

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

ELED 402 Section 004
Differentiating Elementary Methods and Management (3 credits)

Fall 2024 (August 26 – December 18)
Tuesdays, 10:00am-12:40pm
Face-to-Face (Thompson L003, Fairfax Campus)

Instructor: Dr. Holly Glaser

Office Hours: By appointment

Office Location: Thompson 1407, Fairfax Campus

Cell Phone: distributed in class and on course Blackboard site

Email: hglaser@gmu.edu

Registration Restriction: N/A

Prerequisite: Grade of C or better in ELED 401

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. This course requires field observation (see "Field Hours" in Assignment section below for details).

Course Delivery Method: This course will be delivered **in a face-to-face format** using primarily face-to-face, as well as asynchronous online, methods **via Blackboard** at <https://mymasonportal.gmu.edu/> and **Google Drive** (see "Class Schedule" for details). You will log in to the Blackboard course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on Thursday, August 22, 2024. Resources and support for accessing and navigating Blackboard are available at <https://lms.gmu.edu/getting-started-students/>. If you have any questions, do not hesitate to reach out to me or contact the ITS Support Center for assistance.

This course will be delivered using multiple instructional strategies and formats including face-to-face and asynchronous online meetings. Individual session formats vary and may include

mini-lessons, small group/large group discussion, hands-on and interactive work, student presentations, and cooperative learning. Each week, asynchronous activities should be completed prior to our class meetings. A detailed schedule is included in the “Class Schedule” section.

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.
2. 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.
3. Students will need a headset microphone for use with Zoom or other required web conferencing tools.
4. 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.
5. 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 the Wednesday before each week listed 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 days per week (Monday-Friday).
3. Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
4. Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
5. Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
6. Workload: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities, and assignments due.
7. Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content, or other course-related issues. Those unable to come to the

Mason Fairfax campus can meet with the instructor via telephone or videoconference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

8. Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates; rather, you are sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
9. Accommodations: Learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services. The course accommodations arranged with GMU Disability Services should be communicated promptly in writing/email to the instructor.

LEARNING OUTCOMES:

This course is designed to enable teacher candidates to:

- A. Explain the core principles of differentiated instruction and flexible grouping and use these to address diverse ways of learning through planning and implementing whole class, small group, and individualized/targeted instruction related to a specific content/strategy/skill instruction. (INTASC 2, 7, 8)
- B. Use their theoretical understanding of how children grow, develop and learn, as well as their individual differences (SES, disabilities, race, gender) and diverse cultures (ethnic and linguistic diversity), to plan and implement a cohesive sequence of differentiated lessons that meets the needs of diverse student populations through a variety of instructional practices. (INTASC 2, 7, 8)
- C. Select appropriate materials, tools, and technologies to achieve instructional goals with all learners.
- D. Understand general methods of assessment and identify how assessment data is used in the state, district, building, and by classroom teachers to drive instruction. (INTASC 6)
- E. Understand legal and ethical responsibilities associated with assessments used in PK-6 education.
- F. Explore formative and summative assessment techniques and use these to collect data on the readiness, interests, and learning profiles of students as the basis for differentiation before and during instruction. (INTASC 6)
- G. Use formal and informal assessments to diagnose needs, plan and modify instruction, and record student progress.
- H. Use their knowledge of effective communication strategies to explore methods for providing constructive feedback to guide children's learning and for discussing student progress with colleagues and parents. (INTASC 6)
- I. Explore the relationship between assessment and grading in a differentiated classroom. (INTASC 6)

- J. Use their understanding of learner differences, classroom management models, and diverse cultures and communities to plan for, and ensure, an inclusive learning environment that builds responsibility, self-discipline, self-regulation and supports motivation and engagement in learning. (INTASC 2, 3)
- K. Demonstrate knowledge of, and use, varied approaches to managing serious and repetitive behavior challenges, as well as an understanding of school crisis management and safety plans. (INTASC 3)
- L. Understand the ethical, legal, and safety obligations when responding to student behaviors. (INTASC 2, 3)
- M. 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)
- N. 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, and computer technology.

PROFESSIONAL STANDARDS:

This course addresses 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 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: *You should have this text from a previous class.

- Doubet, K. J., & Hockett, J. A. (2018). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. ASCD.*
- Brookhart, S. M. (2024). *Classroom assessment essentials*. ASCD.
- 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.
- Hammond, Z. (2015). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Sage.*

COURSE PERFORMANCE EVALUATION:

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

Assignments and/or Examinations:

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

1. Understanding Learner Differences (15%)

DUE: Tuesday, October 8

The purpose of this assignment is to systematically design, administer, and reflect on interest and learning preferences data from your practicum or field experience classroom. You will use this important information to design differentiated instruction in Assignment 3.

- 1) You will design and implement a student interest and learning preferences pre-assessment to learn more about your students.
- 2) You will use the pre-assessment, as well as your observations of the students across the semester, to complete a 'Student Learner Chart.' A data chart will be provided for you to use for this portion of the assignment.
- 3) Using your *Student Learner Chart*, you will write a **descriptive reflection (2-3 paragraphs)** that summarizes patterns you notice across the class in each category. Use the questions below to guide your reflection:
 - What similarities do you notice across multiple students in relation to their **academic, social, and emotional needs**? How might you incorporate what you have noticed into your classroom instruction and management?
 - What similarities do you notice across multiple students in relation to their **interests and learning preferences**? How might you incorporate what you have noticed into your classroom instruction and management?

Your submission should include your (1) interest/learner preferences pre-assessment, (2) student learner chart, and (3) descriptive reflection. This assignment will be scored using a rubric provided in class.

2. Analyzing Student Assessment Data (15%)

DUE: Tuesday, October 22

The purpose of this assignment is to analyze a set of student data, then use that 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. **Note: The data that you use for this assessment must be related to a specific set of learning targets (i.e., it should be a pre-assessment of student readiness for an upcoming unit or series of lessons) as it will be used to plan next steps for instruction related to those targets.** Robust student data (such as that with accompanying student work) will be more worthwhile to analyze (and use for planning) than decontextualized data with no student work.

- 1) You will analyze the data and organize it in a chart that includes the following information:
 - a. **Where are the students going and how will you measure that?** In other words, what are the learning targets you are planning to teach and want to pre-assess? Which items on the assessment relate to which targets?
 - b. **Where are they now?** For every target, identify if a student met, partially met, or has not yet met the target. Then, **explain how you know** they are at each performance level. Specifically, describe what the student did and/or what type of errors they made (if any).

- c. **How will they get there?** Identify individual instructional next steps/follow-up based on the student's needs. This might include extension and enrichment.
 - 2) You will create an "Instructional Follow-Up Table" of patterns and trends you noticed across the data. You will consider how these patterns will guide your planning for Assignment 3.
 - a. What **patterns did you notice** across the readiness data?
 - b. What **specific lessons and groupings are needed** to best meet students' needs (i.e., what lessons will you need to design for Assignment 3 based on what you learned from this data in Assignment 2)? *Hint: Pull these from your "Next Steps/Instructional Follow-Up" column in the data chart.*
 - c. Identify **which students will participate in each of the lessons** described above. Then, look back at your Assignment 1 'Student Learner Chart' and identify **patterns in interests and learning preferences** across the students in that group. Include ideas for how you might incorporate these into your lessons.
 - 3) Prior to submitting your assignment, you will self-assess your work by completing the Assignment 2 Self-Assessment, a link to which will be provided in class.

Your submission should include (1) 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 (2) data analysis chart, (3) instructional follow-up table, and (4) completed self-assessment. This assignment will be scored via self-assessment using a rubric provided in class.

3. Differentiated Lesson Plans (20%)

DUE: Tuesday, December 3

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 learning targets you assessed (Assignment 2). These lessons should be based on the lessons you identified in your "Instructional Follow-Up" table in Assignment 2.
- 2) These lessons must be designed in the GMU Lesson Planning Template and have all required components including:
 - a) SOLs and Targets/KUDs
 - b) Detailed, mostly scripted procedures
 - c) Differentiated instruction and accommodations, modifications, & scaffolds (including UDL)

- d) Formative assessments/checks for understanding
 - e) Plan for how you are assessing what students learned in relation to that lesson's specific learning targets at the end of each lesson in the "Assessment" section of the template
 - f) Reflection (to be completed after teaching each lesson)
- 3) **You will teach the lessons you have designed.** As you implement the lessons, pick one to video record. Using the tool provided in class, reflect on your instruction by writing comments throughout the video. Your comments should point to moments where you were:
- a) Differentiating content, process, product, or environment based on interest, learning preferences, or readiness – and what you noticed as a result
 - b) Checking for student understanding – and what decisions you made (or wish you'd made) based on student responses
 - c) Noticing students making and/or not making progress toward the lesson's learning targets (Dos) – and what you did or wish you had done to improve instruction and student learning in that moment

Your submission should include (1) lesson plans with reflections, (2) the associated lesson materials (slides, graphic organizers, etc.), and (3) the videorecorded lesson with comments. This assignment will be scored using a checklist provided in class.

4. **Creating an Assessment (14%)**

DUE: Tuesday, December 10

The primary purpose of this assignment is for you to create a post-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 **be a post-assessment of the same learning targets you assessed in the pre-assessment**. Complete the steps below for this assignment:

Section 1: Why Assess?

1. What is the purpose of this assessment?
2. Will the results be used formatively or summatively? Who will use the results and how will the results be used? How will the results impact future instruction for individual children, groups of children and the class?

Section 2: Assess What?

1. What learning target(s) are being assessed? How would you write these learning targets in kid-friendly language?
2. Why are these targets important enough to assess?

Section 3: Assess How?

1. What assessment method(s) will be used? Why is this a good match for your learning target(s)?

2. Plan your assessment. Include a copy of the assessment, along with the associated key, rubric, checklist, etc. (whatever you will be using to score or assess student progress toward the targets on the assessment).
3. How do you know this assessment is developmentally appropriate?

Section 4: Implementation of Assessment & Reflection on Student Learning

1. You will ***give the assessment*** you have designed to the same students who took the pre-assessment.
2. You will score the assessment using the answer key, rubric, checklist, etc. you created. You will organize this data into a table, organized by learning target.
3. After organizing the assessment data, you will reflect on the results using the prompts below.
 - a) What did the assessment tell you about student learning? In other words, what impact did your lessons have on student performance in relation to the learning targets from the pre- to the post-assessment? What do you attribute this to?
 - b) What worked well with the assessment tool you designed? What would you do differently in terms of the assessment design or implementation? Why?

Your submission should include your (1) completed question template, (2) assessment you designed, (3) scoring guide/rubric/checklist, (4) student data chart, and (5) reflection on student learning. This assignment will be scored using a checklist provided in class.

5. DI/UDL Strategy Talk (10%)

DUE: varies; presentation date assigned in class

The purpose of this assignment is for you to explore – and present about – one strategy related to differentiated instruction (DI) and Universal Design for Learning (UDL). At the beginning of the semester, you will choose from a list of strategies and create a brief (less than 10-minute) presentation for your peers. Presentations will be given in class throughout the semester. Each presentation should include (1) a description of the strategy and how it extends student thinking, (2) examples of how it can be used across both primary and intermediate grades, (3) connections to DI and UDL, and (4) resources for peers to explore for more information.

This assignment may be completed individually or in pairs. Presentation slides and accompanying resources will be uploaded to a shared DI/UDL Strategy Round-Up Resource Site that is accessible to everyone in the course. This assignment will be scored using a checklist provided in class.

6. Restraint and Seclusion Modules (1%)

DUE: Tuesday, September 10

As a part of your application for licensure, you must demonstrate an understanding of the VDOE regulations regarding restraint and seclusion of students. Follow the steps below 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:

Course Engagement (25%)

It is expected that you attend all face-to-face meetings outlined in the syllabus and complete all asynchronous activities assigned in Blackboard.

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." See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>

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 if you wish to earn credit.***

Absence from class to observe a religious holiday, to serve jury duty, to participate in a university-sponsored event, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please notify your instructor at least 48 hours in advance. See <https://catalog.gmu.edu/policies/academic/registration-attendance/#ap-1-6>

In addition, you are expected to be on time to, and stay for the entirety of, 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 face-to-face and asynchronous online discussions and activities** as well as genuinely listen to peers as

they do the same. In addition, **you are expected to be prepared for each class**, which means having completed **all assigned readings and tasks** for that class.

Your course engagement grade includes completion of all face-to-face and asynchronous application activities. This includes, but is not limited to:

- Contributions to whole group and small group discussions
- Graphic organizers and activities associated with weekly content/readings
- Entry and/or Exit tickets

Field/Practicum Hours

- This course requires completion of field or practicum hours in an elementary school within the ELED Professional Development Schools (PDS) network. Your school placement was communicated to you in late spring (practicum) or late summer (field hours).
 - If you are taking this course along with practicum, you are expected to be in your placement classroom two full days per week (Mondays and Wednesdays).
 - If you are not taking this course at the same time you are completing your practicum, you are expected to complete field hours, defined as one day per week. The day these hours are completed should remain consistent throughout the semester and coordinated with your mentor teacher ahead of time.
- Field/practicum hours are required for this class. Failure to complete the total number of assigned hours will result in a failing grade.
- **If you believe you need ADA accommodations during your field placement or practicum**, 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/>.

Work Timeliness & Assignment Expectations

All assignments are to be submitted **by 11:59 PM on the due 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 should be submitted in the format indicated by the instructor in class. ***Please note that assignments submitted in PDF format will not be accepted.***

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 and feedback on your writing via email. 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 semester. You will always receive advance notice of any modifications.

Summary of Assignments & Course Weighting

Course Outcomes	Assignments	% of Final Grade	Due Date (due by 11:59 PM)
A-I	Course Engagement	25%	Weekly
A-B	*Assignment 1: Understanding Learner Differences	15%	Oct. 8
D-G	*Assignment #2: Analyzing Student Assessment Data	15%	Oct. 22
A-M	*Assignment #3: Differentiated Lesson Plans	20%	Dec. 3
D-I	*Assignment #4: Creating an Assessment	15%	Dec. 10
A-C	DI/UDL Strategy Talk	10%	Varies throughout semester
J-K	Restraint & Seclusion Modules	1%	Sep. 10
TOTAL		100%	

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

Grading

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	
C+	77-79	
C	73-76	
C-	70-72	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.
D	60-69	
F	<69	

Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. Three fundamental principles to follow at all times are that: (1) all work submitted be your own, as defined by the assignment; (2) when you use the work, the words, or the ideas of others, including fellow students or online sites, you give full credit through accurate citations; and (3) if you are uncertain about the ground rules on a particular assignment or exam, ask for clarification. No grade is important enough to justify academic misconduct. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

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>.

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 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>
 - 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.

A GMU Common Policy Addendum has been provided on the course Blackboard site. Outlined in this document are four policies that affect students in all courses at George Mason University. Please download and read this syllabus addendum in relation to these policies:

- Academic Standards
- Accommodations for Students with Disabilities
- FERPA and Use of GMU Email Addresses for Course Communication
- Title IX Resources and Required Reporting

CLASS SCHEDULE

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

Class Meeting	Topics & Learning Targets	Readings & Assignments (DUE BEFORE CLASS)
<p>Week 1</p> <p>Tuesday, Aug. 27 Face-to-Face 10:00am-12:40pm Thompson L003</p>	<p>Defining the Key Principles of Differentiated Instruction (DI) & Universal Design for Learning (UDL)</p> <ul style="list-style-type: none"> • I can describe the key principles and intersections of differentiated instruction (DI) and Universal Design for Learning (UDL) and explain why they are necessary orientations in elementary classrooms. • I can utilize UDL, a proactive approach to meeting learners’ needs, and DI, a responsive approach to meeting learners’ needs, when planning instruction. • I can identify the elements of classroom community and learning environment necessary for supporting DI and UDL. <p><i>Assignment #5 Intro: Restraint & Seclusion Modules</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Review from ELED 305/401: Doubet & Hockett (2018), Introduction (pp. 1-4) and Ch. 1 (pp. 9-15) • CAST (2024), The UDL Guidelines 3.0 and Graphic Organizer • Markowitz (n.d.), The difference between UDL and Differentiated Instruction <p>Watch/Do:</p> <ul style="list-style-type: none"> • Review from ELED 401: Video: UDL at a Glance • Video: Differentiating instruction • DI & UDL Simple Synthesis • Getting Started Survey
<p>Week 2</p> <p>Tuesday, Sep. 3 Face-to-Face 10:00am-12:40pm Thompson L003</p>	<p>Connecting Assessment to Differentiation</p> <ul style="list-style-type: none"> • I can describe the relationship between differentiation and assessment. • I can define assessment, discuss why we assess, and explain the role of formative & summative assessment in a balanced assessment system. • I can discuss how to use equitable and fair practices in assessment. <p>Designing & 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 and clearly defined success criteria. <p><i>Assignment #1 Intro: Understanding Learner Differences</i></p>	<p>Read:</p> <ul style="list-style-type: none"> • Brookhart (2024), Introduction (pp. 1-2), Ch. 1: Understanding the formative assessment cycle (pp. 5-13), Ch. 2: Teaching with learning targets and success criteria (pp. 14-22), and Ch. 11: Supporting equity and fairness in assessment (pp. 88-94) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Me Shirt • Field Reflection – Sep. 3

<p>Week 3</p> <p>Tuesday, Sep. 10 Face-to-Face 10:00am-12:40pm Thompson L003</p>	<p>Pre-Assessing Student Readiness, Interest, & Learning Preferences</p> <ul style="list-style-type: none"> I can explain why understanding learners’ interests and learning preferences is essential to differentiating instruction. I can use the attributes of an effective pre-assessment to analyze sample readiness, interest, and learning preferences pre-assessments. 	<p>Read:</p> <ul style="list-style-type: none"> Brookhart (2024), Ch. 3: Starting with pre-assessment (pp. 23-30) Doubet & Hockett (2018), Ch. 3: Constructing Useful Pre-Assessments, Part 1 and Part 2 (pp. 73-83, 86-100) <p>Watch/Do:</p> <ul style="list-style-type: none"> CYO Pre-Assessment Graphic Organizer Submit Assignment #5: Restraint & Seclusion Modules
<p>Week 4</p> <p>Tuesday, Sep. 17 Face-to-Face 10:00am-12:40pm Thompson L003</p>	<p>Designing a Pre-Assessment</p> <ul style="list-style-type: none"> I can create an assessment of students' interests and learning preferences. <p>Using Readiness Data to Plan Instruction</p> <ul style="list-style-type: none"> I can identify students’ learning needs in relation to a learning target. I can describe a feedback loop and its relationship to assessment. I can determine instructional follow-up based on student assessment data. <p>Assignment #2 Intro: Analyzing Student Assessment Data</p>	<p>Read:</p> <ul style="list-style-type: none"> Brookhart (2024), Ch. 8: Deciding on instructional follow-up (pp. 68-73) Chappuis (2015), Ch. 5: Diagnosing needs for focused instruction (pp. 203-210) <p>Watch/Do:</p> <ul style="list-style-type: none"> Create an interest and learning preferences pre-assessment; bring to class on Tues. Sep. 17 Field Reflection – Sep. 17
<p>Week 5</p> <p>Tuesday, Sep. 24 Face-to-Face 10:00am-12:40pm Thompson L003</p>	<p>Differentiating Instruction Based on Student Readiness</p> <ul style="list-style-type: none"> I can differentiate instruction based on student readiness using a variety of strategies, including tiering and contracts/agendas. I can differentiate instruction using low-prep DI strategies (looking and listening lenses, jigsaw, debate carousel, matrix, cubing, think dots). I can describe the importance of flexible grouping. <p>Assignment #3 Intro: Differentiated Lesson Plans</p>	<p>Read:</p> <ul style="list-style-type: none"> Doubet & Hockett (2018), Ch. 4: Providing interactive learning experiences (pp. 105-117) and Ch. 6: Differentiating according to student readiness, Part 1 and Part 2 (pp. 201-225, 228-249) Morin (n.d.), Flexible grouping: What you need to know <p>Watch/Do:</p> <ul style="list-style-type: none"> Implement interest and learning preferences pre-assessment Jigsaw Activity: Doubet & Hockett, Ch. 4: Part 2

<p>Week 6</p> <p>Tuesday, Oct. 1 Face-to-Face 10:00am-12:40pm Thompson L003</p>	<p>Differentiating Instruction Based on Student Interests & Learning Preferences</p> <ul style="list-style-type: none"> • I can differentiate instruction based on student interests and learning preferences. • I can modify lesson plans provided to me to meet students' interests, learning preferences, and readiness needs. 	<p>Read:</p> <ul style="list-style-type: none"> • Doubet & Hockett (2018), Ch. 7: Differentiating according to student interest and learning preference, Part 1 and Part 2 (pp. 253-268, 270-305 only) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Email upcoming division/county-provided lesson plan to instructor by Sep. 30 • Bring student data from interest and learning preferences pre-assessment to class on Oct. 1
<p>Week 7</p> <p>Tuesday, Oct. 8 Face-to-Face 10:00am-12:40pm Thompson L003</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"> • Brookhart (2024), Ch. 4: Providing teacher feedback to students (pp. 31-39) • Doubet & Hockett (2018), Ch. 5: Checking for understanding using formative assessment, Part 1 and Part 2 (pp. 171-181, 184-198) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Field Reflection – Oct. 8 • Submit Assignment #1: Understanding Learner Differences
<p>Week 8</p> <p>Tuesday, Oct. 15 Face-to-Face 10:00am-12:40pm Thompson L003</p>	<p>Strategies for Self-Assessment & Goal-Setting</p> <ul style="list-style-type: none"> • I can describe strategies for engaging students in self-assessment and goal-setting. <p>Conferencing with Families</p> <ul style="list-style-type: none"> • I can identify strategies for engaging families from culturally, linguistically, and socioeconomically diverse backgrounds. 	<p>Read:</p> <ul style="list-style-type: none"> • Brookhart (2024), Ch. 5: Helping students use peer and self-assessment (pp. 40-49) • Chappuis & Stiggins (2017), Ch. 12: Effective communication with conferences (pp. 324-342) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Conference Planning Activity • Field Reflection – Oct. 15 • Bring draft of Assignment #2 to class on Oct. 15

<p>Week 9</p> <p>Tuesday, Oct. 22 Face-to-Face 10:00am-12:40pm Thompson L003</p>	<p>Designing Quality Post-Instruction Assessments</p> <ul style="list-style-type: none"> • I can select appropriate assessment methods for assessing specific learning targets. • I can identify the key principles of assessment design and implementation. <p>Assignment #4 Intro: Creating an Assessment</p>	<p>Read:</p> <ul style="list-style-type: none"> • Chappuis (2015), Ch. 2: Matching assessment method to target type (pp. 33-39 only) • Chappuis & Stiggins (2017), Ch. 4: The assessment development cycle (pp. 95-105 only) • Brookhart (2024), Ch. 10: Making accommodations in assessment (pp. 81-87) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Target-Method Match Jigsaw Activity • Submit Assignment #2: Analyzing Student Assessment Data
<p>Week 10</p> <p>Tuesday, Oct. 29 Face-to-Face 10:00am-12:40pm Thompson L003</p>	<p>Post-Instruction Assessments: Classroom Tests</p> <ul style="list-style-type: none"> • I can analyze, create, and use selected response tests to formatively and summatively assess students. • I can use formative assessment strategies such as written responses to guide instruction. • I can analyze, create, and use 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 (pp. 112-119), Ch. 15: Writing selected response test questions (pp. 121-130), and Ch. 16: Writing constructed response test questions (pp. 131-138) <p>Watch/Do:</p> <ul style="list-style-type: none"> • PMI on sample Classroom Test • Bring a sample Classroom Test to class on Tues. Oct. 29
<p>Week 11</p> <p>Tuesday, Nov. 5</p>	<p><i>No Class Meeting – Election Day</i></p>	
<p>Week 12</p> <p>Tuesday, Nov. 12 Face-to-Face 10:00am-12:40pm Thompson L003</p>	<p>Post-Instruction Assessments: Performance Assessments, Personal Communication, Student Portfolios</p> <ul style="list-style-type: none"> • I can analyze, create, and use performance assessments to formatively and summatively assess students. • I can design a high quality rubric. • 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. 	<p>Read:</p> <ul style="list-style-type: none"> • Brookhart (2024), Ch. 12: Designing performance tasks (pp. 96-102), Ch. 13: Crafting rubrics and other multi-point scoring (pp. 103-111), and Ch. 17: Using portfolio assessment (pp. 139-146) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Bring an example performance assessment or portfolio task to class on Tues. Nov. 12 • Field Reflection – Nov. 12

<p>Week 13</p> <p>Tuesday, Nov. 19 Face-to-Face 10:00am-12:40pm Thompson L003</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 effectively. 	<p>Read:</p> <ul style="list-style-type: none"> • Brookhart (2024), Ch. 18: Grading and reporting on student learning (pp. 147-154) and Ch. 19: Communicating with parents and guardians about assessment (pp. 155-161) • Wolsey, Lenski, & Grisham (2020), Ch. 8: How do I communicate with others about assessment information? <p>Watch/Do:</p> <ul style="list-style-type: none"> • Field Reflection – Nov. 19
<p>Week 14</p> <p>Tuesday, Nov. 26 Asynchronous Online</p>	<p>Connecting Culturally Responsive Teaching to Differentiation, Setting up a Differentiated Learning Environment</p> <ul style="list-style-type: none"> • I can identify the elements of classroom community and learning environment necessary for supporting differentiation. • I can describe strategies for proactively addressing management dilemmas in a differentiated classroom. • I can describe how culturally responsive teaching and differentiation work in tandem to meet the needs of my students. 	<p>Read:</p> <ul style="list-style-type: none"> • Doubet & Hockett (2018), Ch. 8: Nuts and bolts of differentiation (pp. 309-333) • Hammond (2015), Ch. 9: Creating a culturally responsive community for learning (pp. 142-150) • Sousa & Tomlinson (2018), Ch. 2: Classroom environments and differentiation (pp. 33-38, 41-44) <p>Watch/Do:</p> <ul style="list-style-type: none"> • Field Reflection – Nov. 26 • Reflection on Classroom Management Plan
<p>Week 15</p> <p>Tuesday, Dec. 3 Face-to-Face 10:00am-12:40pm Thompson L003</p>	<p>Next Steps in Differentiation & Assessment</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 elementary classrooms. <p>Course Evaluations Course Wrap-Up</p>	<p>Read:</p> <ul style="list-style-type: none"> • Brookhart (2024), Ch. 20: Thinking in terms of assessment systems (pp. 162-170) • Wolsey, Lenski, & Grisham (2020), Ch. 7: What does this assessment information mean to me? <p>Watch/Do:</p> <ul style="list-style-type: none"> • Submit Assignment #3 (Differentiated Lesson Plans)
<p>Tuesday, Dec. 10</p>	<p>No Class Meeting – Exam Week</p>	<p>Submit Assignment #4 (Creating an Assessment)</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.