

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

ELED 545 Section 001
Differentiating Elementary Methods and Management, (3 credits)

Fall 2022

Face to Face (Wednesday from 9:00-11:40)-Fairfax Campus: Thompson L028

Professor: Dr. Audra Parker

Office Hours: By appointment

Office Location: Thompson 1805

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Prerequisites: Admission to Elementary Education graduate program; must be taken in programmatic sequence.

University Catalog Course Description: Provides an introduction to differentiated instruction and management for children in grades PK–6. Emphasizes the assessment of learners, incorporation of varied instructional and management strategies to meet the needs of all learners. This course requires 15 hours of field observation.

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

Course Delivery Method: This course will be delivered in a face to face and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 15th. Face to face class sessions will include small/large group discussions and tasks, lecture, and student-led activities. A detailed schedule is included below.

Technical Requirements Expectations

1. Course Week: Our course week will begin on the Thursday before each week listed in the Schedule of Classes.

2. Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials five times/week. In addition, students must log-in for all scheduled online synchronous meetings.
3. Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
4. Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
5. Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
6. Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
7. Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
8. Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. Accommodations: Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES:

This course is designed to enable students to:

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

B. Use their theoretical understanding of how children grow, develop and learn, as well as their individual differences (SES, disabilities, race, gender) and diverse cultures (ethnic and linguistic diversity), to plan and implement a cohesive sequence of differentiated lessons that meets the needs of diverse student populations through a variety of instructional practices. (INTASC 2, 7, 8)

C. Select appropriate materials, tools, and technologies to achieve instructional goals with all learners.

D. Understand general methods of assessment and identify how assessment data is used in the state, district, building, and by classroom teachers to drive instruction. (INTASC 6)

E. Understand legal and ethical responsibilities associated with assessments used in PK-6 education.

F. Explore formative and summative assessment techniques and use these to collect data on the readiness, interests, and learning profiles of students as the basis for differentiation before and during instruction. (INTASC 6)

G. Use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress.

H. Use their knowledge of effective communication strategies to explore methods for providing constructive feedback to guide children's learning and for discussing student progress with colleagues and parents. (INTASC 6)

I. Explore the relationship between assessment and grading in a differentiated classroom. (INTASC 6)

J. Use their understanding of learner differences, classroom management models, and diverse cultures and communities to plan for and ensure an inclusive learning environment that builds responsibility, self-discipline, self-regulation and supports motivation and engagement in learning. (INTASC 2, 3)

K. Understand the ethical, legal, and safety obligations when responding to student behaviors. (INTASC 2, 3)

L. Reflect individually and collaboratively with peers and colleagues on lessons to self-evaluate, determine effectiveness of instruction, and plan for future instruction. (INTASC 9, 10)

M. Understand, possess, and integrate the knowledge, skills, dispositions, and processes needed to support learners' achievement in an interdisciplinary manner in Virginia's Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds and the Virginia Standards of Learning in English, mathematics, history and social science, science, music, drama, movement, and computer technology.

PROFESSIONAL STANDARDS:

INTASC (The Interstate Teacher Assessment & Support Consortium):

- **Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other

professionals, and the community), and adapts practice to meet the needs of each learner.

- **Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

REQUIRED TEXTS:

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

Chappuis, J. & Stiggins, R. (2017). *Student involved assessment for learning* (7th ed.). Pearson Publishing.

RECOMMENDED TEXTS:

Wood, C. (2017). *Yardsticks: Children in the classroom ages 4-14* (4th ed.). Center for Responsive Schools

Charney, R. S. (2002). *Teaching children to care: Classroom management for ethical and academic growth in grades K-8*. Northeast Foundation for Children. (available online @<https://eric.ed.gov/?id=ED369531>)

**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, VIA, hard copy).

Assignments and/or Examinations:

Assignments 1-4 are connected and together serve as the PBA (performance-based assessment) for this course. All will be combined at the end of the course and uploaded to VIA.

Assignment 1: Understanding Learner Differences (Due September 28th—10%)

The purpose of this assignment is to systematically design, administer and reflect on interest and learner preferences from your field experience classroom. This information will provide important information that you may use to differentiate instruction.

- 1) You will design and implement a student readiness/interest/learner preferences inventory to learn more about your students.
- 2) You will use the inventory, as well as your observations of the students across the semester, to complete a 'Student Data Chart.' The data chart will be provided to use for this portion of the assignment.

- 3) Using your *Student Data Chart*, you will write a **descriptive reflection (2-3 paragraphs)** of what you learned. This will include
 - A description of the academic, social, emotional needs of your students. You should use readings and resources from this class and others to support your assertions.
 - A description of your general themes and perceptions of the students' areas of interest and their learning preferences and how you might build on those as you plan instruction.

Your submission should include your readiness/interest/learner preferences inventory, your student data chart, and your descriptive reflection.

Assignment 2: Analyzing Student Assessment Data (Due October 12—10%)

The purpose of this assignment is to analyze a set of student data, and use the analysis as a guide for planning and differentiating instruction. This data can be generated using previously gathered assessment data **OR** data you gather in collaboration with your mentor teacher.

- 1) You will organize the data in a chart that synthesizes your analysis of each student's readiness for the objectives measured by the assessment. Your chart should include the following
 - a. Your targets
 - b. How you would determine student progress on a given target (not met yet, partially met, met)
 - c. Analysis of each student's assessment in relation to each target. This should include what exactly is not met yet, partially met, and met for each student.
- 2) You will write a **2-3 paragraph holistic summary** of trends and implications of your analysis for your subsequent instruction. Questions to consider: how will your diagnostic data inform your lesson planning? How will you differentiate instruction for your students? How could you incorporate interests and learner preferences?

Your submission should include three to four samples of student work on the assessment. Your samples should represent students' understandings at varied readiness stages in relation to the targets. Your submission should also include your analysis chart and your holistic summary.

Assignment 3: Differentiated Lesson Plans (Due November 16—20%)

The purpose of this assignment is to use the data you analyzed to design differentiated instruction.

- 1) You will create a series of lessons based on your knowledge of students (Assignment 1) and their readiness for the objectives (Assignment 2).
- 2) These lessons must have all of the required components including

- a) SOLs and Objectives/KUDs
 - b) Detailed procedures
 - c) Differentiated instruction, accommodations and modifications
 - d) Formative assessments/checks for understanding
- 3) You will ***implement*** the lesson(s) you have designed. As you implement the lesson(s), pick one to video record. Using GoReact reflect on your instruction. Your reflection/ comments should focus on
- a) How you are differentiating instruction and what you noticed as a result?
 - b) How you are checking for understanding and what you did/noticed as a result?
 - c) How you know students are making progress (or not) in relation to the objectives
 - d) Opportunities for growth

Assignment 4: Creating an Assessment (Due November 16—20%)

The primary purpose of this assignment is for you to create an assessment from start to finish. You may (and should) look at other assessments for ideas, but you must create your own assessment. The assessment you create **should connect directly to Assignments 1, 2, and 3**. Complete the steps below for this assignment

1. Why Assess? Why are you doing this assessment? Who will use the results and how will the results be used?
 - a. Will the results be used formatively or summatively?
 - b. How will the results impact future instruction for individual children, groups of children and the class?
2. Assess What?
 - a. What is/are the KUD(s)/target(s)
 - b. Why is this standard important enough to warrant a specific assessment plan?
3. Assess How?
 - a. What method will be used (selected response, constructed response, performance assessment **and/or** personal communication/interview).
 - i. Create a chart with each KUD/target and its corresponding assessment method match.
 - b. Explain why you have chosen this method using the concept of target/method match and **cite your text** to support your decision.
 - c. Include a copy of the assessment.
 - i. If using selected response include BOTH
 1. a copy of the test, quiz or exit ticket

2. the answer key you will use to determine if students have mastered the standard.
 - ii. If using constructed response include BOTH
 1. the prompts or questions that will elicit the constructed response
 2. the checklist, rating scale or rubric you will use to determine if students have mastered the standard.
 - iii. If using performance assessment include BOTH
 1. The task
 2. the checklist, rating scale or rubric you will use to determine if students have mastered the standard.
 - iv. If using personal communication/interview include BOTH
 1. The questions you will ask
 2. the checklist, rating scale or rubric you will use to determine if students have mastered the standard.
 - d. Is this assessment developmentally appropriate? Consider other activities and assessments the students are engaged in and the appropriate and typical expectations for this class and for students of this age in general.
4. How will you involve students in the assessment process? If this is not possible, how might you, in the future, involve students in the assessment process for a similar assessment?
 5. You will ***implement*** the assessment you have designed and reflect on the results.
 - a. What did the assessment tell you about student learning?
 - b. What worked well with the assessment tool? What would you do differently? Why?

Assignment 5: Restraint and Seclusion Modules (Due August 31st —5%)

As a part of your application for licensure, you must demonstrate an understanding of the VDOE regulations regarding restraint and seclusion of students. To complete this assignment

- Visit the modules website <https://cieesodu.org/initiatives/restraint-and-seclusion/> and complete each of the five modules
- Upon conclusion, download the certificate of completion.

- Upload a copy of this to Bb in our ‘Submit Assignments’ section and keep a copy for your licensure records.

Assignment 6: Weekly Field ‘Look-Fors’ (Due November 30 —5%)

Each week, you will be given prompts or ‘look-fors’ to support course/field connections. The goal is for you to bring back to each class session real world examples of our course reading and activities. A graphic organizer will be provided to enter/track your observations from the field so that these can be used for class discussions.

Other Requirements:

Attendance and Participation (ongoing—30%)

It is expected that you attend all face-to-face meetings and complete all asynchronous materials outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** unless 48 hours advance notice has been provided to the instructor.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute in face-to-face class meetings and engage fully in asynchronous online activities** as well as genuinely listen and respond 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 participation in all face-to-face meetings and completion of all asynchronous application activities. This includes but is not limited to

- **Contributions to whole group and small group discussions**
- **NearPod responses**
- **Differentiating a sample lesson practice**
- **Creating pre-assessments for readiness, interests, and learner preferences**
- **Graphic organizers and activities associated with asynchronous learning**

2. Work Timeliness Expectations

All assignments are to be completed by the date listed in the syllabus. Written work will not be accepted after the due date unless prior arrangements have been made with the instructor. All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class.

All written papers are expected to be double-spaced, with 1” margins, and in 12-point font (Times New Roman, Calibri, or Arial). APA format is expected. If you do not have a 7th Edition APA manual, the OWL at Purdue is an excellent resource. <http://owl.english.purdue.edu/owl/resource/560/01/>

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. Graduate and professional writing can be difficult; I encourage you to take advantage of this service. http://writingcenter.gmu.edu/?page_id=177

Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.

COURSE PERFORMANCE EVALUATION WEIGHTING

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>%</i>	<i>Due Date</i>
A-I	Attendance & Participation	30%	ongoing
A-B	*Assignment 1: Understanding Learner Differences	10%	September 28th
D-G	*Assignment 2: Analyzing Student Assessment Data	10%	October 12 th
A-M	*Assignment 3: Differentiated Lesson Plans	20%	November 16th
D-I	*Assignment 4: Creating an Assessment	20%	November 16th
J-K	Assignment 5: Restraint and Seclusion Modules	5%	August 31st
J-K	Assignment 6: Weekly Field ‘Look-Fors’	5%	November 30th
TOTAL		100%	

*Performance-based assessment (PBA)

GRADING POLICIES

<i>Grade</i>	<i>Grading Scale</i>	<i>Interpretation</i>
A	93-100	<i>Represents mastery of the subject through effort beyond basic requirements</i>
A-	90-92	
B+	87-89	<i>Reflects and understanding of and the ability to apply theories and</i>

<i>B</i>	83-86	<i>principles at a basic level</i>
<i>B-</i>	80-82	
<i>C*</i>	70-79	<i>Denotes an unacceptable level of understanding and application of the basic elements of the course</i>
<i>D</i>	60-69	
<i>F*</i>	<69	

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

Professional Dispositions

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

Course Schedule

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

Class Session	Key Topics	Readings (DUE BEFORE CLASS)
Wednesday, August 24th Class 1	<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 and learning environment necessary for supporting differentiation I can describe the relationship between differentiation and assessment 	<p>READ:</p> <ul style="list-style-type: none"> TEXT: <ul style="list-style-type: none"> <i>Review</i> Doubet & Hockett—Intro (pgs. 1-4 and Ch 1 (pgs. 9-18) <i>Hint--you read these in ELED 544 so just skim</i> Chappuis & Stiggins, Ch. 1 BLACKBOARD: <ul style="list-style-type: none"> Hall, et. al, 2014 (pg. 1-8) Additional readings and activities as assigned <p><u>Introduce Assignment 1</u></p>

<p>Wednesday, August 31st Class 2</p>	<ul style="list-style-type: none"> • I can compare DI with UDL and Culturally Responsive Teaching. • I can identify the elements of classroom community and learning environment necessary for supporting differentiation • I can describe why we assess and the role of formative & summative assessment in a balanced assessment system. 	<p>READ:</p> <ul style="list-style-type: none"> • TEXT: <ul style="list-style-type: none"> ○ Chappuis & Stiggins, Ch 2 • BLACKBOARD <ul style="list-style-type: none"> ○ Hall, et. al, 2014 (pg. 1-8) ○ Tomlinson & Moon, 2013 (Ch. 2) ○ DI and Culturally Responsive Teaching ○ Additional readings and activities as assigned
<p>Wednesday, September 7 Class 3</p>	<ul style="list-style-type: none"> • I describe the role clear learning targets in assessment design/quality • I can construct clear learning targets using the KUD format and match the targets to the appropriate assessment format. 	<p>READ:</p> <ul style="list-style-type: none"> • TEXT: <ul style="list-style-type: none"> ○ Chappuis & Stiggins, Ch 3 ○ Doubet & Hockett, Ch. 2 (pgs. 41-52) (Hint--you read these in ELED 544 so just skim) • BLACKBOARD <ul style="list-style-type: none"> ○ Additional readings and
<p>Wednesday, September 14 Class 4</p>	<ul style="list-style-type: none"> • I can identify the attributes of an effective pre-assessment and create a preassessment of students' readiness, interests, and learner preferences 	<p>READ:</p> <ul style="list-style-type: none"> • TEXT <ul style="list-style-type: none"> ○ Doubet & Hockett, Ch. 3- Preassessment • BLACKBOARD <ul style="list-style-type: none"> ○ Additional readings and activities as assigned <p><i>Re-introduce Assignment 1; Introduce Assignment 2</i></p>

<p>Wednesday, September 21 Class 5</p>	<ul style="list-style-type: none"> ● I can use students’ readiness, interests, and learner preferences to create engaging instruction ● I can differentiate instruction using low-prep DI strategies (<i>looking and listening lenses, jigsaw, debate carousel, matrix, cubing, think dots</i>) ● I can modify pre-made lessons to meet students’ readiness, interests and learner preferences ● I can incorporate higher order thinking into lessons using a variety of instructional strategies 	<p>READ:</p> <ul style="list-style-type: none"> ● TEXT <ul style="list-style-type: none"> ○ Doubet & Hockett, Ch. 4- Interactive learning ● BLACKBOARD <ul style="list-style-type: none"> ○ Additional readings and activities as assigned ○ Strategy: Cubing & Think Dot
<p>Wednesday, September 28 Class 6</p>	<ul style="list-style-type: none"> ● I can use formative assessment strategies to guide instruction ● I can identify the attributes of effective feedback and provide effective feedback to students ● I can assess for learning (<i>Strategies 1, 2, & 3-Providing clear targets, using strong and weak work, giving descriptive feedback</i>) 	<p>READ:</p> <ul style="list-style-type: none"> ● TEXT <ul style="list-style-type: none"> ○ Doubet & Hockett, Ch. 5- Formative assessment strategies ● BLACKBOARD <ul style="list-style-type: none"> ○ Chappuis, Ch. 3 (Effective feedback) ○ Strategy: Jigsaw <p>Assignment 1 DUE</p>

<p>Wednesday, October 5 Class 7</p>	<ul style="list-style-type: none"> ● I can use formative assessment strategies to guide instruction ● I can use strategies such as tiering and contracts to differentiate by readiness ● I can assess for learning (<i>Strategies 4, 5, 6 & 7-self-assessment & goal setting, using evidence designing focused instruction, providing opportunities to track, reflect and share</i>) 	<p>READ:</p> <ul style="list-style-type: none"> ● TEXT <ul style="list-style-type: none"> ○ Doubet & Hockett, Ch. 6- Differentiating by readiness ● BLACKBOARD <ul style="list-style-type: none"> ○ Chappuis, Ch. 4 Self-assessment & goal setting ○ Chappuis & Stiggins, Ch 9: Students collecting and reflecting on evidence of their learning ○ Strategy: tiering
<p>Wednesday, October 12 Class 8</p>	<ul style="list-style-type: none"> ● I can use formative assessment strategies to guide instruction ● I can use strategies such as choice boards and menus to differentiate by readiness, interests, and learner preferences ● I can describe the importance of flexible grouping 	<p>READ:</p> <ul style="list-style-type: none"> ● TEXT <ul style="list-style-type: none"> ○ Doubet & Hockett, Ch. 7- Differentiating by interests and learner preferences ● BLACKBOARD <ul style="list-style-type: none"> ○ Strategy: menus/choice boards ○ Flexible grouping reading <p>Assignment 2 DUE;</p>
<p>Wednesday, October 19 Class 9</p>	<ul style="list-style-type: none"> ● I can use formative assessment strategies to guide instruction ● I can select appropriate methods to assess specific targets ● I can identify the key principles of assessment design and implementation ● I can analyze, create and use selected response assessments to formatively and summatively assess students 	<p>READ:</p> <ul style="list-style-type: none"> ● TEXT <ul style="list-style-type: none"> ○ Chappuis & Stiggins, Ch 4: Designing Assessments & Ch 5 Selected Response ○ Strategy: Learning contracts

<p>Wednesday, October 26 Class 10</p>	<ul style="list-style-type: none"> ● I can use formative assessment strategies to guide instruction ● I can analyze, create and use written response assessments to formatively and summatively assess students 	<p>READ:</p> <ul style="list-style-type: none"> ● TEXT <ul style="list-style-type: none"> ○ Chappuis & Stiggins, Ch 6: Written Response ○ <i>Strategy: Stations & centers</i>
<p>Wednesday, November 2 Class 11</p>	<ul style="list-style-type: none"> ● I can use formative assessment strategies to guide instruction ● I can analyze, create and use performance assessments to formatively and summatively assess students 	<p>READ:</p> <ul style="list-style-type: none"> ● TEXT <ul style="list-style-type: none"> ○ Chappuis & Stiggins, Ch 7: Performance ○ <i>Strategies: Six Hats</i>
<p>Wednesday, November 9 Class 12</p>	<ul style="list-style-type: none"> ● I can use formative assessment strategies to guide instruction ● I can analyze, create and use personal communications to formatively and summatively assess students 	<p>READ:</p> <ul style="list-style-type: none"> ● TEXT <ul style="list-style-type: none"> ○ Chappuis & Stiggins, Ch 8: Personal Communication ○ <i>Strategies: Debate Carousel</i>
<p>Wednesday, November 16 Class 13</p>	<ul style="list-style-type: none"> ● I can describe the importance of and strategies for effective record keeping for reporting student achievement ● I can describe the purpose of grades and grading ● I can summarize assessment information accurately ● I can describe and critique the role of standardized testing in elementary classrooms. 	<p>READ:</p> <ul style="list-style-type: none"> ● TEXT <ul style="list-style-type: none"> ○ Chappuis & Stiggins, Ch 9 & 11: Grading and Report Cards ● Bb <ul style="list-style-type: none"> ○ Standardized testing ○ Ethics of testing ○ Understanding Assessment Bias ○ <i>Strategies: RAFT</i> <p><i>Assignments 3 and 4 DUE</i></p>
<p>Wednesday, November 23</p>	<p style="text-align: center;">NO CLASS MEETING</p>	

<p>Wednesday, November 30 Class 14</p>	<ul style="list-style-type: none"> ● I can use formative assessment strategies to guide instruction ● I can describe strategies for proactively addressing management dilemmas in a differentiated classroom. ● I can identify strategies for effective family and student conferences. 	<p>READ:</p> <ul style="list-style-type: none"> ● TEXT <ul style="list-style-type: none"> ○ Doubet & Hockett, Ch. 8- Nuts & Bolts of DI ○ Chappuis & Stiggins, Ch 12: Conferencing with children & families <p><i>Assignment Weekly Look-Fors DUE</i></p>
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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/> <http://oai.gmu.edu/the-mason-honor-code/>).
- 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 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 <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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/> .

VIA COMMON ASSESSMENT George Mason University College of Education and Human Development

Lesson Planning Assessment

Assessment Information

In the Elementary Education program, the Lesson Planning Assessment is completed during ELED 402/ELED 545 and is assessed by the course instructor. 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 practices and gaps in developing and assessing a specific lesson plan and the impact on student learning.

Standards Addressed in This Assessment

Interstate Teacher Assessment and Support Consortium (InTASC) Standards: 1, 2, 3, 4, 5, 6, 7, 8, 9

Virginia Department of Education (VDOE) Standards: 1, 2, 3, 4, 5, 7

Council for the Accreditation of Educator Preparation (CAEP) Standards: 1.1 (InTASC Standards), 1.2 (Use of Research), 1.3 (Content and Pedagogical Knowledge), 1.4 (College and Career Readiness), 1.5 (Technology)

CAEP Cross-Cutting Themes (CCT): Technology Diversity

Assessment Objective

- The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of learners.

Rationale

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their learners. Lesson planning can be guided by four basic questions (adapted from Spencer, 2003):

1. *Who are my learners?* (Consider the number of learners, their academic readiness levels and cultural backgrounds, their prior knowledge, etc.)
2. *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.)
3. *How will I know what the learners understand?* (Consider informal and formal assessments, formative and summative assessments, higher order questioning techniques, feedback from learners, etc.)
4. *How will my learners learn best?* (Consider the teaching models, learning strategies, length of time available, materials, technology resources, differentiation, modifications, etc.)

You might also want to ask:

- What knowledge, skills, and understandings do my learners already have?
- What knowledge or prerequisite skills do I need to access, activate, or build in this lesson? 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?
- How can I build in sufficient flexibility to respond to emergent needs indicated by ongoing observation and formative assessment?

During field experiences and the internship, a lesson plan must be developed for each teaching session. As a novice teacher, lesson plans are developed for each instructional episode (lesson, one-to-one instruction, and small group activity). When teaching new content or grade levels, your lesson plans will be more detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- List content and key concepts (research more if needed).
- Define your aims and identify specific learning objectives/goals/outcomes aligned to appropriate curriculum standards, Virginia Standards of Learning (SOL) and Aligned Standards of Learning (ASOL), and College- and Career-Ready standards.
- Create assessments that are aligned to your specific learning objectives/goals/outcomes.
- Think about the structure of the lesson, pacing, transitions, and use of technology.
- Identify the strengths and needs of all learners.
- Identify adaptations/modifications/extensions needed to meet learner needs.
- Determine “best practices” and learning strategies aligned to the learning objectives/goals/outcomes.
- Identify learning resources and support materials, including technology.

Directions for Completing this Assessment Task

Develop and teach a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

Submission Directions

You will submit a detailed lesson plan (using the Lesson Plan Template) that addresses each of the sections described below.

Section 1: Classroom Context

Classroom decisions are made based upon your learners' strengths and needs. Your plan may vary based upon when, in a unit of instruction, the lesson takes place, and even the time of the lesson. In this section, you will provide basic information about your learners and the classroom—including academic and cultural backgrounds and prior knowledge, and any assessments that will guide your planning. Make certain to address how your knowledge of your learners will affect your planning. (½–1 page)

Section 2: Planning for Instruction

Before you teach a lesson, you must decide the learning objectives/goals/outcomes and connection to Virginia Standards of Learning (SOL) and Aligned Standards of Learning (ASOL), and/or College- and Career-Ready standards you will use and why you have selected these objectives and specific strategies to teach the lesson to your specific group of learners. You make these decisions based upon learner needs, current research, prior knowledge or pre-assessments of learning, aligned to appropriate curriculum standards. While planning your lesson, using your knowledge of your learners, you will make decisions as to the modification/differentiation and/or accommodations you will need to meet the needs of all learners in your classroom. Then, with an informed understanding of your audience and your content, identify the learning materials needed to teach the lesson and any technology you and/or your learners will use in this lesson. In this section, be sure to detail all of these planning elements, including how you will assess learner mastery of lesson content— using both formative and summative assessments throughout the lesson. Virginia Standards of Learning (SOL) and Aligned Standards of Learning (ASOL), and/or College- and Career-ready skills, and any content specific objectives should be included in lesson plans. (1–2 pages)

Section 3: Instruction and Assessment

After you have identified *what* your class will learn, you will begin to chart out specifically *how* you will teach the lesson. When completing this section of the lesson plan, you will identify the procedures that you will use from the opening of the lesson through the lesson closure. Script this section of the plan, noting what you will say and do and what you are asking learners to do. Be certain to include formative assessments and guided practice activities and any independent practice and summative assessments you will have learners complete. (2–3 pages)

Section 4: Reflection: Impact on Learning

John Dewey noted that without reflection, there is no learning. In this section, reflect upon the lesson and consider whether your learners were able to meet the learning objectives/goals/outcomes for the lesson (Dewey, 1933). How do you know learners were able to successfully meet the lesson objectives/goals/outcomes? (Be specific here and use formative/summative assessment results to guide your response.) What was your impact on learning? (That is, how did your instructional decisions seem to affect learning? Again, be specific.) What strategies or activities were the most successful? What could have made the lesson stronger? What did you learn about teaching, learners, and learning that will affect your next instructional experience? (1 page)

NOTE: Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; whether there was an appropriate match between the assessment of learning and learning objectives; coherence of writing, and mechanics. Additionally, plans should include the Virginia Standards of Learning (SOL), Aligned Standards of Learning (ASOL), College- and Career-Ready skills, and other content specific objectives.

References

Dewey, J. (1933). *How we think. A restatement of the relation of reflective thinking to the educative process* (Revised edn.). Boston: D. C. Heath and Company.

Spencer, J. (2003). *Learning and teaching in the clinical environment*. London, England: BMJ Publishing Group.

Lesson Plan Template

Section 1. Classroom Context

Grade level:	Number of students:
Content Area:	Name of Unit:
Lesson planned for ____ minutes	
Circle when this lesson occurs in the unit: <u> </u> beginning <u> </u> middle <u> </u> end	
Narrative including any additional contextual information that will impact planning:	
Section 2. Planning for Instruction	
Performance-based Objective(s) National content standards and VA Standards of Learning (SOL)/Career- and College- Ready Standards	
Lesson Rationale (What research base did you use to make instructional decisions? Why have you selected these objectives and these specific strategies?)	
Differentiation and Accommodations	
Materials/Technology	
Section 3. Instruction and Assessment	
Instruction Context: describe purpose of the lesson	
Lesson Procedures: detail the sequence of the lesson, including the Opening/Strategies/Assessments/Closure activities. (The reader should be able to teach the lesson from this plan.)	
Assessments: include explanation of assessment choices (formal/informal and formative/summative assessments) and alignment of assessments to lesson objectives.	
Section 4. Reflection: Impact on Student Learning-N/A DURING SUMMER	
Narrative reflection on the lesson and the impact on student learning. Include any changes you would make to the lesson based upon your reflection.	

**George Mason University
College of Education and Human Development
Council for the Accreditation of Educator Preparation Common Assessment
Lesson Plan Rubric**

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 Plan 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> CAEP CCT: Diversity</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 VDOE 2 CAEP 1.1 CAEP 1.2 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 VDOE 2 CAEP 1.1 CAEP 1.2 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>

<p>The Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p><i>InTASC 4 VDOE 1 CAEP 1.1 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>Criteria</p>	<p>Not Proficient 1</p>	<p>Proficient 2</p>	<p>Highly Proficient 3</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 VDOE 5 CAEP 1.1 CAEP 1.4 CAEP 1.5 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>

<p>The Candidate uses appropriate technology to engage learners and to assess and address learner needs. <i>InTASC 6</i> <i>VDOE 4</i> <i>CAEP 1.1</i> <i>CAEP 1.5</i> CAEP CCT: Technology CAEP CCT: Diversity</p>	<p><input type="radio"/> 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><input type="radio"/> 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><input type="radio"/> 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. <i>InTASC 5</i> <i>VDOE 2</i> <i>CAEP 1.1</i> <i>CAEP 1.4</i> <i>CAEP 1.5</i> CAEP CCT: Technology</p>	<p><input type="radio"/> The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of tools appropriate for the content being learned.</p>	<p><input type="radio"/> 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><input type="radio"/> 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>Criteria</p>	<p>Not Proficient 1</p>	<p>Proficient 2</p>	<p>Highly Proficient 3</p>
<p>The Candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. <i>InTASC 2</i> <i>VDOE 2</i> <i>CAEP 1.1</i> CAEP CCT: Diversity</p>	<p><input type="radio"/> 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><input type="radio"/> 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><input type="radio"/> 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>

<p>The Candidate plans instruction based on pre-assessment data, prior knowledge, and skills.</p> <p><i>InTASC 7 VDOE 2 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>
<p>Section 3: Instruction and Assessment</p>			
<p>Criteria</p>	<p>Not Proficient 1</p>	<p>Proficient 2</p>	<p>Highly Proficient 3</p>
<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 VDOE 2 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 VDOE 3 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>

<p>The Candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p><i>InTASC 6 VDOE 4 CAEP 1.1</i></p>	<p><input type="radio"/> 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><input type="radio"/> 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><input type="radio"/> 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>
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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 VDOE 7 CAEP 1.1</i></p>	<p><input type="radio"/> 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><input type="radio"/> 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><input type="radio"/> 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>