

George Mason University
College of Education and Human Development
Elementary Education

ELED 545.001 – Differentiating Elementary Methods and Management
3 Credits, Fall 2024
Wednesdays 9:00-11:40; Fairfax Campus, Thompson L019

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Prerequisites/Corequisites

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 format via Canvas housed in the MyMason portal. You will log in to the Canvas course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on August 19th. Face to face class sessions will include small/large group discussions and tasks, lecture, and student-led activities. A detailed schedule is included below.

Learning Outcomes

This course is designed to enable students to do the following:

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)

This course addresses the following professional standards::

- **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.
- Brookhart, S. (2024). *Classroom Assessment Essentials*. Alexandria, VA: ASCD.

Additional Recommended Professional Resources

- 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.

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. The description and rubric are at the end of the syllabus and included here in parts.

Assignment 1: Understanding Learner Differences (Due October 9th—10%)

The purpose of this assignment is to systematically design, administer and reflect on students' readiness, interests and learner preferences from your field experience classroom. This information will provide important guidance as you plan for differentiating instruction.

- 1) You will design and implement student readiness/interest/learner preferences inventories to learn more about your students.
- 2) You will use the inventories, 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 30th—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 collaborate with your mentor or a peer to review your analysis and discuss implications for planning and instruction
- 3) You will write a **2-3 paragraph holistic summary** of trends and implications of your analysis for your subsequent instruction. This should include any outcomes from the collaborative conversation with your mentor or peer. 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? How did collaboration with a colleague inform your planning and instruction.

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 24th—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 with multiple means of representation and engagement
 - c) Differentiated instruction, accommodations and modifications
 - d) Formative assessments/checks for understanding with multiple means for action/expression
- 3) You will ***implement*** the lesson(s) you have designed. As you implement the lesson(s), pick one to video record. Using the recording platform shared in class, 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 did providing multiple means for representation, engagement and action/expression impact student learners?
 - c) How you are checking for understanding and what you did/noticed as a result?
 - d) How you know students are making progress (or not) in relation to the objectives
 - e) Opportunities for growth

Assignment 4: Creating an Assessment (Due December 4th—15%)

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 have you provided multiple means for action/expression?
5. 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?
6. 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 September 11th —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: Engaging Families (DUE November 20th; 10%)

The purpose of this assignment is for you to understand how teachers engage families in their child's education. In addition to understanding how teachers communicate with families throughout the year, you will also engage in a family conference. observe (and participate to the extent your mentor is comfortable) and analyze a family conference. The focus of conference participation will be on communication techniques, the roles of participants, and strategies used to positively engage families.

Prior to the conference, you will

- Read and engage in class discussions regarding the purpose, structure, and best practices associated with family conferences.
 - [Gerzon-Kessler \(2024\), Family Conference Strategies](#)
 - [Minero, \(2018\) Five Strategies for Parent Conferences](#)
 - <https://ascd.org/el/articles/a-multi-tiered-approach-to-family-engagement>
 - <https://hechingerreport.org/what-the-research-says-about-the-best-way-to-engage-parents/>
- Interview your mentor to discuss strategies used to engage and communicate with families across the year. This should include school-based policies, protocols, or guidelines for conducting general communication and for family conferences.
- Prior to the family conference, obtain all necessary permissions have been obtained and ensure that the family and school staff are aware of your role.

During the conference you will consider the following questions:

- How does the teacher initiate and structure the conference?
- What communication strategies are used to engage the family?
- How are student strengths and areas for growth addressed?
- What role does the student play, if present?
- How are cultural, linguistic, or other diversity considerations handled?

Take detailed notes during the observation, focusing on the interaction between the teacher, family, and student (if present). Pay attention to verbal and non-verbal communication, the flow of the conversation, and any strategies used to involve the family.

Following the conference you will reflect on your mentor interview, observation and notes.

Consider the following questions. Write a summative reflection to include

- A brief opening explaining how your mentor approaches communication with families.
- A brief description of the purpose of the family conference observed, including the participants, setting, and main topics discussed.
- An analysis of the communication strategies and techniques used by the teacher both generally and during the conference. Consider the following guiding questions:
 - What is the overall tone?
 - How effectively did the teacher communicate?
 - What strategies were used to make the families/feel comfortable and engaged?
 - For the conference, how were the family's concerns and perspectives addressed?
- Analyze the strengths and areas for improvement in the overall family communication plan and in the conference specifically. How could the teacher enhance communication and engagement with families in the future?

- Reflections on what you learned from the observation and how it will inform your future practice as a teacher.

Other Requirements:

Attendance and Participation (ongoing—30%)

In accordance with the GMU Attendance Policies (University Catalog, 2023-2024), “Students are expected to attend the class periods of the courses for which they are registered. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, early departure, or failure to engage in online classes as de facto evidence of nonparticipation.”

If you must be absent from class, inform the instructor prior to the beginning of the class session. Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade and you must retake the course.

Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions 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** each week unless 48 hours advance notice has been provided to the instructor. Your instructor will define their policy for tardiness as it relates to class participation points and absences.

This course operates with the assumption that knowledge is socially constructed, and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, **you are expected to contribute to both class and online discussions and activities** as well as genuinely listen to peers as they do the same. In addition, **you are expected to be prepared for each class**, which means having completed all assigned readings and tasks for that class before it begins. Cell phones are for emergency use only and **it is expected that you will not use cell phones (or computers) in class** for purposes beyond enhancing your own learning of course content.

Your participation includes completion of all face to face, synchronous, and asynchronous application activities. This includes but is not limited to

- **Contributions to whole group and small group discussions**
- **In class activities**
- **All course notebook work**

Attendance and Participation-Field

Field work is required for this class. Failure to complete the assigned hours (½ day each week beginning Week 3) will result in a failing grade for the course. Any missed field work will need to be rescheduled.

Field Accommodations

If you believe you need ADA accommodations during your field placement and/or internship experience, please contact Mason’s Disability Services office (DS). Specific accommodations for fieldwork and internships may be different than academic accommodations; however, like academic accommodations, they are not retroactive. Connecting with DS is a student-initiated interactive process. DS will collaborate with the department and possibly the placement site to provide

reasonable accommodations that are individualized and based on documentation, functional limitations, and a collaborative assessment of needs. For more information, please refer to the Disability Services website: <https://ds.gmu.edu/field-placement/>.

Teacher Candidates are expected to meet professional standards in every respect including personal appearance and behavior in the field. Teacher Candidates must familiarize themselves with the Faculty Handbooks for their respective school systems and should check with the principal on school procedures regarding school calendar, school hours, absence from school/tardiness, leaving school during the school day, dress, confidentiality, social media use, child abuse, and substance abuse.

George Mason University has a contractual agreement with each of the participating school divisions. School divisions have the right to request a Teacher Candidate be removed from their assigned location at any time.

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% | October 9th |
| D-G | *Assignment 2: Analyzing Student Assessment Data | 10% | October 30th |
| A-M | *Assignment 3: Differentiated Lesson Plans | 20% | November 24th |

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| D-I | *Assignment 4: Creating an Assessment | 15% | December 4th |
| J-K | Assignment 5: Restraint and Seclusion Modules | 5% | September 11th |
| | Assignment 6: Engaging Families | 10% | November 20th |
| TOTAL | | 100% | |

*Performance-based assessment (PBA)

GRADING POLICIES

| Grade | Grading Scale | Interpretation |
|--------------|----------------------|---|
| <i>A</i> | <i>93-100</i> | <i>Represents mastery of the subject through effort beyond basic requirements</i> |
| <i>A-</i> | <i>90-92</i> | |
| <i>B+</i> | <i>87-89</i> | <i>Reflects and understanding of and the ability to apply theories and principles at a basic level</i> |
| <i>B</i> | <i>83-86</i> | |
| <i>B-</i> | <i>80-82</i> | |
| <i>C*</i> | <i>70-79</i> | <i>Denotes an unacceptable level of understanding and application of the basic elements of the course</i> |
| <i>D</i> | <i>60-69</i> | |
| <i>F*</i> | <i><69</i> | |

**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 (CEHD Student Guide) Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

Class Schedule

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

| Class Session | Key Topics | Readings & Assignments (DUE BEFORE CLASS) |
|--|---|--|
| Wednesday, August 28th Class 1 Face-to-Face 9:00-11:40 Thompson L019 | <p>Defining the Key Principles of Differentiation/UDL</p> <ul style="list-style-type: none"> I can define differentiated instruction (DI) and Universal Design for Learning (UDL), their key principles and intersections, and why it is a necessary orientation in elementary classrooms. I can utilize UDL, a proactive approach to meeting learners' needs, and differentiation, a responsive approach to meeting learners' needs in planning instruction. I can identify the elements of classroom community and learning environment necessary for supporting differentiation/UDL. <p><u><i>Introduce Restraint and Seclusion</i></u></p> | <p>READ:</p> <ul style="list-style-type: none"> <i>Review</i> Doubet & Hockett (2018), Intro (pgs. 1-4) and Ch 1 (pgs. 9-18) https://udlguidelines.cast.org/ Comparing DI and UDL Additional readings as assigned <p>WATCH/DO:</p> <ul style="list-style-type: none"> UDL Overview DI Overview Jamboard: DI Perspectives Getting Started Survey Get to Know You Activity Additional activities as assigned |
| Wednesday, September 4th Class 2 Face-to-Face 9:00-11:40 Thompson L019 | <p>Connecting Assessment to Differentiation/UDL</p> <ul style="list-style-type: none"> I can describe the relationship between differentiation/UDL and assessment I can define assessment, discuss why we assess, and explain the role of formative & summative assessment in a balanced assessment system. | <p>READ:</p> <ul style="list-style-type: none"> Brookhart (2024), Intro and Ch. 1, Understanding the Formative Assessment Cycle; Ch. 2, Teaching with Learning Targets and Success Criteria Additional readings as assigned <ul style="list-style-type: none"> Trumbull & Nelson-Barber (2019), Table 1 |

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| | <ul style="list-style-type: none"> I can define and incorporate principles of culturally responsive assessment <p>Designing and Assessing High Quality Learning Targets</p> <ul style="list-style-type: none"> I can construct clear learning targets using the KUD format I can align my learning targets with a performance of understanding, along with success criteria <p><i>Assignment Intro: Understanding Learner Differences (Assignment #1)</i></p> | <ul style="list-style-type: none"> Powell (2011), Table 5.1 Sampson & Oldman (2021), Ch. 3 pgs. 65-80 <p>WATCH/DO:</p> <ul style="list-style-type: none"> Field reflection-Sept 4th DI Community Builder (Individual) Checklist for High Quality Learning Goals Additional activities as assigned |
| <p>Wednesday, September 11th Class 3 (asynchronous)</p> | <p>Pre-assessing Student Readiness, Interests, and Learner Preferences</p> <p>I can describe why understanding learners’ interests and learner preferences is essential in DI/UDL classroom frameworks.</p> <p>I can use the attributes of an effective pre-assessment to analyze sample assessments</p> <p>I can create a preassessment of students’ readiness, interests, and learner preferences</p> | <p>READ:</p> <ul style="list-style-type: none"> Doubet & Hockett (2018), Ch. 3 (Preassessment, pp. 73-83; 86-96; Ch. 7 Interests and Learner Preference pgs. 251-267) Brookhart (2024), Ch. 3, Starting with Pre-Assessment DI/UDL Strategies: TBD Additional readings as assigned <p>WATCH/DO:</p> <ul style="list-style-type: none"> Field Reflection-Sept 11th Submit Assignment #5-Restraint and Seclusion Modules PMI on preassessments Additional activities as assigned |

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| <p>Wednesday, September 18th Class 4 Face-to-Face 9:00-11:40 Thompson L019</p> | <p>Pre-assessing Student Readiness, Interests, and Learner Preferences I can create a preassessment of students’ readiness, interests, and learner preferences</p> <p>Low Prep DI/UDL Strategies and Using Readiness to Plan Instruction</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/UDL strategies (<i>looking and listening lenses, jigsaw, debate carousel, matrix, cubing, think dots</i>) ● Assignment Intro: Analyzing Student Assessment Data (Assignment #2) | <p>READ:</p> <ul style="list-style-type: none"> ● Doubet & Hockett (2018), Ch. 4 (Interactive learning, pgs. 105-117) ● Bloom’s Taxonomy review ● DI/UDL Strategies: TBD ● Additional readings as assigned <p>WATCH/DO:</p> <ul style="list-style-type: none"> ● Field Refection-Sept 18th ● Create a pre-assessment and bring to class on the 18th ● Additional activities as assigned |
| <p>Wednesday, September 25th Class 5 Face-to-Face 9:00-11:40 Thompson L019</p> | <p>DI/UDL Strategies and Using Readiness to Plan Instruction</p> <ul style="list-style-type: none"> ● I can analyze pre-assessment data from my interest and/or learning preferences pre-assessment ● I can use students’ readiness, interests, and learner preferences to create engaging instruction ● I can differentiate instruction based on readiness using a variety of strategies including tiering. ● I can describe the importance of flexible grouping ● Assignment Intro: Differentiated Lesson Plans (Assignment #3) | <p>READ:</p> <ul style="list-style-type: none"> ● Doubet & Hockett, (2018), Ch. 6 (Readiness, pgs. 199-250—inclusive of strategies section) ● Ciccarelli, (2024) Flexible grouping ● DI/UDL Strategies: TBD ● Additional readings as assigned <p>WATCH/DO:</p> <ul style="list-style-type: none"> ● Field Refection-Sept 25th ● Additional activities as assigned |

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| <p>Wednesday, October 2nd Class 6 Face-to-Face 9:00-11:40 Thompson L019</p> | <p>Differentiating Instruction Based on Readiness</p> <ul style="list-style-type: none"> • I can differentiate instruction using higher order thinking strategies • I can modify commercial and division lesson plans to meet students’ readiness, interests and learner preferences | <p>READ:</p> <ul style="list-style-type: none"> • DI/UDL Strategies: TBD • Additional readings as assigned <p>WATCH/DO:</p> <ul style="list-style-type: none"> • Field Refection-October 2nd • Bring student pre-assessment data (learner preferences/interests) to class • Additional activities as assigned |
| <p>Wednesday, October 9th Class 7 Asynchronous</p> | <p>Key Principles of Management in a Differentiated Learning Environment</p> <ul style="list-style-type: none"> • I can identify the elements of classroom community and learning environment • I can describe strategies for proactively addressing management dilemmas in a differentiated classroom. <p>Connecting Culturally Responsive Teaching to Differentiation;</p> <ul style="list-style-type: none"> • I can describe how culturally responsive teaching and differentiation work in tandem to meet students’ needs | <p>READ:</p> <ul style="list-style-type: none"> • Doubet & Hockett, Ch. 8 (Nuts & Bolts of DI, pgs. 309-333) • DI/UDL Strategies: TBD • Additional readings as assigned <p>WATCH/DO:</p> <ul style="list-style-type: none"> • Field Refection-October 9th • Additional activities as assigned • Submit Assignment #1-Understanding Learner Differences |
| <p>Wednesday, October 16th Class 8 Face-to-Face 9:00-11:40 Thompson L019</p> | <p>Formative Assessment Strategies & Effective Feedback</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. | <p>READ:</p> <ul style="list-style-type: none"> • Doubet & Hockett (2018), Ch. 5 (pp. 171-181; 184-198) • Doubet & Hockett (2018), Ch. 6 (Formative assessment strategies, pp. 201-225; 230-234; 237-243) • Brookhart (2024), Ch. 4, Providing Teacher Feedback to Students, Ch. 6-Role of Questioning • Additional readings as assigned |

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| | <i>Assignment Intro: Designing an Assessment (Assignment #4)</i> | WATCH/DO: <ul style="list-style-type: none"> Field Reflection-October 16th Bring data set Additional activities as assigned |
| Wednesday, October 23rd Class 9 Face-to-Face 9:00-11:40 Thompson L019 | Formative Assessment Strategies & Effective Feedback <ul style="list-style-type: none"> I can use formative assessment strategies to guide instruction Strategies for Self-Assessment & Goal-Setting <ul style="list-style-type: none"> I can describe strategies for engaging students in self-assessment and goal-setting. | READ: <ul style="list-style-type: none"> Brookhart (2024), Ch. 5, Self and Student Peer Assessment; Ch. 7 Homework as Assessment; Ch. 8, Instructional Follow Up; Ch. 9, CBM Additional readings as assigned WATCH/DO: <ul style="list-style-type: none"> Field Reflection-October 23rd Additional activities as assigned |
| Wednesday, October 30th Class 10 Face-to-Face 9:00-11:40 Thompson L019 | Designing Quality Classroom Post-Instruction Assessments <ul style="list-style-type: none"> I can select appropriate assessment methods for assessing specific learning targets I can describe why accommodations are necessary for providing assessment access for students with disabilities I can explain strategies for ensuring equity in assessment of learners Post-Instruction Assessments: Performance Response Assessments | READ: <ul style="list-style-type: none"> Brookhart (2024), Ch. 10, Accommodations, Ch. 11- Equity, Ch. 12, Performance Assessments; Ch. 13, Rubrics Additional readings as assigned WATCH/DO: <ul style="list-style-type: none"> Target-Method Match Jigsaw Activity PMI on Selected Response Assessment Submit Assignment #2: Analyzing Student Data Field Reflection-October 30th Additional activities as assigned |

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| | <ul style="list-style-type: none"> ● I can analyze, create and use performance assessments to formatively and summatively assess students. ● I can analyze, create, and use rubrics to formatively and summatively assess students. | |
| <p>Wednesday, November 6th Class 11 Face-to-Face 9:00-11:40 Thompson L019</p> | <p>Post-Instruction Assessments: Classroom Tests</p> <ul style="list-style-type: none"> ● I can use formative assessment strategies such as written response to guide instruction. ● I can analyze, create and use selected response and constructed response tests to formatively and summatively assess students. | <p>READ:</p> <ul style="list-style-type: none"> ● Brookhart (2024), Ch. 14, Designing Classroom Tests; Ch. 15, Selected Response; Ch. 16, Constructed Response ● Additional readings as assigned <p>WATCH/DO:</p> <ul style="list-style-type: none"> ● Bring a 2-3 classroom assessments to class with written and/or constructed responses ● Field Reflection-November 6th ● Additional activities as assigned |
| <p>Wednesday, November 13th Class 12 Face-to-Face 9:00-11:40 Thompson L019</p> | <p>Post-Instruction Assessments: Personal Communication as Assessment, Student Portfolios</p> <ul style="list-style-type: none"> ● I can analyze, create and use personal communications to formatively and summatively assess students ● I can describe the different uses of student portfolios in the classroom | <p>READ:</p> <ul style="list-style-type: none"> ● Brookhart (2024), Ch. 17, Portfolio Assessments ● Additional readings as assigned <p>WATCH/DO:</p> <ul style="list-style-type: none"> ● Bring a 2-3 classroom assessments to class that utilize personal communication strategies or portfolio assessments ● Field Reflection-November 13th ● Additional activities as assigned |

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| <p>Wednesday, November 20th Class 13 Face-to-Face 9:00-11:40 Thompson L019</p> | <p>Teacher Record Keeping, Grading, Report Cards</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 <p>Family Conferences and Engagement</p> <ul style="list-style-type: none"> ● I can identify strategies for effective family and student conferences. ● I can identify strategies for engaging families from culturally linguistically, and socio-economically diverse backgrounds | <p>READ:</p> <ul style="list-style-type: none"> ● Brookhart (2024), Ch. 18, Grading, Ch. 19, Parents ● Ch. 8-Assessment Literacy text ● Gerzon-Kessler (2024), Family Conference Strategies ● Minero, (2018) Five Strategies for Parent Conferences ● Additional readings as assigned <p>WATCH/DO:</p> <ul style="list-style-type: none"> ● Field Reflection-November 20th ● Additional activities as assigned ● Due: Engaging Families Assignment ● Submit Assignment #3 (Differentiated Lesson Plans) by Sunday, November 24th. |
| <p>Wednesday, November 27th</p> | <p><i>NO CLASS MEETING: THANKSGIVING BREAK</i></p> | |
| <p>Wednesday, December 4th Class 14 Face-to-Face 9:00-11:40 Thompson L019</p> | <p>Nuts & Bolts of Differentiation & Assessment Course Evaluations</p> <p>Course Wrap-Up</p> <ul style="list-style-type: none"> ● I can describe assessment systems and how they impact classroom instruction and student learning. ● I can explain the interconnectedness of assessment and differentiated instruction ● I can critique the role of standardized testing in | <p>READ:</p> <ul style="list-style-type: none"> ● Brookhart, (2024), Ch. 20, Assessment Systems ● Chapter 7 of Assessment Literacy text <p>WATCH/DO:</p> <p>Submit Assignment #4 (Creating an Assessment)</p> |

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| | elementary classrooms. | |
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CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 your LMS should be directed to:
 - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
 - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see:
<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
 - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
 - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development’s Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

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.

Student and Faculty Names and Pronouns

Name and pronoun use: If you wish, please share your name and gender pronouns with me and indicate how best to address you in class and via email. I use she, her, hers for myself and you may address me as Lois or Dr. Groth or Professor Groth in email and verbally. I encourage students to use tools Mason provides to change your name and pronouns on Mason records, if you so choose: <https://registrar.gmu.edu/updating-chosen-name-pronouns/>

Diversity and Inclusion Statement

The College of Education and Human Development, an intentionally inclusive community, promotes and maintains an equitable and just work and learning environment. We welcome and value individuals and their differences including race, economic/class status, gender expression and identity, sex, sexual orientation, ethnicity, national origin, first language, religion, age, and ability status, among other characteristics.

- We value our diverse student body and desire to increase the diversity of our faculty and staff.
- We commit to supporting students, faculty and staff who have been the victims of bias and discrimination.
- We promote continuous learning and improvement to create an environment that values diverse points of view and life experiences.
- We believe that faculty, staff, and students play a role in creating an environment that engages diverse points of view.
- We believe that by fostering their willingness to hear and learn from a variety of sources and viewpoints, our students will gain competence in communication, critical thinking and global understanding, and become aware of their biases and how they affect their interactions with others and the world.

Land Acknowledgement Statement

Land acknowledgment engages all present in an ongoing indigenous protocol to enact meaningful, reciprocal relationships with ancestors and contemporary tribal nations. As a state university, we have a responsibility to include and support indigenous communities and sovereign tribes in our work.

At the place George Mason University occupies, we give greetings and thanksgivings to these Potomac River life sources, to the Doeg ancestors, who Virginia annihilated in violent campaigns while ripping their lands apart with the brutal system of African American enslavement, to the recognized Virginia tribes who have lovingly stewarded these lands for millennia, including the Rappahannock, Pamunkey, Upper Mattaponi, Chickahominy, Eastern Chickahominy, Nansemond, Monacan, Mattaponi, Patawomeck, and Nottaway, past, present, and future, and to the Piscataway tribes, who have lived on both sides of the river from time immemorial.

Lesson Planning Assessment

Develop a lesson plan that incorporates research-based best practices in planning, instruction, and assessment to meet the needs of diverse learners. Use the template and rubric to guide the development of your lesson plan. **Include technology as part of the lesson.**

Submission Directions

You will submit a detailed lesson plan (using your Program's Lesson Planning Template) that addresses each of the sections described below.

Section 1: Classroom Context (InTASC 1)

Classroom decisions are made based upon your learners' strengths and needs. Your plan may vary based upon your knowledge of students, the timing of the lesson in the academic year and unit of instruction, etc. In this section, you will provide information about your learners and the classroom—including their academic abilities, social, emotional developmental needs, cultural and linguistic backgrounds, readiness, and prior knowledge. In addition, previously gathered assessment data will guide your planning. Make certain to describe how your knowledge of your learners and your understanding of assessment data will affect your planning.

Section 2: Planning for Instruction & Assessment (InTASC 2, 3, 4, 5, 6, 7, 8, ISTE Standards for Educators 2.5, 2.6, 2.7)

Before you teach a lesson, you must determine, where appropriate, the learning objectives/goals/outcomes and connection to [Virginia Standards of Learning \(SOL\)](#), [Virginia Essentialized Standards of Learning \(VESOL\)](#), and [ISTE Standards for Students](#) or [Virginia Digital Learning Integration Standards of Learning](#). You should include a rationale for why you selected these objectives and subsequently the instructional approaches you would be using (e.g., gradual release, explicit instruction, concept attainment, cooperative learning, etc.) to teach the lesson to your specific group of learners. Your decisions should be based upon learner needs, current research, and pre-assessment data and should be aligned to appropriate curriculum standards.

After you have identified *what* your class will learn, you will begin to describe specifically *how* you would teach the lesson. When completing this section of the lesson plan, you will identify the procedures that you would use from the opening of the lesson through the lesson closure. Script this section of the plan, noting what you would say and do and what you are asking learners to do. Be certain to include appropriate assessments (formative or summative) that would inform your instruction during and following the lesson.

Using your knowledge of your learners, your lesson plans should also include the necessary modification/accommodations and/or differentiated strategies to meet the needs of all learners in your classroom. Then, with an informed understanding of your students, the content and instructional approach, you will identify the learning materials needed to teach the lesson, including any technology you and/or your learners will use in this lesson. [Virginia Standards of Learning \(SOL\)](#), [Virginia Essentialized Standards of Learning \(VESOL\)](#), [ISTE Standards for Students](#) or [Virginia Digital Learning Integration Standards of Learning](#), and any content specific objectives should be included in lesson plans.

Section 3: Reflecting on Instructional Planning (InTASC 9, 10)

Reflection is a critical skill in effective teaching. In this section you will reflect on your learning in regards to instructional planning using the prompts below as a guide.

If you implemented your lesson plan:

- What were the strengths of your instruction? What are areas for growth?
- What was your impact on learning? Were your learners able to meet the lesson objectives/goals/outcomes? How do you know? (Be specific here and use formative/summative assessment results to guide your response.)
- What instructional strategies or activities were the most successful? What could have made the lesson stronger?

- Was the use of technology effective in the lesson? If not, how could the use of technology be improved?
- What did you learn about teaching, learners, and learning that will affect your next instructional experience?

If you did not implement your lesson plan:

- What did you learn about the planning process?
- What would you do differently in planning instruction in the future?
- How do you intend for this lesson to impact student learning? How would you know if your lesson had the intended impact?
- Why did you choose the technology you did for this lesson?

References

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

Lesson Planning Rubric

Instructions

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, they 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 the candidate’s instructional cycle (planning, instruction, and assessment).

GENERAL SCORING GUIDELINES

- 3 = **Highly Proficient:** Rich, sophisticated, exemplary in all aspects of quality (including both mechanics of writing and clarity/insightfulness of thinking), thoroughly accurate and developed, exceeds expectations for a candidate at this stage of development, integrates thorough understanding of relevant professional literature/research.
- 2 = **Proficient:** Well-developed, good quality (may include very few errors in mechanics, and shows clarity of thinking), fully meets expectations for a candidate at this stage of development, shows understanding of relevant professional literature/research. **This is the TARGET score.**
- 1 = **Not Proficient:** Superficially developed, minimally acceptable quality (Written work/plans may include a few errors in mechanics and inconsistent clarity in thinking), lags behind expectations for most candidates at this stage of development. May show beginning/weak understanding of the relevant professional literature/research.

Lesson Planning Rubric

| Section 1: Classroom Context | | | |
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| Criteria | Not Proficient 1 | Proficient 2 | Highly Proficient 3 |
| The Candidate uses their understanding of the classroom context and their learners’ developmental levels (cognitive, linguistic, social, emotional, and physical) to plan developmentally appropriate learning experiences | The evidence indicates that the Candidate demonstrated a partial understanding of learners’ developmental levels and/or planned 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 |

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| <i>InTASC 1</i> <i>CAEP RI.1</i> <i>VUPS 1</i> | | | learner and groups of learners in the classroom. |
| Section 2: Planning for Instruction & Assessment | | | |
| Criteria | Not Proficient 1 | Proficient 2 | Highly Proficient 3 |
| The Candidate identifies national/state/local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners. <i>InTASC 7</i> <i>CAEP RI.3</i> <i>VUPS 2</i> <i>SOL and VESOL Content-specific</i> <i>ISTE 2.5</i> | 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 curriculum goals. Candidate did not consider digital tools and resources in an effective manner for instruction. | The evidence indicates that the Candidate planned challenging activities, leveraging digital tools and resources, as appropriate, and using learner-appropriate and measurable objectives closely aligned with national/state/local standards that are aligned with appropriate curriculum goals to address learner needs and build on prior knowledge. | The evidence indicates that the Candidate planned challenging activities, leveraging digital tools and resources, as appropriate, and using learner-appropriate and measurable objectives closely aligned with national/state/local standards and included appropriate scaffolds and differentiation that address individual learner strengths and needs to build on prior knowledge. |
| The Candidate constructs performance-based objectives, and/or appropriate curriculum goals/outcomes that are relevant to learners. <i>InTASC 7</i> <i>CAEP RI.3</i> <i>VUPS 2</i> | The evidence indicates that the Candidate did not construct learner-appropriate and measurable objectives aligned with standards and/or use of prior knowledge. | The evidence indicates that the Candidate constructed learner-appropriate and measurable objectives that used appropriate scaffolds and differentiation that address learner needs and build on prior knowledge. | The evidence indicates that the Candidate constructed learner-appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs, build on prior knowledge, and use pedagogical content knowledge/teaching strategies. |
| The Candidate uses pre-assessment data and/or prior knowledge of skills to plan instruction. <i>InTASC 7</i> <i>CAEP RI.3</i> <i>VUPS 2</i> | The evidence indicates that the Candidate did not use pre-assessment data and/or prior knowledge to construct learner-appropriate and measurable objectives and activities. | The evidence indicates that the Candidate used pre-assessment data and/or prior knowledge to plan challenging activities, using learner-appropriate and measurable objectives that address learner needs. | The evidence indicates that the Candidate used pre-assessment data and prior knowledge, in addition to knowledge of pedagogical content and effective teaching strategies to plan challenging activities, using learner-appropriate and measurable objectives with appropriate scaffolds and differentiation that address individual learner strengths and needs. |

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| <p>The Candidate differentiates instruction to accommodate the needs of individuals and groups of learners in meeting the learning objectives.</p> <p><i>InTASC 2</i> <i>CAEP RI.1</i> <i>VUPS 3</i></p> | <p>The evidence indicates that the Candidate did not differentiate instruction based on knowledge of learners' backgrounds, readiness, and interests of all learners; instruction was inappropriate and/or inaccessible for groups of learners.</p> | <p>The evidence indicates that the Candidate differentiated instruction based on knowledge of learners' backgrounds, readiness, and interests of all learners and used appropriate scaffolds and that aligned with overall subsets of learner's developmental levels making learning accessible and challenging for the classroom.</p> | <p>The evidence indicates that the Candidate differentiated instruction based on an accurate understanding of learners' backgrounds, readiness, and interests of all learners, 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 sequences and paces a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.</p> <p><i>InTASC 8</i> <i>CAEP RI.3</i> <i>VUPS 3</i> <i>ISTE 2.6</i></p> | <p>The evidence indicates that the Candidate used limited instructional strategies that did not appropriately sequence and/or pace learning to create differentiated, engaging, and challenging learning opportunities. Candidate did not consider the use of technology in an effective manner for instruction.</p> | <p>The evidence indicates that the Candidate appropriately sequenced and paced a variety of instructional strategies, including available technologies, as appropriate, to create differentiated, engaging, and challenging learning situations.</p> | <p>The evidence indicates that the Candidate appropriately sequenced and paced a variety of instructional strategies, including available technologies, as appropriate, to create differentiated, engaging, and challenging learning situations that foster learner ownership of their own 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</i> <i>CAEP RI.2</i> <i>VUPS 1</i> <i>SOL and VESOL Content-specific</i></p> | <p>The evidence indicates that the Candidate did not demonstrate knowledge of the content and used explanations that were not always accurate and clear.</p> | <p>The evidence indicates that the Candidate displayed knowledge of the important content in the discipline by using content-related strategies that clearly identify how concepts related to one another, using developmentally appropriate terminology/ language to build an understanding of content for all learners.</p> | <p>The evidence indicates that the Candidate displayed extensive knowledge of the important concepts in the discipline by using multiple representations, multiple formats, and appropriate content-related strategies and developmentally appropriate terminology/language, including varied levels of questioning, a wide variety of opportunities to build a higher-level of understanding of content for all learners.</p> |
| <p>The Candidate facilitates learners' use of appropriate tools and resources to maximize cross-curricular content learning in varied contexts.</p> <p><i>InTASC 5</i> <i>CAEP RI.2</i></p> | <p>The evidence indicates that the Candidate implemented teacher-directed lessons with limited use of tools appropriate for the content being learned.</p> | <p>The evidence indicates that the Candidate used a variety of appropriate tools, including available technology, to explore content that includes learner-led learning activities including cross-curricular learning opportunities, with</p> | <p>The evidence indicates that the Candidate used a variety of appropriate tools, including available technology, and collaborative problem solving as a way to explore content with the majority of instruction being learner-led learning activities including real-world and cross-</p> |

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| VUPS 3 | | 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. |
| The Candidate organizes the learning environment to support individual and collaborative learning. <i>InTASC 3</i> <i>CAEP RI.1</i> <i>VUPS 5</i> | 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 assesses learners’ knowledge and skill in multiple ways. <i>InTASC 6</i> <i>CAEP RI.3</i> <i>VUPS 4</i> <i>ISTE 2.7</i> | The evidence indicates that the Candidate provided limited opportunities for learners to demonstrate learning, did not have opportunities for feedback or analysis of learner data to inform future instruction, and did not consider incorporation of the use of technology in an effective manner for assessment. | 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 and incorporated the use of technology, as appropriate, to provide feedback that accommodated learner needs. | 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, and incorporated the use of technology, as appropriate, to provide feedback that accommodated learner needs. |
| Section 3: 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. <i>InTASC 9</i> <i>CAEP RI.4</i> <i>VUPS 6</i> | The evidence indicates that the Candidate did not use ethical and responsible self-reflection to identify personal needs or participate in professional development relevant to personal needs 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 |

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| | | | manner to plan for future instruction/ adaptations, and personal learning goals. |
| <p>The Candidate engages in collaborative relationships to meet learners’ needs and develop their professional expertise.</p> <p><i>InTASC 10</i> <i>CAEP R1.4</i> <i>VUPS 7</i></p> | <p>The evidence indicates that the Candidate did not collaborate with others to plan, revise, implement and/or reflect on instruction to meet learners’ needs and/or develop their professional expertise.</p> | <p>The evidence indicates that the Candidate collaborated with peers and /or mentors to plan, revise, implement and/or reflect on instruction to meet learners’ needs and develop their professional expertise.</p> | <p>The evidence indicates that the Candidate collaborated with peers and mentors to plan, revise, implement and reflect on instruction to differentiate for learners’ needs and set goals for developing their professional expertise.</p> |



Common Policies Affecting All Courses at George Mason University

Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see [Catalog Policy AP.2.5](#)).

Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.
- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.
- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is [outlined in the university's procedures](#). Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit <https://ds.gmu.edu/> for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The [Family Educational Rights and Privacy Act \(FERPA\)](#) governs the disclosure of [education records for eligible students](#) and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see [University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence](#). Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy ([SSAC](#)), Counseling and Psychological Services ([CAPS](#)), Student Health Services ([SHS](#)), and/or the [Office of the University Ombudsperson](#).

This document is updated annually and maintained by the [Stearns Center for Teaching and Learning](#), in cooperation with GMU Faculty Senate Academic Policies Committee.