**College of Education and Human Development**
**Division of Special Education and disAbility Research**

Spring 2022
EDSE 643 666: Instructional Strategies for Math
CRN: 24206, 3– Credits

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|---|---|
| **Instructor:** Dr. Laura Szupinka | **Meeting Dates:** 3/17/22 – 5/19/22 |
| **Phone: 703-791-9310**<br>**Zoom: Szupinka GMU (George Mason University) 643: Spring 2022**<br>**Meeting ID: 392 951 5404**<br>**Passcode: 825064** | **Meeting Day(s):** Thursday |
| **E-Mail: lszupink@gmu.edu** | **Meeting Time(s):** 4:30 pm – 9 pm |
| **Office Hours: By Appointment** | **Meeting Location:** N/A; Off-campus |
| **Office Location: Phone/ Zoom Preferred** | **Other Phone: N/A** |
| ***Note:* This syllabus may change according to class needs. Teacher Candidates/Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.** | |
| **Prerequisite(s):** None | **Co-requisite(s):** None |

## Course Description

Integrates foundational knowledge of numeracy acquisition, mathematical concepts, mathematical thinking, mathematics vocabulary, calculation, and problem-solving to plan well-sequenced and explicit math instruction for students with disabilities in the general education curriculum. Examines objectives that align with the general education curriculum Virginia Standards of Learning in mathematics at the elementary, middle, and secondary levels while still providing individualization. Field experience required.

## Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

**Advising Tip**
Are you familiar with Mason career resources? Email speced@gmu.edu to be added to the Special Education employment listserv and check out Career Services: https://careers.gmu.edu/.

**Course Delivery Method:**
Face to face learning activities include the following: class lecture and discussion, learning tasks, small group activities and assignments, video and other media supports, research and presentation activities, electronic supplements, and activities via Blackboard.

**Learner Outcomes**
Upon completion of this course, students will be able to:

1. Understand curriculum development that includes a scope and sequence, lesson plans, instructional methods, and assessment based on the general education curriculum Virginia Standards of Learning in math at the elementary, middle, and secondary level.
2. Understand, distinguish, and evaluate the differences between procedural, conceptual, and declarative knowledge in order to provide explicit instruction of math to students with disabilities who are accessing the general educational curriculum.
3. Understand foundational knowledge of math including numeracy acquisition, mathematical concepts, mathematical thinking, mathematics vocabulary, calculation, and problem-solving.
4. Demonstrate the ability to identify and distinguish appropriate data-based modifications and accommodations for general or specialized instruction as needed for students with disabilities who access the general education curriculum.
5. Design and demonstrate the application of assistive and instructional technologies to support assessment, planning, and delivery of academic content to students with disabilities who access the general education curriculum.
6. Demonstrate the ability to construct and implement individual educational planning and systematic, explicit instruction for students with disabilities who access the general education curriculum including:
    a. Essential mathematical concepts, vocabulary, and content across general and specialized curriculum
    b. Numeracy acquisition
    c. Problem solving
    d. Calculation
7. Synthesize and then appraise the individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for students with disabilities who access the general education curriculum.
8. Apply course concepts to K-12 school settings through field-based learning experiences (e.g., field experiences in K-12 classrooms, field-based case studies, field-based virtual/online learning experiences).

**Professional Standards**
(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following

professional standards: CEC Standard 3: Curricular Content Knowledge (InTASC 3, 4); CEC Standard 5: Instructional Planning and Strategies (InTASC 7, 8).

**Required Texts**
*Textbook*: Fennell, F., Kobett, B. M., & Wray, J. A. (2017). The formative 5: Everyday assessment techniques for every math classroom. Thousand Oaks, CA: Corwin

**Recommended Texts**
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

**Additional Readings available on Blackboard**

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

**VIA Performance-Based Assessment Submission Requirement**
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or another standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA.

For EDSE 643, the required PBA is Math Intervention Project. Please check to verify your ability to upload items to VIA before the PBA due date (*On or before May 19, 2022).*

***Assignments and/or Examinations***

**Performance-based Assessment (VIA submission required): Math Intervention Project**

**Assignment 1: Math Intervention Project (50 points) See Blackboard for Rubric and Submission Folder.**

- **Lesson Plan Draft (Steps 1-6) due on or before April 7, 2022**
- **Lesson Plan Data, Analysis, and Reflection (Steps 7-9) due on or before May 5, 2022**
- ***Optional Submission of final project for review (Step 10) on or before May 12, 2022**
- **Submit FINAL Math Intervention Project (VIA Submission Required) on or before May 19, 2022**

**You will select one student with a disability who accesses the general education curriculum. Using and applying assessment techniques, you will identify explicit**

**areas of math for which the student requires an evidence-based strategy. Gather work samples that represent these areas of instructional need. Based on data and consultation with the child's teacher and your course instructor, you will select an evidence-based math strategy intervention and develop a plan for teaching. The instructor must approve your plan before you begin instruction. The teaching lesson plans, modified and adapted for your student, will highlight stages of effective strategy instruction. You will implement plans with the selected student. Performance data will be collected throughout your lessons. You are not expected to see significant gains in this short amount of time. At the end of the project, you will craft a reflective summary on how the experience of instructing this student using the selected intervention and teaching plan. Please refer to Blackboard for the rubric and submission folder for this assignment.**

**Directions:**

1. Select one student in grades K–12 demonstrating mathematics difficulties.
2. Identify one area/skill in mathematics for which the student would benefit from explicit one-on-one teaching with you as the instructor.
3. Gather at least three baseline work samples targeting the area of concern. The number of questions in each work sample can vary, but each should have at least five problems.
4. In consultation with the child's teacher, select one evidence-based math strategy. This strategy will be taught in unison with explicit instruction (thus, explicit instruction cannot be the sole primary strategy selected here).
5. Develop a plan for instructing the student using the strategy. This will include developing one comprehensive new lesson plan modified for the student. The lesson plan must include the following:
    1. One targeted Common Core math standard with the lesson's objective(s).
    2. Description of all prerequisite skills needed essential concepts, vocabulary, and new skills to be taught.
    3. Materials needed to teach the lesson.
    4. Steps and activities to be completed during the modeling, guided, and independent practice portions of the lesson. Within this section, you will outline in detail how the specific strategy you selected will be used.
    5. Use of at least one form of assistive technology appropriate for the student.
    6. At least one formative assessment.
    7. At least one summative assessment.
6. Submit your lesson plan for approval by the date listed on the course schedule.
7. Implement your lesson for a minimum of five sessions, with one session completed per day. Collect at least five intervention work samples with your student (one per session). The number of questions in each work sample can vary but should have at least five problems.
8. A graphed depiction of your student's performance illustrating their three baseline sessions and five intervention sessions. The graph must follow APA 7 guidelines, possess a title, and depict clearly marked *x*- and- *y*- axes.
9. Write a two-page single-spaced reflection on the effectiveness of your teaching and evidence-based math strategy. You must address the following topics within your paper using each as a level-heading:

a. Why was this particular student selected?
b. What specific areas in mathematics did they struggle in? How did you determine this?
c. Why was the evidence-based math strategy you selected appropriate for this student?
d. How did the student perform over the course of your instruction in each session?
e. What worked well within your lesson plan? What would you do differently next time you teach using this strategy?

10. Submit your one lesson plan (with your formative and summative assessments), three baseline work samples, five intervention work samples, one performance graph, and the two-page reflection as one document onto Blackboard. Please include them in this specific order, with each labeled accordingly at the top of a new page for each.

## Assignment 2: Consumer Apps Evaluation Paper (30 Points)

Select Method of Delivery: In-person or via Blackboard Discussion Board
Select week for submission: Week #_____Date: _____
Select Targeted Math Concept/ Skill: _____

See Blackboard for Rubric and Submission Folder.

Students will select one digital app or program available online for download to teach mathematics standards in K-12 education. Students will select one child/adult to use this app with and document their experience solving age-appropriate mathematics problems for 15–20 minutes. Afterwards, students will write a two-page single-spaced paper reviewing this app and child/adults' performance. Reflections should focus on addressing the following topics with each as a level-heading:

a. Feasibility for small *and* whole group instruction in inclusionary classrooms.
b. Benefits and foreseeable challenges for teachers.
c. Benefits and foreseeable challenges for students with disabilities.
d. The child/adults' opinion and experiences using the app.
e. Four explicit references with accompanying citations to concepts covered within the course lectures, handouts, and/or readings.

## Assignment 3: Learning Tasks, Attendance, and Participation (20 Points)

**See Blackboard for Rubric and Submission Folder.**

Points for class attendance and participation are positively impacted by:

1. Preparing for and attending class.
2. Thoughtfully and professionally contributing to class discussions and learning tasks.
3. Being "present" and digitally thoughtful.

NOTE: All assignments should reflect graduate-level spelling, syntax, and grammar, as well as APA style guidelines. If you experience difficulties with the writing process, you will be required to document your work with the GMU Writing Center during this course.

***College Wide Common Assessment (VIA submission required):***
**N/A**

**Other Assignments:**
**N/A**

**Field Experience Requirement**
Field experience is a part of this course. A field experience includes a variety of early and ongoing field-based opportunities in which candidates may observe, assist, and/or teach. Field experiences may occur in off-campus settings, such as schools (CAEP, 2016). Below are REQUIRED PROCEDURES FOR ALL STUDENTS ENROLLED IN THS COURSE.

1. Complete the online EDSE Field Experience form. This online form will be sent to your GMU email from EDSEfld@gmu.edu on the first day of the semester. Click on the link and complete the form as soon as possible. ALL students should complete the required form, as this information is required by the state. Please direct any questions about the form to Dr. Kristen O'Brien at EDSEfld@gmu.edu.

· If you are a full-time contracted school system employee and will complete the field experience at your worksite with administrator and instructor approval, you will be asked to specify the school at which you will be completing the field experience.

· If you request a field experience placement, you will receive information via your GMU email about your assigned internship placement from the Clinical Practice Specialist in the College's TEACHERtrack Office. Check your GMU email regularly for vital information regarding your field experience. Follow all instructions for the necessary Human Resource (HR) paperwork required to access the assigned field experience placement. Note that you may NOT arrange your own field experience placement.

2. View the EDSE Field Experience Introduction presentation. On the first week of classes and prior to representing George Mason in off-campus settings, your instructor will show a video presentation or provide a link to the presentation, which includes essential information about the registration process for EDSE field experiences and tips for a successful field experience. After the presentation, sign the document provided by your instructor to indicate that you have watched the presentation and are aware of the EDSE field experience professionalism expectations.

3. Complete the GMU Experiential Learning Agreement packet (ELP). Mason requires all students completing off-campus field experiences in schools or other agencies to complete this packet. Once you have received your field experience placement, complete and submit this packet to the provided link.

4. Document your field experience hours. Your instructor may provide you with access to field experience documentation forms to use in documenting the hours and activities completed in your

field experience placement. Your instructor will provide more directions on how to use and submit the documentation form.

5. Complete the field experience end-of-semester survey. Towards the end of the semester, you will receive an email from EDSEfld@gmu.edu with a link to an online survey. This brief survey asks you to report about key features of your field experience placement.

**Assignment Summary**

Course grades are calculated by summing the points earned on assignments and dividing by the total possible points. Grades are designed to indicate your success in completing assignments in relation to expectations laid out in the assignment rubric.

| | | |
|---|---|---|
| **Assignment 1:** Math Intervention Project (VIA) | **Summative**<br>May 19, 2022 | **50 pts.** |
| **Assignment 2:** Consumer Apps Evaluation Paper | **Summative**<br>TBD by Student | **30 pts.** |
| **Assignment 3:** Learning Tasks, Attendance, and Participation | **Formative**<br>Weeks 1-9 | **20 pts.** |
| | **Total** | **100 pts.** |

**Course Policies and Expectations**

***Attendance***

**Students are expected to (a) attend all classes during the course, (b) arrive on time, (c) stay for the duration of the class time, and (d) complete all assignments. Attendance, timeliness, and professionally relevant- active participation are expected. Attendance and professional participation at all sessions is particularly important. Please notify me in advance by email (lszupink@gmu.edu) Or message me 703-791-9310.**

***Participation***

You are expected to be present, prepared, and exhibit professional dispositions for each class session. Activities resulting in points toward your final grade will be completed during class sessions. Quality of product and completion of the activity within class will impact points earned. Points missed due to absences during class activities cannot be made up without instructor approval and quality completion of alternative assignments.

Quality participation includes:

1. Preparing for and attending class
2. Thoughtfully and professionally contributing to class discussions and learning tasks
3. Being "present" and digitally thoughtful

***Late Work***

All assignments are due on or before the dates indicated (at the beginning of class). Consult with me in advance if there is a problem. When an extension is agreed to by the instructor, we will collaboratively arrive at a mutually agreed upon solution. Note that an extension on one assignment does not impact the due dates on other assignments. Please retain a copy of your assignments in addition to the ones you submit.

***Other Requirements***

This is a 3-credit graduate level course. Traditionally, 3-credit courses across a 9-week semester require an average of 45 hours (about 2 days) of in-class time and approximately 90 hours (about 4 days) of independent reading and assignment completion. Be prepared to put that amount of time into this class and plan your schedule accordingly and communicate with the instructor when/if challenges arise.

Some assignments require you to synthesize material from the course and outside sources into coherent statements of your ideas. In such cases, your writing should be databased– meaning that you must support statements and ideas with evidence from these sources, giving these sources credit. The standard format for writing in the field of education is outlined in the *Publication Manual of the American Psychological Association, 6th edition* (www.apastyle.org). Specifically, the last version of your Instructional Program should be written in APA style, including a cover page, running head, pagination, headings (as needed), citations (as needed), and reference pages. The citation for this manual is included in the section entitled "Recommended Texts." For an online resource, see www.apastyle.org.

It is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing: http://www.plagiarism.org/

**Communication**

The most efficient way to contact me is through email lszupink@gmu.edu. I check email daily and make every effort to respond in a prompt manner. I will respond within 24 hours-if you have not received a response in this period, please reach out to me again. Please keep in mind that I am a classroom teacher during the day (7:00 am-3:00 pm). On weekends, I will check my GMU account once during each day and will respond to all emails received then. Please alert me through message if you email me so I can respond in a timely fashion.

All assignment expectations and due dates will be reviewed in class and are reflected in the syllabus and course schedule. PLEASE make use of these opportunities to ask for clarification, feedback on drafts, etc. Do not email me an hour before an assignment is due and expect a response. If you would prefer to make alternate arrangements to meet (zoom/phone/before or after class), please do not hesitate to contact me.

***Written Language*:** Students at the graduate level are expected to compose with accuracy (grammar, spelling, other mechanics, form, structure, etc.) and at a conceptual level

commensurate with advanced degree study. APA Style is the standard format for any written work in the College of Education and Human Development. If you are unfamiliar with APA format, it would benefit you to purchase the current edition of the Publication Manual of the American Psychological Association. You are required to use APA guidelines for all course assignments as noted in the assignment descriptions. This website links to APA format guidelines: http://apastyle.apa.org .

***Oral Language**:* Use "person-first language" in class discussions and written assignments (and, ideally, in professional practice). In accordance with terminology choices in the disability community, strive to replace the term "Mental Retardation" with "Intellectual Disabilities" in oral and written communication and to avoid language labels by stating, for example, a "student with disabilities" (SWD) rather than a "disabled student." Please refer to guidelines for non handicapped language in APA Journals, including information available at: http://www.apa.org/pi/disability/resources/policy/resolution-ada.pdf and http://supp.apa.org/style/pubman-ch03.15.pdf .

**Inclement Weather**

If classes are cancelled at George Mason University, a message will be posted on the class Blackboard site and all class members will receive an email. Because such cancellations are often at the last minute, it may be difficult to get this message prior to leaving for class. If in doubt, dial the University phone number (703-993-1000) or visit the university website (www.gmu.edu). I will email you regarding the weather as soon as it is announced. *In the event that Loudon County is closed, and the University remains open, please check your email and blackboard for our alternative instructional plan for the day.*

**Grading**

| 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** | |

***Note: Final grades below a B do not count toward endorsement; "F" does not meet requirements of the Graduate School of Education.***

***Note:** The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) And Honor Code and System

(https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own new, original work for this course or with proper citations.

**Professional Dispositions**
Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/polices-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: See Core Values (http://cehd.gmu.edu/values/).

**GMU Policies and Resources for Students**
***Policies***

- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their GMU 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 accommodation in a course must be registered with George Mason University Disability Services. Approved accommodation will begin at the time the written letter from Disability Services is received by the instructor. See Disability Services (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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

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

As a faculty member, I am designated as a "Non-confidential 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 College of Education and Human Development (http://cehd.gmu.edu/).**

**Class Schedule**

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

| Week # Date | Topics | Before Class | During Class |
|---|---|---|---|
| Week 1<br>March 17 | • Course Overview- Syllabus<br>• Constructs & Definitions<br>• Historical Perspective | • Apply to Mason<br>• Pay Tuition<br>• Field Experience due 3/29<br>• Order textbook p.3 in syllabus | • Please bring a laptop<br>• Syllabus- hard copies will be provided<br>• Week 1: PPExit Ticket |
| Week 2<br>March 24 | • Developing whole number sense: mathematics in primary grades<br>• Assessment Observation<br>• MIP Project Rubric | • Review Blackboard Week 1: as needed<br>• Fennell et al. (2017): Chapter 1<br>• Blackboard Week 2: additional resources | • Please bring a laptop<br>• Week 2: PP<br>• Guest Speaker: Dr. Busch, SNHU<br>• Exemplar Agn 2: Dr. Sobers, GMU<br>• Exit Ticket |
| Week 3<br>March 31 | • Teaching the rational number system<br>• EBP to teach procedural skills<br>• Assessment Interviews | • Fennell et al. (2017): Chapter 2<br>• Blackboard Week 3: additional resources | • Please bring a laptop<br>• Week 3: PP<br>• Exit Ticket |
| Week 4<br>April 7<br><br>**MIP:Lesson Plan Draft (Steps 1-6)** | • EBP to teach conceptual skills<br>• Assessment- Show Me | • Fennell et al. (2017): Chapter 3<br>• Blackboard Week 4: additional resources | • Please bring a laptop<br>• Week 4: PP<br>• Exit Ticket |
| *Holiday*<br>April 14 | *TBD by Student* | *TBD by Student* | *TBD by Student* |
| Week 5<br>April 21 | • Problem Representation<br>• EBP to teach declarative knowledge<br>• Assessment Hinge Questions | • Fennell et al. (2017): Chapter 4<br>• Blackboard Week 5: additional resources | • Please bring a laptop<br>• Week 5: PP<br>• Exit Ticket |

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| Week 6<br>April 28 | • Teaching Mathematics in secondary grades<br>• Assessment Hinge Questions<br>• Assessment Exit Tasks | • Fennell et al. (2017): Chapter 5 & 6<br>• Blackboard Week 6: additional resources | • Please bring a laptop<br>• Week 6: PP<br>• Exit Ticket |
| Week 7<br>May 5<br><br>**MIP: Lesson Plan Data, Analysis, and Reflection (Steps 7-9)** | • Teaching Mathematics in secondary grades (Special Topics)<br>• Peer Review MIP | • PRINT two hard copies of your MIP project for classmates to review<br>• Blackboard Week 7: additional resources | • Please bring a laptop<br>• Week 7: PP<br>• **BRING two hard copies of your MIP project for classmates to review**<br>• Exit Ticket |
| Week 8<br>May 12<br><br>**Consumer Apps Evaluation**<br><br>**Optional MIP Final submission** | • Final Consumer Apps Presentations<br>• Planning, collaboration, and Reflective Practices | • Blackboard Week 8: additional resources<br>• Be prepared to do Optional Submission<br>• Ensure you have access to your journals | • Please bring a laptop<br>• Week 8: PP<br>• Exit Ticket |
| Week 9<br>May 19<br><br>**Submit FINAL Math Intervention Project (VIA Submission Required)** | • Low- and high-tech assistive technology & UDL | • Blackboard Week 9: additional resources<br><br>• Optional- Complete Reflective Worksheet and Letter to Self | • Please bring a laptop<br>• Week 8: PP<br>• Exit Ticket-Course Evaluation |

**EDSE 643**

**Assignment 1: Performance-Based Assessment Rubric: *Math Intervention Project***

***40 pts. Possible + 10pts Possible for Lesson totals 50 pts. Possible***

| | Does Not Meet Standard (Little or no evidence) | Approaches Standard (Some evidence) | Meets Standard (Clear evidence) | Exceeds Standard (Clear, convincing, and substantial evidence) |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| Student Description & Work Samples representing areas of need<br><br>(Steps 1-3)<br>Weight 2.0 (8pts) | Writing style is not YET compatible with professional standards. (organization, vocabulary, sentence structure, citations, connections).<br><br>One or more descriptions is not included and/or has significant opportunities for improvement in clarification.<br><br>Collaborate with Instructor for REQUIRED resubmission | Includes clear descriptions of the child's grade level, age, gender, race, academic ability level, and data on the child's level of understanding about the mathematics concept as well as performance in other academic, social, or behavioral areas.<br><br>Collaborate with Instructor for OPTIONAL resubmission | Includes clear descriptions of the child's grade level, age, gender, race, academic ability level, and data on the child's level of understanding about the mathematics concept as well as performance in other academic, social, or behavioral areas. One or more- Knowledge of student (bridge points), accommodations, and founts of knowledge are articulated. | Includes the child's grade level, age, gender, race, academic ability level, and data on the child's level of understanding about the mathematics concept as well as performance in other academic, social, or behavioral areas. All three- Knowledge of student (bridge points), accommodations, and founts of knowledge are clearly articulated. |
| Collaboration and Evidence: Mathematics standard (2), Mathematics evidence-based math strategy (2), One form of assistive technology (2) to compliment explicit instruction, one distinct lesson that demonstrates all stages of strategy are present (2).<br><br>(Step 4)<br>Weight 2.0 (8pts) | Writing style is not YET compatible with professional standards. (organization, vocabulary, sentence structure, citations, connections).<br><br>Mathematics evidence-based practice is absent or unrelated to the standard selected.<br><br>Assistive Technology is absent and/or unrelated to student need and or the standard being addressed.<br><br>One or more stages is not included and/or has significant opportunities for improvement in clarification.<br><br>Collaborate with Instructor for REQUIRED resubmission | One age-appropriate mathematical concept is selected and aligned to a CCSS and/or Virginia SOL. The standard is described in terms of the concepts that will be taught.<br><br>Assistive Technology is selected but no connections are made to bridge student need and/or content and/or instructional strategy.<br><br>Collaborate with Instructor for OPTIONAL resubmission | One age-appropriate mathematical concept is selected and aligned to a CCSS and/or Virginia SOL. The standard is described in terms of the concepts that will be taught.<br><br>Assistive Technology is selected AND connections are made to bridge student need and/or content and/or instructional strategy. | One age-appropriate mathematical concept is selected and aligned to a CCSS and/or Virginia SOL AND to Local Education Agency (LEA) curriculum documents. The standard is clearly described in terms of the concepts that will be taught.<br><br>Assistive Technology is selected AND EXPLICIT connections are made to bridge student need, content, instructional strategy. |
| Lesson<br>See lesson Rubric<br>(Step 5 &6)<br>Weight 1.0 (10 pts) | Score of 7.0 or less<br>Collaborate with Instructor for REQUIRED resubmission | Score 7.0-7.9<br>Collaborate with Instructor for OPTIONAL resubmission | Score of 8.0- 9.3 | Score of 9.4+ |

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|---|---|---|---|---|
| **Implement Lesson (Step 7) Weight 2.0 (8pts)** | **Writing style is not YET compatible with professional standards. (organization, vocabulary, sentence structure, citations, connections). AND Fewer than the minimum of 5 instructional sessions and/or documentation of 5 or fewer intervention work samples related to the mathematics standard are present.<br><br>Collaborate with Instructor for REQUIRED resubmission** | **Fewer than the minimum of 5 instructional sessions and/or documentation of 5 or fewer intervention work samples related to the mathematics standard are present. Collaborate with Instructor for OPTIONAL resubmission** | **Minimum of 5 instructional sessions and documentation of 5 intervention work samples related to the mathematics standard are present.** | **Minimum of 5 instructional sessions and documentation of 5 intervention work samples related to the mathematics standard are present AND CLEAR connections are made.** |
| **Graphic Representation of Student Performance (Step 8) Weight 1.0 (4pts)** | **Graphic Representation of Student Performance is absent.** | **Graphic Representation of Student Performance is present but may have errors and/or not accurately represent the data collected and/or be mathematically inaccurate.** | **Graphic Representation of Student Performance is present- accurately represent the data collected, is mathematically accurate.** | **Graphic Representation of Student Performance is present- accurately represent the data collected, is mathematically accurate, connections to learning are made.** |
| **Reflection (Step 9)<br><br>Weight 2.0 (8pts)** | • **Does not include reflection, or includes a cursory reflection that may be bulleted**<br>• **APA-style (7th ed.) is not used** | • **Includes reflection**<br>• **Does not address all 3 required questions, or may lack detail or thoughtful connections**<br>• **May or may not use course readings to support points/thoughts and/or generally follows APA-style (7th ed.) for headings, citations, and references, but with multiple and recurring errors** | • **Includes reflection**<br>• **Addresses the 3 required questions thoroughly and thoughtfully**<br>• **Uses course readings to support points/thoughts**<br>• **Follows APA-style (7th ed.) for headings, citations, and references, with a few minor errors** | • **Includes reflection**<br>• **Addresses the 3 required questions thoroughly and thoughtfully**<br>• **Uses course readings to support points/thoughts**<br>• **Follows APA-style (7th ed.) for headings, citations, and references with no errors** |
| **Final Collation and Submission (Step 10) Weight 1.0 (4pts)** | **Required resubmissions have NOT provided evidence of a minimum of approaching standard in 4 or more categories.<br><br>Assignment has not been submitted.** | **Required resubmissions has NOT provided evidence of approaching standard in 2 or more categories.** | **Required resubmissions has provided evidence of approaching standard in ALL categories.** | **Required resubmissions has provided CLEAR evidence of meeting or exceeding standard in all categories.** |

**EDSE 643**

# Lessons Rubric

## 10 pts Possible toward MIP Grade

| | Does not meet Standard (Little or no evidence) | Approaches Standard (Some evidence) | Meets Standard (Clear evidence) | Exceeds Standard (Clear, convincing, and substantial evidence) |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| **Lesson Components**<br><br>**(x.5) Maximum Total: 2 pts** | • Organization of lesson may not include standard lesson components<br>• Alignment of learning objectives to grade level and/or content standards may not be included<br>• May not have a focused, connected, or logical flow<br>• May not include materials/ handouts used in lesson | • Organization of lesson may or may not include standard lesson components<br>• Alignment of learning objectives to grade level and/or content standards may or may not be included<br>• May or may not have a focused, connected, or logical flow<br>• May or may not include materials/ handouts used in lesson | • Organization of lesson with standard lesson components<br>• Alignment of learning objectives to grade level and/or content standards<br>• Focused, connected, and/or logical flow<br>• Inclusion of materials/ handouts used in lesson | • Clear organization of lesson with standard lesson components<br>• Tight alignment of learning objectives to grade level and/or content standards<br>• Focused, connected, and logical flow<br>• Inclusion of materials/ handouts used in lesson |
| **Classroom & Student Context Used in Lesson Design**<br><br>**(x1) Maximum Total: 4 pts** | • Little or no evidence of pre-assessment data used to direct lesson design<br>• Class demographics (e.g., culturally, and linguistically diverse backgrounds, poverty, twice-exceptionality), may not be addressed in lesson design<br>• Little or no use of readiness, interest, and learning profiles in lesson design | • Some evidence of pre-assessment data used to direct lesson design<br>• Class demographics (e.g., culturally, and linguistically diverse backgrounds, poverty, twice-exceptionality), somewhat addressed in lesson design<br>• Limited use of readiness, interest, and learning profiles in lesson design | • Clear evidence of pre-assessment data used to direct lesson design<br>• Class demographics (e.g., culturally, and linguistically diverse backgrounds, poverty, twice-exceptionality), addressed in lesson design<br>• Use of readiness, interest, and learning profiles in lesson design | • Clear and convincing evidence of pre-assessment data used to direct lesson design<br>• Class demographics (e.g., culturally, and linguistically diverse backgrounds, poverty, twice-exceptionality), explicitly addressed in lesson design<br>• Clear use of readiness, interest, and learning profiles in lesson design |
| **Use of Differentiation Components & Strategies**<br><br>**(x1) Maximum Total: 4 pts** | • May not focus on an instructional component for differentiation (content, process, product, affect, learning environment); that component varies from other submitted lesson<br>• May or may not utilize a differentiated instructional strategy (e.g., RAFT, tiered activity, etc.) | • Focus on at least one instructional component for differentiation (content, process, product, affect, learning environment); that component varies from other submitted lesson<br>• May utilize a differentiated instructional strategy (e.g., RAFT, tiered activity, etc.) that may or may not support student learning | • Clear focus on at least one instructional component for differentiation (content, process, product, affect, learning environment); that component varies from other submitted lesson<br>• Utilizes a differentiated instructional strategy (e.g., RAFT, tiered activity, etc.) that supports student learning | • Clear and substantial focus on at least one instructional component for differentiation (content, process, product, affect, learning environment); that component varies from other submitted lesson<br>• Clearly utilizes a differentiated instructional strategy (e.g., RAFT, tiered activity, etc.) that effectively supports student learning |

**EDSE 643 666**

## Assignment 2: Consumer Apps Evaluation Paper Rubric

**20 pts. Possible (Double Earned Total)**

| | Does not meet Standard (Little or no evidence) | Approaches Standard (Some evidence) | Meets Standard (Clear evidence) | Exceeds Standard (Clear, convincing, and substantial evidence) |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| **Discussion**<br><br>**(x1) Maximum Total: 4 pts** | • Response to the prompt identifies two or fewer principle points and/or relies heavily on connections to personal/ educational contexts, rather than course readings or gifted education literature.<br>• May not use critical lens to understand, evaluate, and/or reflect upon information presented through course content | • Response to the prompt identifies two to three principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts.<br>• Attempts to use critical lens to understand, evaluate, and reflect upon information presented through course content | • Response to the prompt identifies three to four principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts.<br>• Uses critical lens to understand, evaluate, and reflect upon information presented through course content | • Response to the prompt identifies three to four principle points and includes connections to: course readings, literature in gifted education and personal/educational contexts.<br>• Uses critical lens to understand, evaluate, and reflect upon information presented through course content |
| **Reflection on the Readings**<br><br>**(x1) Maximum Total: 4 pts** | • May not discuss how these readings apply to your professional context in gifted education<br>• May not address how these course readings advance thinking and/or the field | • May discuss how these readings apply to your professional context in gifted education<br>• Explains how these course readings have served to either advance your thinking or the field | • Discusses how these readings apply to your professional context in gifted education<br>• Explains how these course readings have served to advance your thinking and the field | • Elaborates on how these readings apply to your professional context in gifted education<br>• Explains how these course readings have served to advance your thinking and the field |
| **Connections to Course Content & the Broader Literature**<br><br>**(x.5) Maximum Total: 2 pts** | • Includes one reference from either EDSE 643 readings or from outside the scope of the course<br>• Reference selected is weakly connected to reflection prompt<br>• APA-style (7th ed.) used inconsistently or not at all | • Includes one reference from EDSE 643 readings, as well as one reading outside the scope of the course<br>• References selected are mostly connected to reflection prompt<br>• APA-style (7th ed.) used inconsistently throughout | • Includes two references from EDSE 643 readings, as well as two readings outside the scope of the course<br>• References selected are connected to reflection prompt<br>• APA-style (7th ed.) used consistently throughout | • Includes a representation of at least two references from EDSE 643 readings, as well as at least three readings outside the scope of the course<br>• References selected are meaningful and explicitly connected to reflection prompt<br>• APA-style (7th ed.) used |

| | | | | |
|---|---|---|---|---|
| | | | | **consistently throughout** |

**EDSE 643 666**

**Assignment 3: Learning Tasks, Attendance, and Participation Rubric**
**20 pts. Possible**

| | Does not meet Standard (Little or no evidence) | Approaches Standard (Some evidence) | Meets Standard (Clear evidence) | Exceeds Standard (Clear, convincing, and substantial evidence) |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| **Overall Participation**<br><br>**(x4)**<br>**Maximum Total: 16 pts** | • Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content<br>• Collaborate sessions, if scheduled, may not have been attended | • Some tasks for the week are completed on time AND/OR demonstrate thoughtfulness<br>• Collaborate sessions, if scheduled, were attended and student was somewhat engaged with peers and instructor | • Most tasks for the week are completed on time and demonstrate thoughtfulness<br>• Collaborate sessions, if scheduled, were attended and student was often engaged with peers and instructor | • All tasks for the week are completed on time and demonstrate thoughtfulness<br>• Collaborate sessions, if scheduled, were attended and student was consistently and actively engaged with peers and instructor |
| **Critical Friends Group Engagement**<br><br>**(x1)**<br>**Maximum Total: 4 pts** | • Rarely participates in critical friend(s) group work<br>• Feedback may not be meaningful, detailed, and/or constructive | • Sometimes participates in critical friend(s) group work.<br>• Feedback is not always meaningful, detailed, and/or constructive. | • Often participates in critical friend(s) group work and provides meaningful, detailed, and constructive feedback, OR<br>• Consistently participates in critical friend(s) group, but feedback is not always | • Consistently participates in critical friend(s) group work.<br>• Meaningful, timely, detailed, & constructive feedback provided to peer(s) in critical friend(s) group. |

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|---|---|---|---|---|
| | | | **meaningful, detailed, or constructive.** | |