</p> <ul style="list-style-type: none"> ● Nearpod (Overview of Assessment)
<p>Thursday, June 3rd (Synchronous) (1:30-3:30)</p> <ul style="list-style-type: none"> ● How can I use formative assessment to inform instruction? ● How do learning targets and assessment intersect? 	<p>READ:</p> <ul style="list-style-type: none"> ● Text <ul style="list-style-type: none"> ○ Doubet & Hockett, Ch. 5, p. 184-188 (Exit Tickets), 189-193 (Sticky Notes),194-197 (Fray Model) ● Bb Reading <ul style="list-style-type: none"> ○ Online Tools: https://ditchthattextbook.com/10-ideas-for-digital-exit-tickets-and-some-analog-ones-too/ ○ Chappuis & Stiggins, Ch. 3, p. 70-85 <p>WATCH/DO:</p> <ul style="list-style-type: none"> ● Nearpod ● Deconstructing an SOL ● Rank & Relate activity

Week 4: June 7th-June 10th

Class Session	Readings, Activities, and Assignments (DUE BEFORE CLASS)
<p>Monday, June 7th (Asynchronous)</p> <ul style="list-style-type: none"> • What are methods of assessment and how do these inform my instruction? • How do I design effective teacher-designed, selected response, and written response assessments? • How do I recognize and critique the elements of teacher-designed, selected response, and written response assessments? 	<p>READ:</p> <ul style="list-style-type: none"> • Bb Reading <ul style="list-style-type: none"> ◦ Chappuis & Stiggins, Ch. 4, pg. 99-116 <p>WATCH/DO:</p> <ul style="list-style-type: none"> • Nearpod
<p>Tuesday, June 8th (Synchronous) (1:30-3:30)</p> <ul style="list-style-type: none"> • What are methods of assessment and how do these inform my instruction? • How do I design effective teacher-designed, selected response, and written response assessments? • How do I recognize and critique the elements of teacher-designed, selected response, and written response assessments? 	<p>READ:</p> <ul style="list-style-type: none"> • Bb Reading <ul style="list-style-type: none"> ◦ Popham, Chs 6 & 7 <p>WATCH/DO:</p> <ul style="list-style-type: none"> • Nearpod
<p>Wednesday, June 9th (Asynchronous)</p> <ul style="list-style-type: none"> • How do I design effective performance-based assessments, rubrics and portfolios? • How do I recognize and critique the elements of performance-based assessments, rubrics, and portfolios? 	<p>READ:</p> <ul style="list-style-type: none"> • Chappuis & Stiggins (pgs. 219-238) • Bb Readings (JIGSAW) <ul style="list-style-type: none"> ◦ Checklists ◦ Portfolios ◦ Journals ◦ Rubrics <p>WATCH:</p> <ul style="list-style-type: none"> • Nearpod (Performance Assessments) • Do: Complete Jigsaw Activities
<p>Thursday, June 10th (Synchronous) (1:30-3:30)</p> <ul style="list-style-type: none"> • How do I design effective performance-based assessments, rubrics and portfolios? • How do I recognize and critique the elements of performance-based assessments, rubrics, and portfolios? 	<p>READ:</p> <ul style="list-style-type: none"> • Bb Readings (Rubrics) <p>WATCH/DO:</p> <p>*In class: PBA, Part 3</p>

Week 5: June 14th-17th

<p>Monday, June 14th (Asynchronous)</p> <ul style="list-style-type: none"> • How do I create a plan for recording assessment data and determining student grades? • How do I identify the elements of an effective grading system in a differentiated classroom. • How do I communicate with families about student progress? 	<p>READ:</p> <ul style="list-style-type: none"> • Bb Readings <ul style="list-style-type: none"> ○ Tomlinson & McTighe ch. 8 (pg. 70-76) ○ Stiggins & Chappuis, ch. 11 (pg. 389-405) ○ https://educationcloset.com/2018/01/01/conferring-technique/ ○ https://www.hmhco.com/blog/conferring-is-differentiated-instruction-how-to-hold-student-writing-conferences <p>WATCH:</p> <ul style="list-style-type: none"> • https://learn.teachingchannel.com/video/gathering-data-to-inform-instruction-ousd • https://www.youtube.com/watch?v=o6M4pR7iZdE
<p>Tuesday, June 15th (Face to Face) (1:30-3:30)</p> <ul style="list-style-type: none"> • What is the role of testing in an elementary classroom? • What is the role of standardized testing in an elementary classroom? • What are the ethical and legal responsibilities associated with assessments? • What is the role of test preparation and grade inflation in elementary classrooms? 	<p>READ: (THESE WILL BE JIGSAWED AND ASSIGNED IN CLASS)</p> <p>EVERYONE: Ravitch JIGSAW:</p> <ul style="list-style-type: none"> • Tests: Koretz (2008), Ch. 1, 2 • Standardized Tests: Koretz (2008), Ch. 5, Popham Ch 13 • Reliability and Validity: :Excerpts from Popham chs 2 & 3, Koretz (2008) chs 7 & 9 • Test Prep and Score Inflation: Koretz (2017) chapter 5; Popham chapter 1 • Darling Hammond & Adamson
<p>Wednesday, June 16th (Asynchronous)</p> <ul style="list-style-type: none"> • How do I apply the tenets of differentiation to classroom management including addressing minor and more significant misbehaviors? • How do I identify the elements of management that inform differentiation and assessment? • 	<p>READ:</p> <ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ Doubet & Hockett, Ch. 8 <p>WATCH/DO:</p> <ul style="list-style-type: none"> • Classroom Management Plan Reboot • Dispositions Tool
<p>Thursday, June 17th (Synchronous) (1:30-3:30)</p> <ul style="list-style-type: none"> • Tying it all together 	<p>READ:</p> <ul style="list-style-type: none"> • Text <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=zCxlcdzOIM

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 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/> .

Lesson Plan and Video Observations Rubric

	1 Beginning	2 Developing	3 Proficient	4 Distinguished
<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>Use of the DI observation framework for field placement</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.

PBA: Impact on Student Learning Task (Modified--COVID Summer) (40%):

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 subsequent instruction. 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? How could you incorporate situational interests? Personal interests?

Part 2: Outline of Differentiated Lesson Plans

- 1) You will create an **outline** of 3-5 lessons based on your knowledge of students.
- 2) The outline will include
 - a) KUDs (targets). Remember to deconstruct the standard(s) into the specific learning target(s). For each learning target, explain what type of target it is (eg-- knowledge, reasoning & application, skill, or disposition).
 - b) A description of plans for differentiation (content, process, product, readiness, interests, & learner preferences),
 - c) Brief outline of key procedures
 - d) Brief description of formative assessments.

Part 3: Creating an Assessment

- 1) You will create one assessment for your differentiated lesson plans. It does not need to be summative in nature, and it can occur at any point in the lessons you've outlined above.
- 2) To guide you through the process, answer each question below in bulleted format.
 - a) Why Assess?
 - What is the purpose of the assessment? (Although formative and summative are examples of purpose or use, that is not enough of an answer. You must explain why this information is needed.). Who will use the results? Why would an assessment at this point be useful, and how will the assessment information be put to use?
 - What specific learning target(s) are you assessing with your assessment?
 - b) How will you assess?
 - What method will be used? Explain the appropriateness of the target/method match (this is the single most important question in this assignment).

- What will the student do? Is the method appropriate for the age of the students? Justify your answer.
 - Are the individual tasks or test items clearly written and age appropriate? How have you determined this?
 - How will the teacher judge if the learning target has been met (what are the criteria)?
 - How will the teacher collect, record, and score information (checklists, rating scales, rubrics, and/or answer keys)?
- c)How will students be involved?
- How will student involvement support learning? Explain how your assessment will or could be used as a productive assessment (an assessment FOR learning).
 - How will the results be summarized and organized? How will the assessment be used and/or communicated?
- d) The assessment—include a copy, along with an associated key, rubric, checklist, etc...

Part 4: Instructional Analysis and Impact--NOT APPLICABLE (COVID 19)

Impact on Student Learning (PBA)

PART 1-Diagnostic Assessments

Topic	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
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
Part 2: Lesson Plans				
Topic	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
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 3.1 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

PART 3-Creating an Assessment

Assessment ACEI 4.0 INTASC 6	Limited attention to the purpose of assessment. Limited description of learning targets to be assessed.	General attention to the purpose of assessment. General description of learning targets to be assessed.	Somewhat specific attention to the purpose of assessment. Clear description of learning targets to be assessed.	Detailed attention to the purpose of assessment. Detailed description of learning targets to be assessed.
Assessment ACEI 4.0 INTASC 6	Limited explanation of target/method of assessment match. Assessment is not age appropriate, and it is unclear how teacher will collect, record, score or judge whether criteria has been met.	General explanation of target/method of assessment match. Assessment is missing either age appropriateness or lack of clarity in terms of how teacher will collect, record, score or judge whether criteria has been met.	Somewhat specific explanation of target/method of assessment match. Assessment is age appropriate and clear in terms of how teacher will collect, record, score or judge whether criteria has been met.	Detailed explanation of target/method of assessment match. Detailed attention to age appropriateness of the assessment and clear in terms of how teacher will collect, record, score or judge whether criteria has been met.
Assessment ACEI 4.0 INTASC 6	Limited explanation of student involvement/assessment for learning; limited attention to how results will be summarized, organized and assessment results communicated.	General explanation of student involvement/assessment for learning; General attention to how results will be summarized, organized and assessment results communicated.	Somewhat specific explanation of student involvement/assessment for learning; Clear attention to how results will be summarized, organized and assessment results communicated.	Detailed explanation of student involvement/assessment for learning; Detailed attention to how results will be summarized, organized and assessment results communicated.
Assessment ACEI 4.0 INTASC 6	Assessment tool is not included.		Assessment tool and associated answer key, rubric, checklist, etc...are included.	

PART 4-Analysis of Impact of Instruction on Student Learning

Topic	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
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