

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

ELED 545 Section 001
Differentiating Elementary Methods and Management (3 credits)
Fall 2021 (August 23 – December 15)
Wednesdays, 9:00am-11:40am
Hybrid: Face-to-Face (Thompson L028) and Synchronous Online (Zoom)

Name: Dr. Holly Glaser
Office Hours: By appointment
Office Location: Thompson 1407
Office Phone: Number provided on Blackboard and in class
Email: hglaser@gmu.edu



Registration Restriction: Admission to Elementary Education graduate program

Prerequisite: 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 and 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 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.

Field Hours: This course requires 15 hours of field observation. Additional details are in the "Assignments" section.

Course Delivery Method: This course will be delivered **in a hybrid format using primarily face-to-face, as well as synchronous online and asynchronous methods** via Blackboard Learning Management system (LMS) housed in the MyMason portal, Google Drive, and Zoom (see "Class Schedule" for details). You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on Monday, August 16, 2021.

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 will be delivered using multiple instructional strategies and formats including face-to-face, synchronous, and asynchronous online meetings. Individual session formats vary and may include mini-lessons, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group activities. Each week, asynchronous activities should be completed prior to our class meetings. A detailed schedule is included in the “Class Schedule” section below.

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 accounts, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with Zoom or other required web conferencing tools.
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 end on the day that our class meetings take place as indicated on the “Class Schedule.”
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 4 times per 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 the Mason Fairfax campus can meet with the instructor via telephone or videoconference. 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; rather, you are 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 teacher 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 #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 also be used in ELED 544.

*Chappuis, J., & Stiggins, R. (2020). *Classroom assessment for student learning: Doing it right – Using it well* (3rd ed.). Pearson.

*Denton, P. (2014). *The power of our words* (2nd ed.). 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.

**Additional selected readings will be posted on Blackboard.

COURSE PERFORMANCE EVALUATION:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy). ***All assignments subject to change due to Covid-19 changes and restrictions.**

Assignments and/or Examinations:

1. Attendance and Participation (30%)

It is expected that you attend all face-to-face, synchronous, and asynchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, 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 face-to-face, 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 face-to-face, synchronous, and asynchronous application activities. This includes, but is not limited to:

- Contributions to whole group and small group discussions, including literature circles
- NearPod lesson activities
- Graphic organizers and activities associated with weekly content

2. Differentiated Instruction Analysis Project (20%)

DUE: Wednesday, October 6 and November 24

For novice and expert teachers alike, planning differentiated instruction may seem like a daunting task. To scaffold your developing understanding of differentiation, you will engage in a series of “observations” that will allow you to make connections between what you are learning in the course and what you are seeing in practice. The purpose of this assignment is to get you to analyze, then synthesize, your learning on differentiated instruction and consider the implications for your future classroom.

To accomplish this task, you will utilize a *Differentiated Instruction Observation Tool* that has been co-developed with previous ELED 545 students. You will engage in four “observations” of planning, instruction, and management: one premade lesson plan, one lesson video, and two field observations of lessons implemented by your mentor teacher. The first two “observations” (the lesson plan and the lesson video) will be provided to you in class. The latter two (field observations of lessons implemented by your mentor teacher) will require you organize time to observe at least two complete content area (language arts, math, science, social studies) lessons. After completing all four “observations” and completing the *Differentiated Instruction Observation Tool* for each one, you will write a summative reflection that synthesizes your key takeaways for your own classroom practices and developing beliefs about differentiation. You will submit the following five items to Blackboard on the due dates specified below:

1. A completed Differentiated Instruction Observation Tool *for the premade lesson plan* (due October 6)
2. A completed Differentiated Instruction Observation Tool *for the lesson video* (due October 6)
3. A completed Differentiated Instruction Observation Tool *for the first field lesson observation* (due November 24)
4. A completed Differentiated Instruction Observation Tool *for the second field lesson observation* (due November 24)
5. Your summative reflection (due November 24)

The rubric used to evaluate this assignment will be provided in class. This assignment is worth 20% of your final grade in the course.

3. Differentiating a Premade Lesson (10%)

DUE: Wednesday, October 27

Teachers, by nature and necessity, tend to be very collaborative and one extension of that collaboration is their willingness to share, in print or online, the lessons and resources they have utilized in their own classrooms. These premade lessons range wildly in quality, thus requiring teachers to develop a critical eye when evaluating possible implementation with their own students. The purpose of this assignment is to help you problematize the ill-considered use of premade lessons while learning what it would take to modify a premade lesson to meet the needs of your students.

For this assignment, you will first identify a premade lesson from a teacher resource series, online source, VDOE, or a school district. You will then apply what you have learned about differentiation in this course to rewrite the lesson so that it has been differentiated to meet the needs of the students in your field experience classroom. Your rewritten plan should follow the GMU Elementary Education Lesson Planning Template and incorporate strategies for differentiating content, process, and product by readiness, interest, and/or learning preferences.

The rubric used to evaluate this assignment will be provided in class. This assignment is worth 10% of your final grade in the course.

4. PBA: Lesson Planning Assessment (40%)

DUE: Friday, December 10

Differentiation is critical to meeting the needs of the diverse learners in today's classrooms. As a teacher, you will be expected to differentiate for your students based on the information you gather, both formally and informally, to meet their varied developmental needs. The purpose of this assignment is to walk you through the process of planning a series of differentiated lessons based on data you collect from students, evaluating those lessons for their effectiveness, and reflecting on the lesson and the overall experience in deepening your understanding of differentiation.

This assignment consists of four components, which have been detailed below. Drafts of Sections 1-3 will be submitted throughout the semester for feedback on the dates specified. The revised versions of Sections 1-3, as well as Section 4, will be due on Friday, December 10.

- **Section 1: Classroom Context & Using Data to Drive Instruction (draft due October 20)**
 - a. You will work with your mentor teacher to identify a topic for which you will teach 3-4 sequenced lessons. You and your mentor can determine if these lessons will be for the whole group, for a small group, or for a combination of the two. Once your topic is identified, you will review previous assessment data and collect pre-assessment data. Using the skills you will develop in this course, you will **design and collect student data** via conferences, observations, interviews, and student readiness, interest, and learner preferences inventories.
 - b. After organizing the data you collected, you will then write a description of what you learned from the assessment, as well as additional contextual information, to describe your general perceptions of students' areas of strength and how you might build on those as you plan instruction. This description should include information related to the following questions:
 - i. *Who are my learners?* Consider the number of learners, their academic readiness levels and cultural backgrounds, their prior knowledge, etc. Also think about: What knowledge, skills, and

understandings do my learners already have? What knowledge or prerequisite skills do I need to access, activate, or build on in these lessons? How will I access those prerequisite skills or activate that prior knowledge? Where have learners come from and what are they going on to next?

- ii. *What do I want my learners to learn?* Consider the content or subject (and interdisciplinary connections), the type of learning (knowledge, skills, behaviors), how to integrate college- and career-ready standards, etc.
 - iii. *How will I know what the learners understand?* Consider pre-assessments, informal and formal assessments, formative and summative assessments, higher order questioning techniques, feedback from learners, etc.
 - iv. *How will my learners learn best?* Consider the teaching models, learning strategies, length of time available, materials, technology resources, differentiation, modifications, etc. Also think about: 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?
- **Sections 2 and 3: Planning for Instruction; Instruction and Assessment (drafts due November 14)**
 - a. You will plan and implement 3-4 lessons based on your knowledge of students and the assessment data. The plans will follow the GMU Elementary Education Lesson Planning Template (“Mason Lesson Planning Template”) and will include the following sections required of the PBA:
 - i. **Section 2:**
 1. SOLs and KUDs (targets). Remember to deconstruct the standard(s) into the specific learning target(s). For each learning target, identify the type of target it is (e.g., knowledge, reasoning & application, skill, or disposition).
 2. Lesson rationale
 3. A description of the plans for differentiation (content, process, product, readiness, interests, and learner preferences) as well as accommodations
 4. Materials and Technology
 - ii. **Section 3:**
 1. Detailed procedures
 2. Checks for understanding/Assessment
 - b. While you will likely use a variety of formative assessments throughout your lessons, you will create one formative assessment to follow the final lesson. To guide you through the process, answer each question below in bulleted format.
 - i. Why Assess?

1. 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?
 2. What specific learning target(s) are you assessing with your assessment?
- ii. How will you assess?
1. What method will be used? Explain the appropriateness of the target/method match (this is the single most important question in this assignment).
 2. *What will the student do?* Is the method appropriate for the age of the students? Justify your answer.
 3. Are the individual tasks or test items clearly written and age appropriate? How have you determined this?
 4. *How will the teacher judge if the learning target has been met* (what are the criteria)?
 5. How will the teacher collect, record, and score information (checklists, rating scales, rubrics, and/or answer keys)?
- iii. How will students be involved?
1. How will student involvement support learning? Explain how your assessment will or could be used as a productive assessment (an assessment FOR learning).
 2. How will the results be summarized and organized? How will the assessment be used and/or communicated?
 3. d) The assessment—include a copy, along with an associated key, rubric, checklist, etc.
- **Section 4: Reflection and Impact on Student Learning**
 - a. You will write a 1-2 page narrative reflection on the lesson and the impact on student learning. You will include an analysis of the formative assessment data you collected after the final lesson, and identify any changes you would make to the lesson based upon your reflection. You will close with what you have learned about differentiation overall from your engagement in this assignment.

Portions of this assignment will be assessed using VIA as part of the CEHD accreditation process. If you are in internship, consider how this assignment can overlap with your student learner chart and your impact on student learning assignment.

This assignment will serve as your performance-based assessment (PBA) for the course. The rubric used to evaluate this assignment can be found at the end of this syllabus. This PBA is worth 40% of your final grade in the course.

Other Requirements:

Assignment Expectations

All assignments are to be completed **BEFORE CLASS** 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 (7th) 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>Assignments</i>	<i>Percentage of Final Grade</i>	<i>Due Date (due before class)</i>
A-M	Attendance and Participation	30%	Weekly
A, C, J, L-M	Differentiated Instruction Analysis Project	20%	Lesson Plan & Video Lesson: October 6 Field Observations #1 & 2 and Summative Reflection: November 24
A-C, F, L-M	Differentiating a Premade Lesson	10%	October 27
A-M	*PBA: Lesson Planning Assessment	40%	Draft Section 1: October 20 Draft Sections 2 & 3: November 14 Final: December 10

*Performance-based assessment (PBA)

GRADING POLICIES

The grading for this course is as follows:

Grade	GRADING	Grade Points	Interpretation
A	93-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-92	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.67	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
D	60-69	1.00	
F*	<69	0.00	

***Note: 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 School of Education.**

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/>

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/>.

CLASS SCHEDULE

**Faculty reserves the right to alter the schedule, including meeting location, as necessary with notification to students.*

Class Meeting	Topics & Learning Objectives	Readings and Major Assignments (DUE BEFORE CLASS)
<p style="text-align: center;">Week 1</p> <p style="text-align: center;">Wednesday, August 25</p> <p style="text-align: center;">9:00 – 11:40am Face-to-Face*, Thompson L028</p>	<p>Introduction to Differentiated Instruction (DI)</p> <ul style="list-style-type: none"> • I can define differentiation, its key principles, and why it is a necessary orientation in elementary classrooms. • I can identify the elements of classroom community necessary for supporting differentiation. • I can identify the principles of the Universal Design for Learning (UDL) framework and describe its connection to differentiated instruction. <p style="text-align: center;"><i>Introduce Differentiated Instruction Analysis Project</i></p>	<p>Text:</p> <ul style="list-style-type: none"> • <i>Review</i> Doubet & Hockett (2018), Introduction: Differentiation gets an upgrade • <i>Review</i> Doubet & Hockett (2018), Ch. 1: Building a healthy classroom community <p>Blackboard:</p> <ul style="list-style-type: none"> • CAST (n.d), UDL at a Glance (video) • CAST (n.d.), UDL Guidelines • Differentiated Instruction Classroom Observation Tool • Tomlinson (2017), Ch. 3: Needs of Students • Tomlinson (2017), Ch. 4: Role of the Teacher
<p style="text-align: center;">Week 2</p> <p style="text-align: center;">Wednesday, September 1</p> <p style="text-align: center;">9:00 – 11:40am Face-to-Face*, Thompson L028</p>	<p>The Connection Between DI and Culturally Responsive Teaching</p> <ul style="list-style-type: none"> • I can apply my knowledge of culturally responsive teaching to the principles of differentiation. • I can describe a differentiated and culturally responsive classroom community. <p style="text-align: center;"><i>Introduce Differentiating a Premade Lesson</i></p>	<p>Text:</p> <ul style="list-style-type: none"> • Hammond (2015), Ch. 9: Creating a culturally responsive community for learning – Seeing the environment as the second teacher <p>Blackboard:</p> <ul style="list-style-type: none"> • Maber (2012), Rethinking thinking (video) • Santamaria (2009), Culturally responsive differentiated instruction: Narrowing gaps between best pedagogical practices benefiting all learners • Valiandes et al. (2018), Establishing a framework for blending intercultural education with differentiated instruction (pp. 384-394 only)

<p>Week 3</p> <p>Wednesday, September 8</p> <p>9:00 – 11:40am Synchronous Online (Zoom)</p>	<p>The Role of Assessment in DI & Why and How We Pre-Assess</p> <ul style="list-style-type: none"> I can define pre-assessment and describe strategies to pre-assess students' readiness, interest, and learning preferences. I can explore methods for making assessment more culturally responsive. 	<p>Text:</p> <ul style="list-style-type: none"> Review Chappuis & Stiggins (2020), Ch. 1: Understanding assessment's role in learning Doubet & Hockett (2018), Ch. 3: Constructing useful pre-assessments <p>Blackboard:</p> <ul style="list-style-type: none"> Tomlinson & Moon (2014), Ch. 2: Assessment & DI (pp. 17-21 only) Trumbull & Nelson-Barber (2019), The ongoing quest for culturally-responsive assessment for indigenous students in the US
<p>Week 4</p> <p>Wednesday, September 15</p> <p>9:00 – 11:40am Face-to-Face*, Thompson L028</p>	<p>Differentiating Instruction by Student Readiness: Part 1</p> <ul style="list-style-type: none"> I can describe strategies for differentiating instruction in terms of student readiness. <p><i>Introduce PBA: Lesson Planning Assessment</i></p>	<p>Text:</p> <ul style="list-style-type: none"> Doubet & Hockett (2018), Ch. 6: Differentiating according to student readiness <p>Blackboard:</p> <ul style="list-style-type: none"> Focus Lessons: <ul style="list-style-type: none"> Calkins (2015), Mini lessons in ELA Fountas & Pinnell (2001), Mini lessons in reading Sammons (2010), Mini lessons in math Sample focus lesson (video) Tiering
<p>Week 5</p> <p>Wednesday, September 22</p> <p>9:00 – 11:40am Face-to-Face*, Thompson L028</p>	<p>Differentiating Instruction by Student Readiness: Part 2</p> <ul style="list-style-type: none"> I can describe strategies for differentiating instruction in terms of student readiness. 	<p>Text:</p> <ul style="list-style-type: none"> N/A <p>Blackboard:</p> <ul style="list-style-type: none"> Learning for Justice (n.d.), Critical practices for anti-bias education - Instruction Review CAST (n.d.), UDL Guidelines Staehr Fenner & Snyder (2017), Ch. 3: Scaffolding instruction for ELs Stations: Cubing, Contracts & Agendas, Six Hats Strategies, including: Debate Carousel, Structured Academic Controversy, Socratic Seminar, Stations & Centers, ThinkDots

<p>Week 6</p> <p>Wednesday, September 29</p> <p>9:00 – 11:40am Face-to-Face*, Thompson L028</p>	<p>Differentiating Instruction by Student Interests & Learning Preferences</p> <ul style="list-style-type: none"> I can describe strategies for differentiating instruction in terms of student interests and learning preferences. 	<p>Text:</p> <ul style="list-style-type: none"> Doubet & Hockett (2018), Ch. 7: Differentiating according to student interest and learning preference <p>Blackboard:</p> <ul style="list-style-type: none"> Strategies, including: TriMind, RAFTs, Learning Menus, Choice Boards
<p>Week 7</p> <p>Wednesday, October 6</p> <p>9:00 – 11:40am Face-to-Face*, Thompson L028</p>	<p>Implementing Purposeful, Balanced Assessments</p> <ul style="list-style-type: none"> I can evaluate how perceptions of assessment impact its use in the classroom. I can describe Virginia’s approach to balanced assessment. I can identify Virginia’s state testing requirements, as well as requirements of districts located in northern Virginia. I can describe multiple strategies for formative assessment. 	<p>DUE: Differentiated Instruction Analysis Project – Lesson Plan & Video Lesson</p> <p>Text:</p> <ul style="list-style-type: none"> Chappuis & Stiggins (2020), Ch. 2: Establishing purpose – Assessment <i>for</i> and <i>of</i> learning Doubet & Hockett (2018), Ch. 5: Checking for understanding using formative assessment <p>Blackboard:</p> <ul style="list-style-type: none"> Ditch That Textbook (2021), 20 ideas for exit tickets in the classroom VDOE (2019), Supporting instruction and deeper learning through balanced assessment (PPT presentation)
<p>Week 8</p> <p>Wednesday, October 13</p> <p>9:00 – 11:40am Synchronous Online (Zoom)</p>	<p>Providing Effective Feedback & Defining the Assessment Target(s)</p> <ul style="list-style-type: none"> I can identify the characteristics of effective feedback. I can describe how to articulate the learning targets for assessment. I can classify different types of learning targets as knowledge, reasoning, performance skill, product, or disposition. 	<p>Text:</p> <ul style="list-style-type: none"> <i>Review</i> Chappuis & Stiggins (2020), Ch. 2: Establishing purpose – Assessment <i>for</i> and <i>of</i> learning (pp. 34-46 only) Chappuis & Stiggins (2020), Ch. 3: Defining the intended learning (pp. 49-85 only) <p>Blackboard:</p> <ul style="list-style-type: none"> Nearpod <i>Review</i> Kohn (2001), Five reasons to stop saying “Good job!” Teaching Works (2019), Providing feedback decomposition

<p>Week 9 Wednesday, October 20</p> <p>9:00 – 11:40am Synchronous Online (Zoom)</p>	<p>Lesson Planning Assessment (PBA) Conferences</p>	<p>DUE: Draft of Section 1 of the Lesson Planning Assessment (PBA)</p> <p>Text:</p> <ul style="list-style-type: none"> • N/A <p>Blackboard:</p> <ul style="list-style-type: none"> • N/A
<p>Week 10 Wednesday, October 27</p> <p>9:00 – 11:40am Face-to-Face*, Thompson L028</p>	<p>Sound Assessment Design: Selected Response & Written Response Assessments</p> <ul style="list-style-type: none"> • I can describe how learning targets and assessment intersect. • I can recognize and critique elements of effective, teacher-designed selected response and written response assessments. 	<p>DUE: Differentiating a Premade Lesson</p> <p>Text:</p> <ul style="list-style-type: none"> • Chappuis & Stiggins (2020), Ch. 4: Planning the assessment – Sound design (pp. 99-116 only) <p>Blackboard:</p> <ul style="list-style-type: none"> • Popham (2007), Ch. 6: Selected-response tests • Popham (2007), Ch. 7: Constructed-response tests
<p>Week 11 Wednesday, November 3</p> <p>9:00 – 11:40am Face-to-Face*, Thompson L028</p>	<p>Sound Assessment Design: Performance Assessments, Portfolios, and Rubrics</p> <ul style="list-style-type: none"> • I can identify the elements of an effective performance-based assessment, portfolio, and rubric. • I can evaluate performance-based assessments, portfolios, and rubrics based on a set of criteria. • I can design effective performance-based assessments, portfolios, and rubrics. 	<p>Text:</p> <ul style="list-style-type: none"> • Chappuis & Stiggins (2020), Ch. 7: Designing and using a performance assessment (pp. 219-238 only) <p>Blackboard:</p> <ul style="list-style-type: none"> • Brookhart (2013), Ch. 1: What are rubrics? • Brookhart (2013), Ch. 3: How to write or select effective rubrics • JIGSAW: Portfolios, Journals, and Checklists
<p>Week 12 Wednesday, November 10</p> <p>Asynchronous Online (see Blackboard)</p>	<p>WORK WEEK</p> <p>Lesson Planning Assessment (PBA) Conferences (optional)</p>	<p>DUE Nov. 14: Sections 2 & 3 of the Lesson Planning Assessment (PBA)</p> <p>Text:</p> <ul style="list-style-type: none"> • N/A <p>Blackboard:</p> <ul style="list-style-type: none"> • N/A

<p>Week 13</p> <p>Wednesday, November 17</p> <p>9:00 – 11:40am Face-to-Face*, Thompson L028</p>	<p>Grading & Conferencing in a Differentiated Classroom</p> <ul style="list-style-type: none"> • I can identify the elements of an effective grading system in a differentiated classroom. • I can create a plan for recording assessment data and determining student grades. • I can communicate with families about student progress. • I can describe and critique the key elements of student/teacher conferences. 	<p>Text:</p> <ul style="list-style-type: none"> • Chappuis & Stiggins (2020), Ch. 11: Conferencing with and about students <p>Blackboard:</p> <ul style="list-style-type: none"> • Anderson (2019), Conferring is differentiated instruction – How to hold student writing conferences • Serravallo (2014), Coaching conference (video) • Teaching Channel (n.d.), Conferencing notes: Gathering data (video) • Tomlinson & McTighe (2006), Ch. 8: Grading and reporting achievement (pp. 70-76 only)
<p>Week 14</p> <p>Wednesday, November 24</p>	<p>NO CLASS – THANKSGIVING RECESS</p>	<p>DUE: Differentiated Instruction Analysis Project – Field Observations #1 and #2 & Summative Reflection</p>
<p>Week 15</p> <p>Wednesday, December 1</p> <p>9:00 – 11:40am Face-to-Face*, Thompson L028</p> <p>Course Evaluations</p>	<p>Managing a Differentiated Classroom & Standardized Testing</p> <ul style="list-style-type: none"> • I can describe the role of testing, and its related ethical and legal responsibilities, in elementary classrooms. • I can describe the role of test preparation, grading, and score inflation in elementary classrooms. • I can apply the tenets of differentiation to classroom management, including addressing minor and more significant misbehaviors. • I can describe my evolving teacher philosophy of differentiation and assessment. 	<p>Text:</p> <ul style="list-style-type: none"> • Doubet & Hockett (2018), Ch. 8: Considering the nuts and bolts of implementing differentiation <p>Blackboard:</p> <ul style="list-style-type: none"> • <i>Review</i> CAST (n.d.), UDL Guidelines • Sousa & Tomlinson (2018), Ch. 2: Mindset, learning environment, and differentiation • Jigsaw: readings on Blackboard <p>DUE December 10: Lesson Planning Assessment (PBA)</p>

ELED 545

Council for the Accreditation of Educator Preparation (CAEP) Common Assessment

***Subject to modification based on COVID/Field Placements**

The target score for all Candidates is “Proficient,” Level 2. The Candidate must earn a score of 2 to be successful on this assignment. *If a Candidate does not earn a 2 on the assignment, he/she must meet with the course instructor or assessor prior to resubmitting.* The data from this assessment are used to identify both best practice and gaps in developing and assessing a specific lesson plan and its impact on student learning.

General Scoring Guidelines

3 = *Highly Proficient:* rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a Candidate at this stage of development, integrates thorough understanding of relevant professional literature/research.

2 = *Proficient:* well developed, good quality (may include very few errors in mechanics, and shows clarity of thinking), fully meets expectations for a Candidate at this stage of development, shows understanding of relevant professional literature/research. This is the TARGET score.

1 = *Not Proficient:* superficially developed, minimally acceptable quality (Written work/plans may include a few errors in mechanics and inconsistent clarity in thinking), lags behind expectations for most Candidates at this stage of development. May show beginning/weak understanding of the relevant professional literature/research.

Lesson Planning Assessment (PBA) Rubric

Section 1: Classroom Context			
Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>The Candidate identifies individual and group prerequisites in order to design instruction to meet learners’ needs in the cognitive, linguistic, social, emotional, and physical areas of development.</p> <p><i>InTASC 1</i> <i>VDOE 1</i> <i>CAEP 1.1</i> <i>CAEP CCT: Diversity</i></p>	<p>○ The evidence indicates that the Candidate demonstrated a partial understanding of learners’ developmental levels, planning instruction that aligned to the developmental levels of some (but not all) of the learners.</p>	<p>○ The evidence indicates that the Candidate demonstrated an accurate understanding of learners’ developmental levels by planning varied instruction appropriate to support learning goals, actively engaging learners in learning that aligned with overall subsets of learner’s developmental levels.</p>	<p>○ The evidence indicates that the Candidate demonstrated an accurate understanding of learners’ developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.</p>

Section 2: Planning for Instruction

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>The Candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners.</p> <p><i>InTASC 7</i> <i>VDOE 2</i> <i>CAEP 1.1</i> <i>CAEP 1.2</i> <i>CAEP CCT: Diversity</i></p>	<p>○ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge.</p>	<p>○ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs to build on prior knowledge.</p>	<p>○ The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of previous and future learning.</p>
<p>The Candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners.</p> <p><i>InTASC 7</i> <i>VDOE 2</i> <i>CAEP 1.1</i> <i>CAEP 1.2</i> <i>CAEP CCT: Diversity</i></p>	<p>○ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with national/state/local standards that are aligned with appropriate for curriculum goals.</p>	<p>○ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives closely aligned with national/state/local standards address learner needs, build on prior knowledge and used instructional strategies, including College- and Career-Ready Skills, and connects to future learning.</p>	<p>○ The evidence indicates that the Candidate planned challenging activities using learner appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with multiple standards, including College- and Career-Ready Skills, clearly connects to the range of future learning.</p>

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>The Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p><i>InTASC 4</i> <i>VDOE 1</i> <i>CAEP 1.1</i> <i>CAEP 1.3</i></p>	<p>○ The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear.</p>	<p>○ The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.</p>	<p>○ The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of opportunities to build a higher-level of understanding of content for all learners.</p>
<p>The Candidate organizes and creates face-to-face and/or virtual environments that support individual and collaborative learning.</p> <p><i>InTASC 3</i> <i>VDOE 5</i> <i>CAEP 1.1</i> <i>CAEP 1.4</i> <i>CAEP 1.5</i> <i>CAEP CCT: Technology</i></p>	<p>○ The evidence indicates that the Candidate transitions inefficiently between learning activities with some loss of instructional time, monitoring and responding to learner behavior (both positive and negative) in a way that is inconsistent, inappropriate and/or ineffective for meeting classroom and individual learner needs, including in virtual environments.</p>	<p>○ The evidence indicates that the Candidate transitions efficiently and smoothly between learning activities with minimal loss of instructional time, using varied learning situations that includes monitoring and responding to learner behavior (both positive and negative) in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs; including in virtual environments.</p>	<p>○ The evidence indicates that the Candidate demonstrates respect for and interest in individual learner’s experiences, thoughts and opinions and uses transitions that are seamless, effectively maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners, including in virtual environments.</p>

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>The Candidate uses appropriate technology to engage learners and to assess and address learner needs.</p> <p><i>InTASC 6</i> <i>VDOE 4</i> <i>CAEP 1.1</i> <i>CAEP 1.5</i> <i>CAEP CCT: Technology</i> <i>CAEP CCT: Diversity</i></p>	<p>○ The evidence indicates that the Candidate is inconsistent, inappropriate and/or ineffective in using appropriate technologies for meeting classroom and individual learner needs.</p>	<p>○ The evidence indicates that the Candidate uses appropriate technology in a way that is consistent, appropriate and effective for meeting classroom and individual learner needs.</p>	<p>○ The evidence indicates that the Candidate uses appropriate technology effectively, maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners.</p>
<p>The Candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts.</p> <p><i>InTASC 5</i> <i>VDOE 2</i> <i>CAEP 1.1</i> <i>CAEP 1.4</i> <i>CAEP 1.5</i> <i>CAEP CCT: Technology</i></p>	<p>○ The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of tools appropriate for the content being learned.</p>	<p>○ The evidence indicates that the Candidate used a variety of appropriate tools to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with clear connections between content and other disciplines.</p>	<p>○ The evidence indicates that the Candidate used collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking.</p>
<p>The Candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.</p> <p><i>InTASC 2</i> <i>VDOE 2</i> <i>CAEP 1.1</i> <i>CAEP CCT: Diversity</i></p>	<p>○ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable goals aligned to the developmental levels of some (but not all) of the learners; instruction was inappropriate and/or inaccessible for groups of learners.</p>	<p>○ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable goals that used appropriate scaffolds and differentiation that aligned with overall subsets of learner's developmental levels making learning accessible and challenging for the classroom.</p>	<p>○ The evidence indicates that the Candidate demonstrated an accurate understanding of learners' developmental levels and was able to plan and articulate specific, varied strategies for engaging learners in the learning and providing varied options for learners to demonstrate mastery aligned to the developmental learning level of each learner and groups of learners in the classroom.</p>

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>The Candidate plans instruction based on pre-assessment data, prior knowledge, and skills.</p> <p><i>InTASC 7</i> <i>VDOE 2</i> <i>CAEP 1.1</i></p>	<p>○ The evidence indicates that the Candidate planned activities that did not include learner-appropriate and measurable objectives aligned with pre-assessment data and/or use of prior knowledge.</p>	<p>○ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives that address learner needs to build on prior knowledge aligned with pre-assessment data and/or use of prior knowledge.</p>	<p>○ The evidence indicates that the Candidate planned challenging activities using learner-appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge and used pedagogical content knowledge/teaching strategies that aligned with pre-assessment data and/or use of prior knowledge.</p>

Section 3: Instruction and Assessment

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>The Candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p><i>InTASC 8</i> <i>VDOE 2</i> <i>CAEP 1.1</i></p>	<p>○ The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning experiences and/or did not provide multiple ways to demonstrate learning.</p>	<p>○ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiated learning situations.</p>	<p>○ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiated learning situations allowing all learners to take ownership of their learning.</p>
<p>The Candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.</p> <p><i>InTASC 8</i> <i>VDOE 3</i> <i>CAEP 1.1</i></p>	<p>○ The evidence indicates that the Candidate used limited instructional strategies that did not allow for differentiated learning situations and/or did not engage and challenge learners.</p>	<p>○ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in differentiated learning situations allowing learners to have ownership of their learning.</p>	<p>○ The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiated learning situations allowing all learners to have ownership of their learning.</p>

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>The Candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p><i>InTASC 6</i> <i>VDOE 4</i> <i>CAEP 1.1</i></p>	<p>○ The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning and did not have opportunities of feedback or analysis of learner data to inform future instruction.</p>	<p>○ The evidence indicates that the Candidate provided effective feedback to learners on multiple instances of formative, summative, informal, and/or formal assessments and analyzed data to inform instruction.</p>	<p>○ The evidence indicates that the Candidate provided multiple opportunities for learners to demonstrate learning by using formative, summative, informal, and/or formal assessments. Assessments were differentiated to match a full rating of learner needs and abilities.</p>

Section 4: Reflection: Impact on Learning

Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
<p>The Candidate uses a variety of self-assessment and reflection strategies to analyze and reflect on his/her impact on student learning and to plan for future instruction/ adaptations.</p> <p><i>InTASC 9</i> <i>VDOE 7</i> <i>CAEP 1.1</i></p>	<p>○ The evidence indicates that the Candidate did not participate in professional development; participated in professional development not relevant to personal needs identified through ethical and responsible self-reflection to plan for future instruction/ adaptations, and personal learning goals.</p>	<p>○ The evidence indicates that the Candidate used self-reflection to identify professional development opportunities relevant to learning needs and applied activities in their teaching in an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.</p>	<p>○ The evidence indicates that the Candidate consistently used self-reflection to identify professional development opportunities relevant to improving teaching and learning for specific groups of learners and successfully made systematic application of activities in their teaching in an ethical and responsible manner to plan for future instruction/ adaptations, and personal learning goals.</p>

FACULTY USE ONLY	
	Candidate was not evaluated due to extenuating circumstances that impeded the completion of this assessment.

Some content adapted from the STAR Evaluation developed by Emporia State.