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

ELED 545 Section CO3
Differentiating Elementary Methods and Management, (3 credits)
Summer 2023 (June 26- July 26)
Synchronous online on Zoom: Monday, Wednesday from 4:30-6:35pm
Face-to-Face: June 26, July 10, July 24, Thompson L028
Asynchronous: Tuesday and Thursday

Professor: Dr. Kate Olson
Office Hours: By appointment
Office Location: Thompson 1800
Office Phone: please email
Email: kolson13@gmu.edu and olson.kate1@gmail.com
Course Format: Hybrid online: Synchronous, Asynchronous, and Face-to-Face

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.

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 hybrid format using synchronous online, face-to-face, as well as asynchronous online methods** via Blackboard Learning Management system (LMS) housed in the MyMason portal and Google Drive (see "Class Schedule" for details). You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available before the first day of class. 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
To participate in this course, students will need to satisfy the following technical requirements:

1. High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
    https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
2. To get a list of supported operating systems on different devices see:
    https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
3. Students must maintain consistent and reliable access to their GMU email and Blackboard accounts, as these are the official methods of communication for this course.
4. Students will need a headset microphone for use with Zoom or other required web conferencing tools.
5. Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
6. The following software plug-ins for PCs and Macs, respectively, are available for free download:
    *   Adobe Acrobat Reader: https://get.adobe.com/reader/
    *   Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
    *   Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations
1. Course Week: Our course week will begin on day that our face-to-face meetings take place as indicated in the "Class Schedule."
2. Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials 5 times per week.
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. In addition, students must complete assigned asynchronous activities by the due dates specified.
4. Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
5. Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
6. Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
7. Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to the Mason Fairfax campus can meet with the instructor via telephone or videoconference. Students should

email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

8. <u>Netiquette:</u> The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates; rather, you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

9. <u>Accommodations:</u> Students who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES:
This course is designed to enable teacher candidates to:

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

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

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

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

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

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

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

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

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

J. Use their understanding of learner differences, classroom management models, and diverse cultures and communities to plan for and ensure an inclusive learning environment that builds

responsibility, self-disciple, self-regulation and supports motivation and engagement in learning. (INTASC 2, 3)

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

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

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

PROFESSIONAL STANDARDS:
Upon completion of this course, students will have met the following professional standards:

INTASC (The Interstate Teacher Assessment & Support Consortium):
- **Standard #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

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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.* ASCD.

Chappuis, J., & Stiggins, R. J. (2017). *An introduction to student-involved assessment for learning* (7th ed.). Pearson Publishing.

**Additional selected readings will be posted on Blackboard.

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)

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.

1. **Understanding Learner Differences (10%)**
   DUE: Thursday, July 6

   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 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
   o 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.
   o 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.

2. Analyzing Student Assessment Data (10%)
DUE: Thursday, July 13

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.

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 3-4 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.

3. Differentiated Lesson Plans (20%)
DUE: Wednesday, July 26

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, scripted procedures

c) Differentiated instruction, accommodations, and modifications
d) Formative assessments/checks for understanding

4. **Creating an Assessment (20%)**
   DUE: Saturday, July 29

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:

<u>Section 1: Why Assess?</u>
1. Why are you doing this assessment? Who will use the results and how will the results be used?
2. Will the results be used formatively or summatively?
3. How will the results impact future instruction for individual children, groups of children and the class?

<u>Section 2: Assess What?</u>
1. What is/are the objective(s) or learning target(s) being assessed? How would you write this in kid-friendly language?
2. Why is this target important enough to warrant a specific assessment plan?

<u>Section 3: Assess How?</u>
1. What method will be used (selected response, written response, performance assessment, or personal communication/interview). Don't forget to use your targets to find the appropriate assessment method 'match.'
2. Explain why you have chosen this method using the concept of target/method match and **cite your text** to support your decision.
3. Include a copy of the assessment.
   a) 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.
   b) If using **written 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.
   a) 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.
   b) 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.
4. Is this assessment developmentally appropriate? Why?

Section 4: Considering Students

1. In what way(s) will you involve students in tracking, reflecting, and sharing their learning? 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. **Restraint and Seclusion Modules (5%)**
   DUE: Thursday, June 29

   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

   1) Visit the modules website https://cieesodu.org/initiatives/restraint-and-seclusion/ and complete each of the five modules
   2) Upon conclusion, download the certificate of completion.
   3) Upload a copy of this to Bb in our 'Submit Assignments' section and keep a copy for your licensure records.

Other Requirements:

Attendance and Participation (ongoing—35%)

It is expected that you attend all synchronous, face-to-face meetings outlined in the syllabus and complete all asynchronous activities assigned in Blackboard. 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 and synchronous class meetings with your camera on and to 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 and/or Jamboard responses**
- **Differentiating a sample lesson practice**
- **Creating pre-assessments for readiness, interests, and learner preferences**
- **Graphic organizers and activities associated with asynchronous learning**
- **Field reflections**

All assignments are to be submitted **by 11:59 PM on 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 and may include an automatic 10% reduction on the assignment score.** All assignments must be submitted on the due date stated within the syllabus (see below) and should be submitted in the format indicated by the instructor in class.

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

Please Note: The GMU Writing Center offers online support via email. They will provide feedback on your writing within one hour. 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 advance notice of any modifications.

COURSE PERFORMANCE EVALUATION WEIGHTING

Course Outcomes	*Requirements & Assignments*	*%*	*Due Date*
A–I	==Attendance & Participation==	35%	ongoing
A-B	==*Assignment 1: Understanding Learner Differences==	10%	July 6
D-G	==*Assignment 2: Analyzing Student Assessment Data==	10%	July 13
A-M	==*Assignment 3: Differentiated Lesson Plans==	20%	July 26
D-I	==*Assignment 4: Creating an Assessment==	20%	July 29
J-K	==Restraint and Seclusion Modules==	5%	June 29
TOTAL		100%	

*These four assignments constitute the Performance-Based Assessment (PBA) for this course.

GRADING POLICIES

The grading for this course is as follows:

Grade	Grading Scale	Interpretation
A+	97-100	**Represents mastery of the subject through effort beyond basic requirements**
A	93-96	
A-	90-92	
B+	87-89	**Reflects an understanding of and the ability to apply theories and principles at a basic level**
B	83-86	
B-	80-82	**Denotes an unacceptable level of understanding and application of the basic elements of the course. Grade does not meet the minimum requirement for licensure courses.**
C	70-79	
F	<69	

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times (see Elementary Education Program Handbook). See https://cehd.gmu.edu/students/policies-procedures/

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

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

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Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, 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 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/ **.**

TENTATIVE CLASS SCHEDULE

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

Meeting Day	Learning Targets	Readings and Major Assignments (DUE BEFORE CLASS)
Day 1 To prepare for class	• Getting ready for the class!	**Read:** • Review the syllabus. **Watch/Do:** • Getting Started Survey • Get prepared to complete the assignments for Day 2 (Monday, June 26) **BEFORE** class. 😊
Day 2 **Monday, June 26** Face-to-Face **4:30pm – 6:35pm** Thompson L028	**Defining the Key Principles of Differentiation** • 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. **Connecting Assessment to Differentiation** • I can describe the relationship between differentiation and assessment. • I can discuss why we assess and the role of formative and summative assessment in a balanced assessment system.	**Read:** • Chappuis & Stiggins (2017), Ch. 1 & Ch. 2 • *Review from ELED 544:* Doubet & Hockett (2018), Introduction (pp. 1-4) **and** Ch. 1 (pp. 9-15) • Tomlinson & Moon (2014). Ch. 2 (pp. 17-21) **Watch/Do:** • Getting Started Survey • Field Reflection – June 26 • Jamboard: DI Perspectives
Day 3 **Tuesday, June 27** Asynchronous Online	**Designing High Quality Learning Targets, Culturally Responsive Assessment** • I can construct clear learning targets using the KUD format. • I can evaluate a set of learning goals based on specific criteria. • I can define, and incorporate the principles of, culturally responsive assessment.	**Read:** • *Review from ELED 544:* Doubet & Hockett (2018), Ch. 2 (pp. 41-55) • Sampson & Oldham (2021), Ch. 3 (pp. 65-80) • Trumbull & Nelson-Barber (2019), Table 1 • Powell (2011), Table 5.1 **Watch/Do:** • Checklist for High Quality Learning Goals

		• What's in the Sack? Activity
Day 4 **Wednesday, June 28** Synchronous Online **4:30pm – 6:35pm** Thompson L028	**Assessing High Quality Learning Targets** • I can describe the role of clear learning targets in assessment design/quality. *Assignment Intro: Understanding Learner Differences (Assignment #1)*	**Read:** • Chappuis & Stiggins (2017), Ch. 3 **Watch/Do:** • Field Reflection – June 28 • Me Shirt
Thursday, June 29 Asynchronous Online	**Designing a Pre-Assessment** • I can apply my understanding of pre-assessment to my design of an interest and/or learning preferences pre-assessment. • I can create an assessment of students' readiness, interest, and learning preferences.	**Watch/Do:** • ***Restraint & Seclusion Module DUE*** • Create an interest and/or learning preferences pre-assessment; bring to class on Wednesday, July 5
Day 5 **Monday, July 3** Synchronous Online **4:30pm – 6:35pm** Zoom	**Pre-Assessing Student Readiness, Interest, & Learning Preferences** • I can use the attributes of an effective pre-assessment to analyze a sample assessment. • I can create an assessment of students' readiness, interest, and learning preferences. *Assignment Intro: Analyzing Student Assessment Data (Assignment #2)*	**Read:** • Doubet & Hockett (2018), Ch. 3 (pp. 73-83, 86-89) **Watch/Do:** • Field Reflection – June 3 • PMI on Readiness Pre-Assessments
Tuesday, July 4 **Holiday**		

Day 7 **Wednesday, July 5** ==Synchronous Online== **4:30pm – 6:35pm** Zoom	**Low Prep DI Strategies & Using Readiness Data to Plan Instruction** • I can use students' readiness, interests, and learner preferences to create engaging instruction. • I can differentiate instruction using low-prep DI strategies (looking and listening lenses, jigsaw, debate carousel, matrix, cubing, think dots). • I can incorporate higher order thinking into lessons using a variety of instructional strategies.	**Read:** • *Review from ELED 544:* Doubet & Hockett (2018), Ch. 4 (pp. 105-117) • Bloom's Taxonomy review • DI Strategies: Cubing & Think Dots **Watch/Do:** • Intro to Cubing • Field Reflection – July 5 • Bring in Interest Survey
Day 8 **Thursday, July 6** ==Asynchronous Online==	**Understanding Learner Differences** • I can gather and make sense of data related to students' interests, learning preferences, and academic, behavioral, and socioemotional needs.	**Read:** • N/A **Watch/Do:** • ==Submit Assignment #1: Understanding Learner Differences==
Day 9 **Monday, July 10** ==Face-to-Face== **4:30pm – 6:35pm** Thompson L028	**Formative Assessment Strategies & Effective Feedback** • I can apply my understanding of pre-assessment to my design of an interest and/or learning preferences pre-assessment. • 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 by providing a) clear targets, b) using strong and weak work, and c) giving descriptive feedback.	**Read:** • Chappuis (2015), Ch. 3 • Doubet & Hockett (2018), Ch. 5 (pp. 171-181, 184-198) **Watch/Do:** • Field Reflection –July 10
Day 10 **Tuesday, July 11** ==Asynchronous Online==	**Differentiating Instruction Based on Students' Interests and Learning Preferences** • I can differentiate instruction based on students' interests and learning preferences. • I can use strategies such as choice boards and menus to differentiate instruction.	**Read:** • Doubet & Hockett (2018), Ch. 7 • DI Strategies: Choice Boards, Menus, Playlists **Watch/Do:** • DI Strategy Cheat Sheet

Day 11 **Wednesday, July 12** ==Synchronous Online== **4:30pm – 6:35pm** zoom	**Differentiating Instruction Based on Student Readiness** • I can differentiate instruction based on student readiness using a variety of strategies, including tiering. • I can describe the importance of flexible grouping. *Assignment Intro: Differentiated Lesson Plans (Assignment #3)*	**Read:** • Doubet & Hockett (2018), Ch. 6 (pp. 201-225, 230-234, 237-243) • Lynch (2022), Flexible grouping **Watch/Do:** • Field Reflection – July 12
Day 12 **Thursday, July 13** ==Asynchronous Online==	**Designing Quality Classroom Assessments, Strategies for Self-Assessment & Goal-Setting** • I can select appropriate assessment methods for assessing specific learning targets. • I can identify the key principles of assessment design and implementation. • I can describe strategies for engaging students in self-assessment and goal-setting.	**Read:** • Chappuis (2015), Ch. 4 • Chappuis & Stiggins (2017), Ch. 4 **Watch/Do:** • Target-Method Match Jigsaw Activity • ==Submit Assignment #2: Analyzing Student Assessment Data==
Day 13 **Monday, July 17** ==Synchronous Online== **4:30pm – 6:35pm** zoom	**Selected Response Assessments** • I can analyze, create, and use selected response assessments to formatively and summatively assess students. *Assignment Intro: Creating an Assessment (Assignment #4)*	**Read:** • Chappuis & Stiggins (2017), Ch. 5 **Watch/Do:** • PMI on Selected Response Assessment Sample

Day 14 **Tuesday, July 18** <mark style="background-color:lime">Asynchronous Online</mark>	**Written Response Assessments** • I can use formative assessment strategies such as written responses to guide instruction. • I can analyze, create, and use written response assessments to formatively and summatively assess students.	**Read:** • Chappuis & Stiggins (2017), Ch. 6 • DI Strategies: Stations & Centers **Watch/Do:** • DI Strategy Cheat Sheet • Bring a Sample Written Response Assessment Sample to class on Wednesday, July 19
Day 15 **Wednesday, July 19** <mark style="background-color:cyan">Synchronous Online</mark> **4:30pm – 6:35pm** Zoom	**Performance Assessment** • I can analyze, create, and use performance assessments to formatively and summatively assess students. • I can identify the hallmarks of a high quality rubric.	**Read:** • Chappuis & Stiggins (2017), Ch. 7 • DI Strategy: Six Thinking Hats **Watch/Do:** • DI Strategy Cheat Sheet
Day 16 **Thursday, July 20** <mark style="background-color:lime">Asynchronous Online</mark>	**Personal Communication as Assessment, Student Portfolios** • I can analyze, create, and use personal communication to formatively and summatively assess students. • I can describe the different uses of student portfolios in the classroom.	**Read:** • Chappuis & Stiggins (2017), Ch. 8 (pp. 229-236, 245-253) • Chappuis & Stiggins (2017), Ch. 10 (pp. 281-286) • DI Strategy: Socratic Seminar, RAFTs **Watch/Do:** • DI Strategy Cheat Sheet
Day 17 **Monday, July 24** <mark style="background-color:yellow">Face-to-Face</mark> **4:30pm – 6:35pm** Thompson L028	**Teacher Record Keeping, Grading, Report Cards** • 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.	**Read:** • Chappuis & Stiggins (2017), Ch. 9 • Chappuis & Stiggins (2017), Ch. 11 • DI Strategy: RAFTs **Watch/Do:** • Field Reflection – July 24
Day 18 **Tuesday, July 25** <mark style="background-color:lime">Asynchronous Online</mark>	**Connecting Culturally Responsive Teaching to Differentiation, Setting up a Differentiated Learning Environment**	**Read:** • Hammond (2015), Ch. 9 • Sousa & Tomlinson (2018), Ch. 2 (pp. 33-38, 41-44) **Watch/Do:**

	• I can identify the elements of classroom community and learning environment necessary for supporting differentiation. • I can describe how culturally responsive teaching and differentiation work in tandem to meet the needs of my students.	• Reflection on Classroom Management Plan
Day 19 **Wednesday, July 26** Synchronous Online **4:30pm – 6:35pm**	**Conferencing, Nuts & Bolts of Differentiation** • I can identify strategies for engaging families from culturally, linguistically, and socioeconomically diverse backgrounds. **Course Evaluations** **Course Wrap-Up**	**Read:** • Chappuis & Stiggins (2017), Ch. 12 • Doubet & Hockett (2018), Ch. 8 • DI Strategy: SCAMPER & Mind Maps **Watch/Do:** • DI Strategy Chat • Submit Assignment #3 (Differentiated Lesson Plans)
Saturday, July 29		• Submit Assignment #4 (Creating an Assessment)

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

ELED 545 Syllabus Olson, Summer 2023

- 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.

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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: _ beginning   middle   __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
Narrative reflection on the lesson and the impact on student learning. Include any changes you would make to the lesson based upon your reflection.

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

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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.

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GENERAL SCORING GUIDELINES

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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**.**

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Lesson Plan Rubric

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Section 1: Classroom Context			
Criteria	**Not Proficient** **1**	**Proficient** **2**	**Highly Proficient** **3**
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. *InTASC 1* *VDOE 1* *CAEP 1.1* **CAEP CCT: Diversity**	⃝ 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.	⃝ 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.	⃝ 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.

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Criteria	Not Proficient 1	Proficient 2	Highly Proficient 3
The Candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners. *InTASC 7* *VDOE 2* *CAEP 1.1* *CAEP 1.2* *CAEP CCT: Diversity*	◯ 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.	◯ 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.	◯ 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.
The Candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners. *InTASC 7* *VDOE 2* *CAEP 1.1* *CAEP 1.2* *CAEP CCT: Diversity*	◯ 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.	◯ 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.	◯ 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.
The Candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.	◯ The evidence indicates that the Candidate demonstrated knowledge of the content using explanations that were not always accurate and clear.	◯ The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how	◯ 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

InTASC 4 **VDOE 1** **CAEP 1.1** **CAEP 1.3**		concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.	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.
Criteria	**Not Proficient** **1**	**Proficient** **2**	**Highly Proficient** **3**
The Candidate organizes and creates face-to-face and/or virtual environments that support individual and collaborative learning. **InTASC 3** **VDOE 5** **CAEP 1.1** **CAEP 1.4** **CAEP 1.5** **CAEP CCT: Technology**	◯ 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.	◯ 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.	◯ 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.
The Candidate uses appropriate technology to engage learners and to assess and address learner needs. **InTASC 6** **VDOE 4** **CAEP 1.1** **CAEP 1.5** **CAEP CCT: Technology** **CAEP CCT: Diversity**	◯ The evidence indicates that the Candidate is inconsistent, inappropriate and/or ineffective in using appropriate technologies for meeting classroom and individual learner needs.	◯ 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.	◯ The evidence indicates that the Candidate uses appropriate technology effectively, maximizing instructional time, and combining independent, collaborative, and the individual needs of all learners.
The Candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts.	◯ The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of tools appropriate for the content being learned.	◯ The evidence indicates that the Candidate used a variety of appropriate tools to explore content that includes learner-led learning activities including cross-	◯ 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-

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		curricular learning opportunities, with clear connections between content and other disciplines.	curricular learning opportunities, with clear connections between content and other disciplines that encouraged independent, creative and critical thinking.
InTASC 5 *VDOE 2* *CAEP 1.1* *CAEP 1.4* *CAEP 1.5* *CAEP CCT:* **Technology**			
Criteria	**Not Proficient** **1**	**Proficient** **2**	**Highly Proficient** **3**
The Candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners. *InTASC 2* *VDOE 2* **CAEP 1.1** **CAEP CCT: Diversity**	◯ 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.	◯ 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.	◯ 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.
The Candidate plans instruction based on pre-assessment data, prior knowledge, and skills. *InTASC 7* *VDOE 2* **CAEP 1.1**	◯ 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.	◯ 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.	◯ 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.
Section 3: Instruction and Assessment			
Criteria	**Not Proficient** **1**	**Proficient** **2**	**Highly Proficient** **3**
The Candidate develops appropriate sequencing and pacing of learning experiences	◯ The evidence indicates that the Candidate used limited instructional strategies that did	◯ The evidence indicates that the Candidate used a variety of instructional strategies to engage	◯ The evidence indicates that the Candidate used a variety of instructional strategies to engage and challenge learners in

and provides multiple ways to demonstrate knowledge and skill. *InTASC 8* *VDOE 2* *CAEP 1.1*	not allow for differentiated learning experiences and/or did not provide multiple ways to demonstrate learning.	and challenge learners in differentiated learning situations.	differentiate learning situations allowing all learners to take ownership of their learning.
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. *InTASC 8* *VDOE 3* *CAEP 1.1*	◯ 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.	◯ 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.	◯ The evidence indicates that the Candidate used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiate learning situations allowing all learners to have ownership of their learning.
The Candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process. *InTASC 6* *VDOE 4* *CAEP 1.1*	◯ 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.	◯ 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.	◯ 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.

Section 4: Reflection: Impact on Learning			
Criteria	**Not Proficient** **1**	**Proficient** **2**	**Highly Proficient** **3**
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. *InTASC 9* *VDOE 7* *CAEP 1.1*	◯ 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.	◯ 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.	◯ 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.