

George Mason University
College of Education and Human Development
Graduate School of Education: Elementary Education
EDCI 545 Section B01
Assessment and Differentiation (3 credits)
Summer 2016 (June 7- July 26)
Tuesdays 4:30-9:30
Thompson L1020

**Course taught in conjunction with EDCI 554*

Professor: Dr. Shannon King

Office Hours: By appointment; Skype appointments can also be made (**skype ID:** drshannonking)

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COURSE DESCRIPTION:

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

B. University Catalog Course Description: Provides a research- based introduction to differentiated instruction for children in grades PK- 6. Emphasis on the assessment of learners and differentiation of instruction to meet the needs of all learners.

LEARNER OUTCOMES:

This course is designed to enable students to:

- a) discuss current, validated research underlying the theory, principles, and practices of differentiated instruction.
- b) identify and explain the core principles of differentiated instruction and the ways in which these principles inform and guide all aspects of instructional implementation.
- c) apply the core principles of differentiation when planning and assessing lessons.
- d) discuss the interdependent relationship between assessment and instruction in a learning environment.
- e) 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.
- f) identify and discuss strategies for assessment and grading in a differentiated classroom.
- g) 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.

PROFESSIONAL STANDARDS:

[INTASC \(The Interstate Teacher Assessment & Support Consortium\):](#)

- **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 #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.

ACEI/NCATE Program Standards for Elementary Teacher Preparation:

- **Standard 3.2: Adaptation to diverse students**—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- **Standard 4.0: Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

The Virginia State Teacher Education Licensure Regulations for Elementary Education:

- **Standard 1:** The use of differentiated instruction and flexible groupings to meet the needs of learners at different stages of development, abilities, and achievement.

International Society for Technology in Education National Education Technology Standards (ISTE-NET):

- **Standard 2: Design and Develop Digital-Age Learning Experiences and Assessments**— Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.
- **Standard 5: Engage in Professional Growth and Leadership**— Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Virginia State Technology Standards for Instructional Personnel:

- **Standard A:** Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
- **Standard B:** Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
- **Standard C:** Instructional personnel shall be able to apply computer productivity tools for professional use.
- **Standard D:** Instructional personnel shall be able to use electronic technologies to access and exchange information.

NATURE OF THE COURSE:

This course is structured to utilize multiple instructional formats. We will engage in face-to-face class sessions as well as online discussions and activities. Face-to-face class sessions will include small/large group discussions and tasks, lecture, and student led activities. Some of our course

meeting time will occur in an elementary school setting. These field-based hours will be a combination of our required course meeting times and the 15 hours of field work associated with this course. A detailed schedule will be provided in class.

REQUIRED TEXTS:

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD: Alexandria, VA.

Wood, C. (2007). *Yardsticks: Children in the classroom, ages 4-14*. Turner Falls, MA: Northeast Foundation for Children.

**Additional selected readings will be posted on Blackboard.

COURSE ASSIGNMENTS AND EXAMINATIONS:

1. Attendance and Participation (5 points per class for total of 30 points*)

It is expected that you attend all scheduled classes and asynchronous online meetings outlined within the syllabus. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service, and medical emergencies are exceptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 24 hours in advance. In addition, you are expected to be on time to class each week unless advance notice has been provided to the instructor.

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, you are expected to contribute 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 prepare for each class, which means having completed all assigned readings and tasks for that class. Cell phones are for emergency use only and it is expected that you will not use cell phones in class for purposes such as texting, social media, or phone calls.

2. Literature Circle (10 points)

There is a good deal of reading in this course, and it is your responsibility to read the assigned book and article selections for every class. Just completing the readings is not enough to maximize your learning opportunities. Therefore, we will use literature circles to frame our weekly discussions of the readings. With your group, you will create the roles necessary for maximizing your understanding of the readings. Your grade will be based on both a peer and self-evaluation of 1) your weekly completion of your literature circle role and 2) your engagement in the group discussion.

3. Resource Handout (10 points)

You will either identify one differentiation or assessment concept that you would like to know more about or ask your cooperating teacher to provide you with a concept they would like to know more about. Then you will research the concept and create a 1-page handout for your classmates that details the following:

1. A definition of the concept that includes its purpose in helping students learn
2. A brief synopsis of research on the concept

3. Suggestions on how to apply this concept within practice (what have others done, and your ideas for what could be done)

A list of possible concepts within Differentiation include (a) learning profile assessments, (b) tiered assignments, (c) contracts, (d) menus, (e) bloom's taxonomy, (f) stations, etc.

A list of possible concepts within Assessment include (a) diagnostic assessments, (b) data collection, (c) self-evaluations, (d) performance-based assessments, (e) teacher-made tests, (f) rubrics, (g) checklists, (h) anecdotal note-taking, (i) student interviews, (j) student observations, (k) portfolios, etc.

This assignment should be submitted to Bb on Thursday, June 25. The evaluation of this work will be done using a self-evaluation tool; therefore, you will assign your grade along with me.

*Please note the above is meant to be a framework for this assignment. I would like you to develop the details of this assignment as you see fit. We will develop a rubric for this assignment together, keeping in mind that this is intended to be a resource for teachers and your peers!

4. Differentiated Lesson Plans (PBA #1) (30 points) **Shared with EDCI 554**

You will create a sequence of 3 Social Studies lesson plans. You will identify an overarching goal for all 3 lesson plans, a brief pre-assessment to be used before the instruction, and a brief summative assessment to be used after instruction. Each lesson plan must follow the GMU lesson-planning format.

*** This assignment will be part I of the designated PBA for the course**

5. Analysis of Student Learning (PBA #2) (20 points)

Using the skills in assessment that you will develop in this course, you will analyze student data and provide a plan for differentiation based on this data. This plan may address student readiness, interest, and learning profile. Your analysis will detail how the data would be used to inform your planning—specifically, how you might use it to differentiate content, process, and product within your instruction.

You will be expected to examine the data to such a level that you are able to identify areas of strengths and weaknesses for individual students while also identifying learning trends across the classroom. In addition, you will be expected to go beyond merely attending to percentage correct/incorrect of the assessments and instead look more closely to specific learning needs that might be addressed.

And finally, you will pose implications for further instruction, including differentiation, based on your analysis of student assessment data.

*This assignment is part two of the PBA designated for this course.

*Note: Because access to classrooms is limited during the summer, student data sets will be provided for this assignment. If you have student data that you've collected for another course, you may use that data, with prior permission.

ASSIGNMENT POINTS/WEIGHTING:

<i>Course Outcomes</i>	<i>Requirements & Assignments</i>	<i>Points/Worth</i>	<i>Due Date</i>
A – G	Attendance, Participation & Reflections	30 points	<i>ongoing</i>
A	Literature Circles	10 points	<i>ongoing</i>
A, B, E, F	Research Handout	10 points	<i>June 25</i>
A – G	PBA #1: Differentiated Lesson Plans **	30 points	<i>July 9</i>
A – G	PBA #2: Analysis of Student Learning	20 points	<i>July 16</i>
TOTAL		100 / 100%	

(Dates may change throughout the course)

**Shared task with EDCI 555

GRADING POLICIES

A=94-100; A-=90-93; B+=87-89; B=80-86; C=70-79; F=below 70

**Remember: A course grade less than B requires that you retake the course.*

WORK TIMELINESS EXPECTATIONS:

It is expected that all class assignments will be submitted on time to the correct location; therefore, **late assignments will not receive full credit**. Assignments turned in late will receive an automatic deduction of one letter grade making the highest possible score equivalent to 80% (B). All assignments must be submitted by the beginning of class (Eastern standard time) on the due date stated within the syllabus (see below) and should only be submitted via **Blackboard**.

If you are unable to complete an assignment due to an emergency or difficult circumstance **48 hours prior notification** must be made with the instructor via email or in person. In situations that are deemed an emergency or a difficult circumstance, I will work with you to set a new submission date that will not be considered late.

Also, please note that only **one email reminder** will be sent from the instructor in an attempt to obtain an assignment if it was not turned in on time or you did not provide 48 hours prior notification that it would be late.

OTHER EXPECTATIONS

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 6th 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

BLACKBOARD REQUIREMENTS

Every student registered for any Elementary Education course with a required performance-based assessment (designated as such in the syllabus) is required to submit this/these assessment(s) (EDCI 545: Impact on Student Learning Task) to Tk20 through Blackboard (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

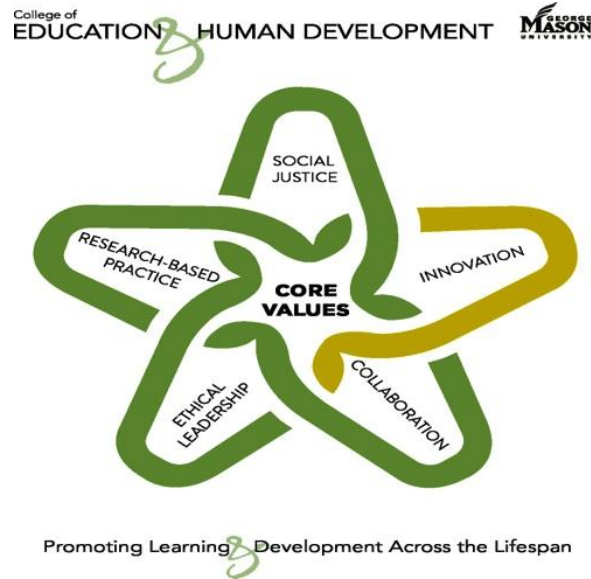
- 1 Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- 2 Students must follow the university policy for Responsible Use of Computing (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 3 Students are responsible for the content of university communications sent to their George Mason University 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.
- 4 The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- 5 Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, as soon as possible [See <http://ods.gmu.edu/>]. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See <http://ods.gmu.edu/>).
- 6 Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- 7 The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

CORE VALUES COMMITMENT

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



For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>

IMPORTANT INFORMATION FOR LICENSURE COMPLETION

Beginning with Spring 2015 internships, all official and passing test scores must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the internship application deadline. Allow a minimum of six weeks for official test scores to arrive at Mason. Testing too close to the application deadline means scores will not arrive in time and the internship application will not be accepted.

Required tests:

- Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
- VCLA
- RVE
- Praxis II (Content Knowledge exam in your specific endorsement area)

For details, please check <http://cehd.gmu.edu/teacher/test/>

Endorsements:

Please note that ALL endorsement coursework must be completed, with all transcripts submitted and approved by the CEHD Endorsement Office, prior to the internship application deadline. Since the internship application must be submitted in the semester prior to the actual internship, please make an appointment to meet with the Endorsement Specialist and plan the completion of your Endorsements accordingly.

CPR/AED/First Aid:

Beginning with spring 2015 internships, verification that the Emergency First Aid, CPR, and Use of AED Certification or Training requirement must be submitted and in the Mason system (i.e. Banner/PatriotWeb) by the application deadline. Students must submit one of the "acceptable evidence" documents listed at <http://cehd.gmu.edu/teacher/emergency-first-aid> to CEHD Student and Academic Affairs. In order to have the requirement reflected as met in the Mason system, documents can be scanned/e-mailed to CEHDacad@gmu.edu or dropped-off in Thompson Hall, Suite 2300.

Background Checks/Fingerprints:

All local school systems require students to complete a criminal background check through their human resources office (not through George Mason University) prior to beginning field hours and internship. Detailed instructions on the process will be sent to the student from either the school system or Mason. Students are strongly advised to disclose any/all legal incidents that may appear on their records. The consequence of failing to do so, whether or not such incidents resulted in conviction, is termination of the field hours or internship.

Please Note: Your G-Number must be clearly noted (visible and legible) on the face of the document(s) that you submit.

Application

The internship application can be downloaded at <http://cehd.gmu.edu/teacher/internships-field-experience>

Deadlines

Spring internship application:

- Traditional semester long internship: September 15

Fall internship application:

- Traditional semester long internship: February 15
- Year Long Internship: April 1 (All testing deadlines are August 1 immediately preceding the fall start; RVE deadline is December 1)

EDCI 545 Attendance & Participation in Lit Circles Rubric (10 points)

Expectations

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. To do this **it is expected that you attend all scheduled classes and asynchronous/synchronous online meetings** outlined within the syllabus. Please see syllabus for additional details. **Weekly attendance and participation in Lit Circles** is evaluated using the scale below.

	Unsatisfactory (0 pts)	Basic (1-3 pts)	Proficient (4-7 pts)	Distinguished (8-10 pts)
Participation / Attendance	The student is absent from class.	The student is significantly late and/or is not prepared for class. The student does not actively participate in discussions.	The student is on time and generally prepared for class discussions. The student participates to an extent in group and class discussions.	The student is punctual and prepared for class. The student actively participates and supports the members of the learning group and the members of the class.

EDCI 545 Class Reflections Rubric (30 points)

	Unsatisfactory (0-20 pts)	Basic (21-23 pts)	Proficient (24-26 pts)	Distinguished (27-30 pts)
Daily Reflections	Few if any reflections are submitted; summary reflective statement not included or very limited in scope and depth	Minimal reflections are submitted for some /all days; summary reflective statement is limited in scope and depth	General reflections are submitted for most /all days, reflective statement is clear and thoughtful	Substantive/rich reflections are submitted for all days; reflective statement is rich, comprehensive, and detailed

Analysis of Student Learning (PBA)

Part 1: Using Data to Drive Instruction

Using the skills you will develop in this course, you will **review** and **analyze student data**. This data may include conferences, observations, interviews, student readiness, interest and learning profile inventories of a small or whole group. If you do not have access to students, data will be provided for you.

To summarize:

- Create and conduct a series of diagnostic pre-assessments to use
- Maintain a system for organizing/collecting your data
- Meet with your group to discuss the findings from your pre-assessments
- Write a brief description of what you learned about each student
 - One paragraph about each student
 - One-two paragraph holistic summary of trends and implications for your guided reading lessons. How will your diagnostic data inform your lesson planning for the guided reading lessons? How will you differentiate for readiness, interest, and learning style via content, process, product in your guided reading lessons?

Analysis of Student Learning (PBA)

PART 1-Diagnostic Assessments				
Topic	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
Diagnostic Tools	Not included	Designed and used a limited number of diagnostic pre-assessments (2 or fewer)	Designed and used a variety (2-3) of diagnostic pre-assessments	Designed and used a wide variety (4+) of diagnostic pre-assessments
Analysis of pre-assessment data	Not included	Analysis of data is generic in scope and limited in depth.	Analysis of data includes a general description of each student	Analysis of data includes rich, thorough description of each student

Implications of pre-assessment findings		Limited description of implications for planning—with little attention to strategies for differentiating instruction	A description of implications for planning—with an emphasis on strategies for differentiating instruction	A thorough description of implications for planning—with an emphasis on strategies for differentiating instruction
Writing Style	Numerous errors and/or stylistic issues	Some errors and/or stylistic issues	Well written with few errors in grammar, style or punctuation	Well written with no errors in grammar, style or punctuation

Part 2: Lesson Plans

Topic	Beginning (not met) 1	Developing (not met) 2	Proficient (met) 3	Distinguished (met) 4
Rationale ACEI 3.1 INTASC 2	Limited rationale for instructional decisions. No connection to course content.	General rationale for instructional decisions. Minimal connections to course content.	Somewhat detailed rationale for instructional decisions. General connections to course content.	Detailed rationale for instructional decisions. Specific connections to course content.
Standards and objectives ACEI 3.1 INTASC 7	Limited connections to standards; minimal/poorly constructed objectives	General connections to standards; broad objectives and/or not connected to lesson procedures	Connections to standards; Objectives generally clear and connected to lesson procedures	Specific connections to standards; specific, clear objectives aligned to lesson procedures
Instructional procedures ACEI 3.1 INTASC 7	Limited description of procedures	General description of procedures	Somewhat specific description of procedures with limited scripting	Specific, clear, description including a scripting of the procedures

<p>Instructional approach and strategies</p> <p>ACEI 3.4,</p> <p>INTASC 5</p>	<p>Instructional approach is unclear and/or missing components; no attention to engaging instructional strategies</p>	<p>Instructional approach is identifiable and generally followed; minimal inclusion of engaging instructional strategies</p>	<p>Instructional approach is identifiable and most components are used, some engaging instructional strategies are used</p>	<p>Instructional approach is clearly identifiable and includes all components are used; highly engaging instructional strategies are used</p>
<p>Assessment</p> <p>ACEI 4.0</p> <p>INTASC 6</p>	<p>Limited attention to formative and summative assessment strategies; no connection to objectives and procedures</p>	<p>General attention to formative and summative assessment strategies; minimal connections to objectives and procedures</p>	<p>Somewhat specific attention to formative and summative assessment strategies; assessments generally connect to objectives and procedures</p>	<p>Detailed, specific attention to formative and summative assessment strategies; assessments clearly connect to objectives and procedures.</p>
<p>Learner differences</p> <p>ACEI 3.2</p> <p>INTASC 2</p>	<p>Limited attention to learner differences via accommodations, modifications, differentiated strategies</p>	<p>General attention to learner differences via accommodations, modifications, differentiated strategies</p>	<p>Somewhat specific attention to learner differences via accommodations, modifications, differentiated strategies</p>	<p>Detailed attention to learner differences via accommodations, modifications, differentiated strategies</p>