George Mason University
College of Education and Human Development
Elementary Education

EDCI 545 Section A01 - Assessment and Differentiation (3 credits)
Summer 2017 (May 22—June 24)
Thompson 2020 and Centreville/Centre Ridge Elementary Schools

*Course taught in conjunction with *EDCI 553 – Science Methods*

Professor: Dr. Andrew Gilbert
Office Hours: By appointment; including email/Skype or Facetime if desired.
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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.

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.

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.

REQUIRED TEXTS:

Chapman, C. and King, R. (2011). Differentiated assessment strategies: One tool doesn't fit all (2nd ed.). Sage: New York, NY.

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

**Additional selected readings will be posted on Blackboard.

COURSE ASSIGNMENTS AND EXAMINATIONS (all assignments count for each course EDCI 545 and 553):

1. Attendance and Participation 10%

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 48 hours in advance. In addition, you are expected to be on time to class each week unless 48 hours advance notice has been provided to the instructor. This is particularly important given our work with a school partner. This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers; therefore, you are expected to contribute to both class and online discussions and activities as well as genuinely listen to peers as they do the same. In addition, you are expected to be prepared for each class, which means having completed all assigned readings and tasks for that class. 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. Wonder Journal 10%

Think about the science that you see in the everyday. Ask yourself questions, feel the movements and forces while you drive, look at the sky, watch your pet, engage with another human, think about your place in this world, go for a long walk and just think...no phone, no worries, just get lost in your thoughts. Remember this is homework so you have an excuse. Over the course of the semester…use a composition book/journal to make note of various things that you observe in the natural world around you and list, sketch, question, observe and record those things that capture your attention and imagination. These wonderings about the natural world are just that…what do you see, feel and think about those things that fascinate and frustrate you to think about. We will intentionally slow down and use old technology (paper and pencil) to engage with our wonders. There are no real rules here. Well, I lied, there are two rules…1) you will need to complete 10 entries total (more is fine); 2) we will turn in our journals **June 21** in class. Your wonders are

yours and unique to how you envision the world around you. "Dance like nobody is watching" while you build your entries.

3. Longitudinal Reading Logs 20%

a. You will analyze each reading in terms of the reading and its connection to your school site and your unit. Record these responses in your longitudinal reading log for each reading. Use the template provided in Bb. Your reflection should…
   1. be completed before the class period begins.
   2. be brief, yet thoughtful, and demonstrate genuine consideration of the text
   3. be accessible during <u>each</u> class session.

   These will help in the construction and support of both your science unit and differentiation plan.

4. Differentiation and Assessment Plan for unit 20%

Using the template provided in class, you will work with your teams to outline a plan for a differentiated unit of instruction. You will design the differentiation and assessment plan to promote equity in learning opportunities for all students. This means that intentional decisions will need to be made to consider student readiness, interests, and learning profiles. You will need to consider how content, process, and/or products of the lesson will be different for different groups of students depending on their strengths. All of these decisions will be driven by your knowledge of students from your field placement and couched in the readings you have engaged in throughout the semester. Your outline will also include a plan for measuring student learning prior to and throughout the unit.

5. Impact on Student Learning Task: 10%

After teaching portion of your unit, you will analyze the student learning data you collected from any formative or summative assessments you delivered within your instruction. You will be expected to examine it 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. And finally, you will pose implications for further instruction, including differentiation, based on your analysis of student assessment data. **You will go beyond merely attending to percentage correct/incorrect of the assignment and instead will "break the assessment down" to its skills and sub-skills. First, you will evaluate what the student demonstrated that he/she knew or did not know within each objective. Second, you will pose implications for further instruction based on your analysis.**

6. Inquiry-Based Unit Project 30%

The goal of this project is construct and teach (a small portion) an inquiry-based unit within your field site. We will design this work around the 5 E model of lesson planning. The unit will entail building a detailed and well-supported narrative description for the approach that will be employed. The lesson sequence will build science content understanding in engaging and dynamic ways for students within your field site and provide some key theoretical and research-based support for the content, approach and activities constructed. The unit will be scored via the rubric provided later in the syllabus as part of the PBA for science.

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, communication 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.

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; EDCI 553 – Science Unit) 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.

Professional Dispositions:

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

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://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 http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The Writing Center 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/).

- The 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/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

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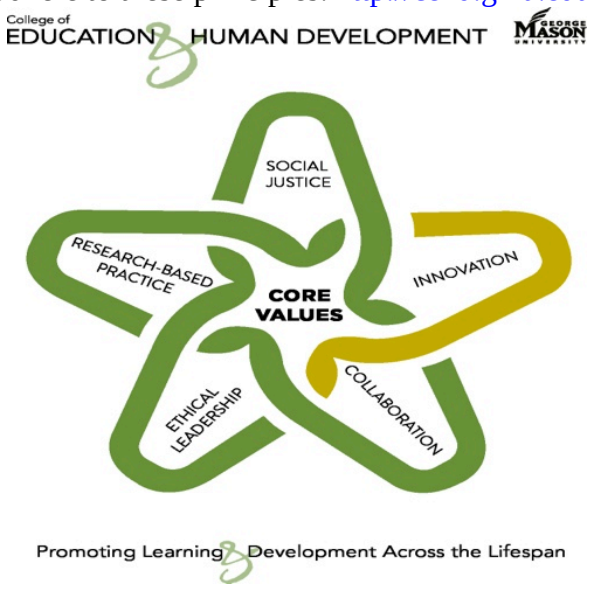

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

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

Memo:

To: all CEHD students seeking student teaching internships in spring 2018 and forward

From: Jeff Davis, Director of Educator Preparation, CEHD

Re: Internship application requirements

Date: May 1, 2017

Students – please note the following requirements for Spring 2018 internship applications. **No extensions to the application deadlines will be given for missing/incorrect/failing test scores, missing endorsements, or missing/incorrect CPR/AED/First Aid certifications**.

Student Clinical Practice: Internship Application Requirements

TESTING

Since 2015, internship applications must include **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.

For Spring 2018 internships, this means that the latest you could test in time for scores to be reported to Mason by September 15th is **August 1st**.

Required tests:

Praxis Core Academic Skills for Educators Tests (or qualifying substitute)
VCLA
RVE (specific programs only…see link below)
ACTFL (Foreign Language only…unofficial scores are acceptable *for this test only*)
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 – NEW hands-on training required for licensure!
Due to a recent change in Virginia law, effective July 1, 2017, all new license applications and license renewals must include verification that "hands-on" First Aid/CPR/AED training was completed. This means that applications for spring 2018 internships must also include verification of completing "hands-on" training. After June 30, 2017, the online training will no longer be accepted.

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.

DYSLEXIA AWARENESS TRAINING – NEW requirement for licensure!
Effective July 1, 2017, every person seeking initial licensure or renewal of a license shall complete awareness training, provided by VDOE, on the indicators of dyslexia, as that term is defined by the board and regulations, and the evidence-based interventions and accommodations for dyslexia. The training module is located at http://www.doe.virginia.gov/teaching/licensure/dyslexia-module/story.html. Similar to the Child Abuse Prevention Module, students will need to save and print out the completion certificate at the end of the module.

BACKGROUND CHECKS/FINGERPRINTING
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 the internship**. Detailed instructions on the process will be sent to the student from either the school system or Mason.

When applying for their background check/fingerprinting, students are **strongly advised** to disclose any/all legal incidents that may appear on their records. School divisions can and will withhold internship placement if discrepancies are found between a student's disclosure and their official judicial record. Students must assume the risk that classes may be deferred and their program progress delayed or altered due to the individual severity of notations on such a check and review by individual agencies.

PLEASE NOTE:
Your G# must be clearly noted (visible and legible) on the face of any & all documents that you submit.

APPLICATION

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

DEADLINES

Spring 2018 internship application deadline:

* Traditional Internship: ***September 15, 2017***

***** On-the Job Internship: ***November 1, 2017***

If you have any questions about the above requirements, **don't wait** - please contact your advisor or the Clinical Practice Specialist at internsh@gmu.edu Please be sure to include your G# and program/content area information in your email.

This communication to you, including all requirements and deadlines, will be referenced upon receipt of any request for application deadline extension.

Differentiation and Assessment Plan (20 pts.)

Part 1-Diagnostic Assessment				
Topic	**Distinguished (met) 4**	**Proficient (met) 3**	**Developing (not met) 2**	**Beginning (not met) 1**
Diagnostic Tools	Discusses a wide variety (4+) of diagnostic pre-assessments and articulates myriad of reasons for choosing your approach.	Discusses a variety (2-3) of diagnostic pre-assessments and articulates myriad of reasons for choosing your approach.	Designed and used a limited number of diagnostic pre-assessments (2 or fewer) articulates a few reasons for choosing your approach.	Not included
Analysis of pre-assessment data	Analysis of data includes rich, thorough descriptions with detailed example cases	Analysis of data includes a general description with example cases, but missing some detail.	Analysis of data is generic in scope and limited in depth.	Not included
Implications of pre-assessment findings	A thorough description of implications for planning—with an emphasis on strategies for differentiating instruction	A description of implications for planning—with an some emphasis on strategies for differentiating instruction	Limited description of implications for planning—with little attention to strategies for differentiating instruction	
Writing Style	Well written with no errors in grammar, style or punctuation	Well written with few errors in grammar, style or punctuation	Some errors and/or stylistic issues	Numerous errors and/or stylistic issues

Part 2: Lesson Plans				
Topic	**Distinguished (met) 4**	**Proficient (met) 3**	**Developing (not met) 2**	**Beginning (not met) 1**
Rationale ACEI 3.1 INTASC 2	Detailed rationale for instructional decisions. Specific connections to course content.	Somewhat detailed rationale for instructional decisions. General connections to course content.	General rationale for instructional decisions. Minimal connections to course content.	Limited rationale for instructional decisions. No connection to course content.
Standards and objectives ACEI 3.1 INTASC 7	Specific connections to standards; specific, clear objectives aligned to lesson procedures	Connections to standards; Objectives generally clear and connected to lesson procedures	General connections to standards; broad objectives and/or not connected to lesson procedures	Limited connections to standards; minimal/poorly constructed objectives
Instructional procedures ACEI 3.1 INTASC 7	Specific, clear, description including a scripting of the procedures	Somewhat specific description of procedures with limited scripting	General description of procedures	Limited description of procedures
Instructional approach and strategies ACEI 3.4, INTASC 5	Instructional approach is clearly identifiable and includes all components are used; highly engaging instructional strategies are used	Instructional approach is identifiable and most components are used, some engaging instructional strategies are used	Instructional approach is identifiable and generally followed; minimal inclusion of engaging instructional strategies	Instructional approach is unclear and/or missing components; no attention to engaging instructional strategies
Assessment ACEI 4.0 INTASC 6	Detailed, specific attention to formative and summative assessment strategies; assessments clearly connect to objectives and procedures.	Somewhat specific attention to formative and summative assessment strategies; assessments generally connect to objectives and procedures	General attention to formative and summative assessment strategies; minimal connections to objectives and procedures	Limited attention to formative and summative assessment strategies; no connection to objectives and procedures
Learner differences ACEI 3.2 INTASC 2	Detailed attention to learner differences via accommodations, modifications, differentiated strategies	Somewhat specific attention to learner differences via accommodations, modifications, differentiated strategies	General attention to learner differences via accommodations, modifications, differentiated strategies	Limited attention to learner differences via accommodations, modifications, differentiated strategies

Part 3-Analysis of Impact of Instruction on Student Learning (10 pts.)

Topic	Distinguished (met) 4	Proficient (met) 3	Developing (not met) 2	Beginning (not met) 1
Analysis of Progress Towards Objectives	Thorough post lesson analysis of what the students did/did not know in relation to the objectives	Post lesson analysis of what the students did/did not know in relation to the objectives	General post lesson analysis of what the students did/did not know in relation to the objectives	
Analysis of Student Strengths/ Weaknesses	Rich description of areas of strength and areas of weakness for each student	Description of areas of strength and areas of weakness for each student	General description of areas of strength and areas of weakness for each student	
Implications	Thoroughly described implications for future instruction, including needed differentiation.	Description includes implications for future instruction, including needed differentiation.	General description of implications for future instruction	
Writing Style	Well written with no errors in grammar, style or punctuation	Well written with few errors in grammar, style or punctuation	Some errors and/or stylistic issues	Extensive errors and/or stylistic issues

Inquiry-based Unit Project (30pts.)

Description and standard addressed	Exceeds Expectations, 4-5 pts.	Meets Expectations, 2-3 pts.	Needs Improvement, 1 pt.	Does Not Meet Expectations – 0
A. Lesson Framework (pedagogical process & procedure, narrative description) INTASC: # 8 ACEI: #1.0	Utilizes inquiry-based lesson model (5E's), clearly describes pedagogical process that embodies inquiry. Clearly described, highly usable and innovative ideas with original elements; uses a myriad of excellent and well-respected sources properly referenced within narrative descriptions.	Utilizes inquiry-based lesson model (5E's), clearly describes pedagogical process that embodies inquiry. Effectively describes, usable and effective ideas; uses dependable sources that properly referenced within narrative descriptions.	Difficult to use; does not have complete components; and/or is not self-explanatory. Does not utilize reputable sources within narrative descriptions and/or more needed clarity within narrative.	No consistent format nor serious professional commitment to student needs.
B. Aligned Standards, Objectives, Activities & Resources INTASC: # 7; ACEI: #3.1	All are student-oriented objectives and stated in observable student learning outcomes; spans all levels of student thinking; all are appropriate for the lesson. Standards, objectives and lesson activities all seamlessly align and support one another.	All are student-oriented objectives and stated in observable student learning outcomes; covers some levels of student thinking; most are clearly connected directly to lesson activities; there exists alignment between standards, objectives and activities.	A mix of student- and teacher-oriented objectives or not stated in terms of observable student learning outcomes; has only minimal levels of student thinking; has way too little or many objectives; and/or some are inappropriate for lesson. Standards, objectives and activities not clearly aligned.	Missing
C. Assessment INTASC: #6 ACEI #4	Innovative, well-supported assessment strategies clearly linked to objectives; demonstrates all stated objectives, copies of assessments included. Will include diagnostic, formative and summative approaches throughout the unit.	Assessment clearly linked to objectives; demonstrates nearly all stated objectives, copies of written assessments are attached. Will include diagnostic, formative and summative approaches throughout the unit.	Assessment is not clearly linked to objectives; demonstrates some stated objectives, and/or copies of written assessments are not attached. Does not include all three types of assessment.	Missing
D. Science Content (Earth science, space science, life science, physical science) INTASC: #4 ACEI #2.2	Content utilized in lesson plan is accurate, complete (as defined by listed standards); incorporates innovative, exciting and scientifically accurate approaches; multiple connections are made to	Content utilized in lesson plan is accurate, complete (as defined by listed standards); incorporates These approaches make attempts to connect to students everyday lives.	Content utilized in lesson plan is inaccurate in some places, key content is not addressed (as defined by listed standards); incorporates mostly scientifically accurate approaches; little effort to connect to students everyday lives.	Missing

	students everyday lives and accessible.			
E. Nature of Science and Safety INTASC Content #5 ACEI #2.2	Lesson supports essential enactment of science processes consistent with accepted notions of NOS. These include wonder, evidence, investigation, testing, concluding based on findings, etc. These approaches are well-supported with research literature. There also exists keen attention to issues that could arise and clearly provides appropriate safety measures.	Lesson supports enactment of science processes consistent with accepted notions of NOS. These include wonder, evidence, investigation, testing, concluding based on findings, etc. There also exists attention to issues that could arise and clearly provides appropriate safety measures.	Lesson tries to support enactment of science processes consistent with accepted notions of NOS, but misses on key approaches or those approaches are absent. (including wonder, evidence, investigation, testing, concluding based on findings, etc.) There is not enough attention paid to issues that could arise and do not clearly provide appropriate safety measures.	Missing
F. Technology Plan INTASC #5 ISTE: #I	Provides excellent description for technology use that connects subject matter with multiple forms technology that advance student learning through creative, and innovative ways.	Strong description for technology use that connects subject matter with technology approaches that advance student learning through creative, and innovative ways.	Description for technology lacks specifics and does not clearly offer ways to advance student learning in creative, innovative and meaningful ways.	Missing

Assessment Summary: The project is meant to facilitate your understanding for the design and teaching of an inquiry-based science unit. This will require research into both inquiry-based lesson planning and science content. The goal is bring powerful learning theory to life in classrooms and design science experiences that both excite and engage elementary children.