

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
ELEMENTARY EDUCATION PROGRAM**

Course

EDCI 545: Assessment and Differentiation
Summer 2011

Meeting Time

MW 4:15- 6:55pm
Robinson A 123

Instructor Information

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Course Description

This course provides a research-based introduction to differentiated instruction for children in grades K-6. The emphasis in this course is on the assessment of learners and differentiation of instruction to meet the needs of all learners. Prerequisites: Admission to the program, and taken in program sequence.

Mason Mission Statement

George Mason University will be an institution of international academic reputation providing a superior education enabling students to develop critical, analytical, and imaginative thinking and to make well founded ethical decisions. It will respond to the call for interdisciplinary research and teaching not simply by adding programs but by rethinking the traditional structure of the academy.

The University will prepare students to address the complex issues facing them in society and to discover meaning in their own lives. It will encourage diversity in its student body and will meet the needs of students by providing them with undergraduate, graduate, and professional courses of study that are interdisciplinary and innovative. The University will energetically seek ways to interact with and serve the needs of the student body.

The University will nurture and support a faculty that is diverse, innovative and excellent in teaching, active in pure and applied research, and responsive to the needs of students and the community. The faculty will embody the University's interactive approach to change both in the academy and in the world. The University will be a resource of the Commonwealth of Virginia serving private and public sectors and will be an intellectual and cultural nexus between Northern Virginia, the nation, and the world. (Adopted January 1991)

College of Education and Human Development Statement of Expectations

- Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the **University Honor Code**:

*To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: **Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work.***

- Students must agree to abide by the university policy for **Responsible Use of Computing**. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Mason strives to comply fully with the **Americans with Disabilities Act**. Students requesting accommodations based on disabilities must be registered with the Office of Disability Services, www.gmu.edu/student/drc, located at SUB 1 Room 222, phone (703) 993-4306.

Nature of Course Delivery

This course includes multiple instructional strategies. Individual session formats will vary and may include lecture, small group/ large group discussion, hands-on, interactive work, student presentations, and cooperative learning.

Student Outcomes

1. Students will be able to discuss current, validated research underlying the theory, principles, and practices of differentiated instruction.
2. Students will be able to identify and explain the core principles of differentiated instruction and the ways in which these principles inform and guide all aspects of instructional implementation.
3. Students will be able to apply the core principles of differentiation when planning and assessing lessons.
4. Students will be able to discuss the interdependent relationship between assessment and instruction in a learning environment.
5. Students will be able to identify formal and informal assessment tools to collect data on the readiness, interests, and learning profiles of students as the basis for differentiation before and during instruction.
6. Students will be able to identify and discuss strategies for assessment and grading in a differentiated classroom.
7. Students will be able to generalize course content to reflect how the multicultural, special needs, gifted students and other diverse populations within classrooms have their needs met via the application of the skills, strategies, and knowledge of this course.

INTASC Standards

3 Diverse Learners
 7 Planning
 8 Assessment

Relationship to Program Goals and Professional Organizations

This course addresses the following GSE priorities: research-based practice and diversity. It is designed as an integral component of the new Elementary Program for teachers of grades K-6, and meets new state and national guidelines and standards including Interstate New Teacher Assessment and Support Consortium (INTASC) and International Society for Technology in Education, (ISTE). This course will build closely upon themes addressed throughout the program.

Required Texts

Tomlinson, C. A. (2005). *How to differentiate instruction in mixed ability classrooms* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Chapman, C. M. & King, R. S. (2004). *Differentiated assessment strategies: One tool does not fit all*. Thousand Oaks, CA: Corwin Press.

Articles

- Chappuis, S. & Stiggins, R. J. (2002). Classroom assessment for learning. *Educational Leadership*, 60(1), 40-43.
- Lord, L., Hurley, & Rule, A. (Eds.) (2003). *Activities for differentiated instruction addressing all levels of Bloom's Taxonomy and eight multiple intelligences*. ERIC Document Reproduction No. ED475517. Available at http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED475517&ERICExtSearch_SearchType_0=eric_accno&accno=ED475517
- Munk, D. D. & Bursuck, W. D. (2003). Grading students with disabilities. *Educational Leadership*, 61(2), 38-43.
- Schomoker, M. (2008/2009). Measuring what matters. *Educational Leadership*, 66(4), 70-74.
- Short, D. & Echevarria, J. (2005). Teacher skills to support English language learners. *Educational Leadership*, 62(4), 8-13.
- Willard-Holt, C. (2003). Raising expectations for the gifted. *Educational Leadership*, 61(2), 72-75.
- Wormeli, R. (2005). Busting Myths about Differentiated Instruction. *Principal Leadership*. Available at <http://www.rivervalley.k12.oh.us/6139201015195456977/lib/6139201015195456977/files/BustingMythsaboutDI.pdf>.

Other articles may be provided

Recommended Texts

- Smith, G. and Throne, S. (2007). *Differentiating instruction with technology in K-5 classrooms*. Eugene, OR: International Society for Technology in Education.

Assignments

- **Participation (15%)**

In order to take full advantage of our in-class discussions and to exercise the dispositions of an effective educator, teacher candidates must be present and engaged. In this regard, repeated tardies or absences will result in a deduction in the candidate's class participation grade as well as a mandatory conference with the instructor.

- **Learning Profile and Interest Inventory (10%)**

Write a self case study that outlines your own learning styles, including strengths and weaknesses as well as your own interests.

- **Modifying Lesson Plan (15%)**

A lesson plan will be provided by a peer and you will modify the lesson to meet the diverse needs of a hypothetical diverse class. You will have a lesson plan and a description of the learners for whom the lesson is intended. With this information you will revise the lesson differentiating content, process, product, learning environment, and assessment. Please also include a rationale for the modifications, supported by course readings and class discussions where applicable. This assignment will be evaluated based upon the appropriateness of the modifications and upon the quality of the rationale.

- **Designing a Differentiation Task (15%)**

Design a task that enables you to differentiate instruction as you pursue specific learning objectives. Please also describe how this task promotes differentiation. Possible task designs include:

Tic-Tac-Toe Board
 R.A.F.T.
 Centers
 Literature circles
 Jigsaw
 Project

The Differentiation Task will be evaluated based upon the description of the task, the effectiveness of the differentiation, and the suitability of the task to meeting the learning objectives.

- **Assessment and Differentiation Resource Binder (15%)**

Throughout the course, create a binder that accumulates and organizes resources you can use to differentiate instruction and assess students' learning. Possible items include:

- | | |
|----------------|-------------------------------|
| - Articles | - Evaluations methods |
| - Templates | - Resources |
| - Websites | - Class notes and Powerpoints |
| - Lesson plans | - Anything else you find |

It will be evaluated based upon its usefulness to you in your classroom and the amount and variety of resources.

- **Situated Task (Course Performance-Based Assessment) (30%)**

Students will be choose two special needs K-6 students (i.e. ESL, Learning Disability, ADHD, Aspergar’s Syndrome, Autistic, Other types of disabilities, Gifted)

1. Gather information about the students and their special needs. You will create interview questions for the students and available experts. The interview will be a casual conversation that takes no longer than five minutes depending upon developmental level of the child. Talk to school specialists and experts in the field if they are willing. Further your research by reading text materials and online information. Find out what strategies typically work for these students.

If you do not have direct access to students, then find out what strategies tend to work well for students with this special need. You will write a description of the students, outlining their special need and research based plans for lesson adaptations for special needs, citing research to support plans.

2. Research indicates that curriculum alignment of the intended, implemented, and attained curriculum leads to increases in student learning. You will outline a unit (~ 1 week) being taught for this project and your plan for adaptations in instruction and assessment for special needs students. The unit overview (~ 2 pages) will consist of:
 - Description of students in class – a very brief overview, describing the audience for which the unit of study is designed.
 - Theme – the topic for the unit of study.
 - Unit objective – the overall objective for this theme/unit.
 - Sub-objectives – 2-5 sub-objectives for the unit.
 - Standards of Learning for VA Public Schools – approximately three standards from the Standards of Learning that this unit addresses. Please also include the code for each standard.
 - Assessment Plan Overview – Summarize the multiple forms of assessment that will be embedded in the unit. Make sure there are clear connections among the unit objectives, sub-objectives, and what is assessed. Describe how the students’ learning will be assessed both formally (graded) and informally (not graded).
 - Adapted Activities – Include a brief description of where the adapted activities that you have developed fit into the unit. Adaptations for the unit will be described in the individual student case studies.

Grading Scale

A = 100-94
A- = 93-90
B+ = 89-86

B = 85-80
C = 79-70
D = 69-65

F = below 65

Class Schedule

Class 1 – 6/6/11

- Introductions
- Review syllabus
- Expectations for course
- Principles of differentiated instruction
- Self-study – begin class composition

Readings for next class: Tom chs. 1-2; Wormelli article; Lord article

Class 2 – 6/8/11

- Background for differentiated instruction
- Theoretical base for differentiated instruction
- Bloom's taxonomy
- Multiple intelligences

Readings for next class: Tom chs. 3-10

Class 3 – 6/13/11

- **LEARNING PROFILE AND INTEREST INVENTORY DUE**
- Essentials of differentiated instruction
- Role of the teacher
- Classroom environment – Learner-centered environment
- Planning for differentiation
- Units, lessons, and groups
- Management

Readings for next class: Tom chs. 11; Munk article

Class 4 – 6/15/11

- Differentiating content
- Meeting student needs with varied depth and complexity of content

Readings for next class: Tom chs. 12; Short article

Class 5 – 6/20/11

- Differentiating process
- Flexible grouping
- Varying pace
- Interest-based learning

Readings for next class: Tom chs. 13

Class 6 – 6/22/11

- Differentiating product

Readings for next class: Chapman chs. 1-3; Chappuis article

Class 7 – 6/27/11

- Introduction to assessment

Readings for next class: Chapman ch. 4

Class 8 – 6/29/11

- **MODIFYING LESSON PLAN DUE**
- Planning for assessment
- Connecting assessment to instruction

Readings for next class:

Class 9 – 7/4/11

- **NO CLASS – WORK ON TASK AND PBA**

Class 10 – 7/6/11

- **DIFFERENTIATED TASK DUE**
- Assessment during instruction
- Formative assessments

Readings for next class: Chapman ch. 5

Class 11 – 7/11/11

- Developing summative assessments

Readings for next class: Chapman ch. 6

Class 12 – 7/13/11

- **PBA DUE**
- Performance Assessments
- Portfolios
- Culminating products

Readings for next class: Chapman ch. 7; Schomker article; Willard-Holt article

Class 13 – 7/18/11

- Grading
- State assessments

Readings for next class: Chapman ch. 8

Class 14 – 7/20/11

- **NO CLASS WORK ON BINDERS**

Class 15 – 7/25/11

- **RESOURCE BINDER DUE**

* Instructor reserves the right to adjust syllabus throughout the semester