

**George Mason University**  
**College of Education and Human Development**  
**Elementary Education**

***ELED 402 Section 002***  
***Differentiating Elementary Methods and Management, 3 credits***

Fall 2021

Wednesdays 1:30-4:10; Thompson L019

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**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 learning styles. Teacher candidates will expand their repertoire of management techniques that support students' learning, motivation, and a positive, supportive classroom climate. This includes exploration of the relationship between classroom environment, student behavior, and student learning.

**Course Delivery Method:** This course will be delivered using multiple instructional strategies and formats including face to face meetings, synchronous meetings, and asynchronous modules. Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored via group activities.

**Please note:** This course requires 15 hours of field observation. Additional details are in the 'assignments' section.

**Learner Outcomes:**

This course is designed to enable 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. Demonstrates 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:**

Upon completion of this course, students will have met the following 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 #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 #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:

Charney, R. S. (2002). *Teaching children to care: Classroom management for ethical and academic growth in grade K-8*. Northeast Foundation for Children.

Doubet, K. J. & Hockett, J. A. (2018). *Differentiation in the elementary grades: Strategies to engage and equip all learners*. ASCD.

Tomlinson, C. A. (2014). *How to differentiate instruction in academically diverse classrooms* (3<sup>rd</sup> ed.). ASCD.

Chappuis, J., Stiggins, R. J., Chappuis, S., Arter, J. A. (2012). *Classroom assessment for student learning: Doing it right- using it well*. Pearson.

\*\*Additional selected readings in instructional planning and classroom management will be posted on Blackboard.

### COURSE PERFORMANCE EVALUATION:

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### Assignments and/or Examinations:

1. **High Leverage Practice Application: Small Conversations Activity \*adapted from Teaching Works at the University of Michigan**

A key component of teaching is building positive relationships with students. This can be done through listening to children, honoring their ideas and experiences, interacting with them as learners. Small conversations done well help convey respect and care. Small conversations that are done poorly can negatively impact student learning and self-efficacy. The purpose of this

assignment is to provide you with an opportunity to prepare for and practice a small conversation with elementary students. It includes three key parts

- Identify 3-4 students (ideally in a small group that you will use for your lesson planning PBA) and prepare for the small conversations. Your conversation preparation should include a launch, talking turns and a closing. A template will be provided
- Enact the small conversations, recording the audio of these using your phone. Upload these with your final assignment.
- Select two-three conversations to transcribe and analyze. A template will be provided for the transcription and the analysis.

2. **DI Observation Tool:**

During your field observations, you will **analyze your observations as they relate to the readings/course discussions using DI checklist/framework provided.** You can have one running chart, but please make sure to include a date/new entry for each classroom visit. As a culminating activity, you will interview your classroom teacher regarding their perceptions and use of differentiated instruction. You will analyze your reflections and your teacher interview and write a summative reflection that synthesizes your developing beliefs about differentiation.

3. **Differentiating a Sample Lesson**

You are to identify a lesson (from a teacher resource series, online source, VDOE or county provided lessons) and rewrite the plan so that it is differentiated to meet the needs of the students in your field observation classroom. Your rewritten plan should follow the Mason format and should incorporate strategies for differentiating content, process, and product by readiness, interest, and/or learning profile.

4. **PBA: Lesson Planning Assessment (Can also be used for ELED 480 Impact on Student Learning Assignment)**

*\*Please note that portions of this assignment will be assessed using VIA as part of our CEHD accreditation process.*

<i>For students in field placements and internship</i>	<i>For students without field placements</i>
<p>Using the skills you will develop in this course, you will <b>design and collect student data</b> via conferences, observations, interviews, student readiness, interest and learner preferences inventories.</p> <p>You will work with your mentor teacher to identify a topic for which you will teach 3-4 sequenced lessons. You and your mentor can determine if these lessons will be for the whole group, for a small group, or for a combination of the two. Once your topic is identified, you review previous assessment data and collect pre-assessment data as needed.</p>	<p>Using the skills you will develop in this course, you will <b>be provided a set of student data to analyze.</b> This data was generated using conferences, observations, interviews, student readiness, interest and learner preferences inventories, and previous assessment data.</p>

## Section 1: Classroom Context & Using Data to Drive Instruction

1. You will write a **description** of what you learned about your students
  - An overview of your class should include a description of your general perceptions of the students' areas of strength and how you might build on those as you plan instruction.
    - *Student learner chart*: a description of what you know about each of the students in your class (\*can also be used in ELED 480)
    - *Who are my learners?* (Consider the number of learners, their academic readiness levels and cultural backgrounds, their prior knowledge, etc.) What knowledge, skills, and understandings do my learners already have? What knowledge or prerequisite skills do I need to access, activate, or build in this lesson? How will I access those prerequisite skills or activate that prior knowledge? Where have learners come from and what are they going on to next?
    - *What do I want my learners to learn?* (Consider the content or subject (and interdisciplinary connections), the type of learning (knowledge, skills, behaviors), how to integrate college- and career-ready standards, etc.)
    - *How will I know what the learners understand?* (Consider pre-assessments, informal and formal assessments, formative and summative assessments, higher order questioning techniques, feedback from learners, etc.)
    - *How will my learners learn best?* (Consider the teaching models, learning strategies, length of time available, materials, technology resources, differentiation, modifications, etc.) How will your diagnostic data inform your lesson planning? How will you differentiate for readiness, interest, and learning style via content, process, product in your lessons? How could you incorporate situational interests? Personal interests?

## Sections 2 and 3: Planning for Instruction; Instruction and Assessment

- You will plan and implement 3-4 lessons based on your knowledge of students and assessment data.
- The plans will follow the **Elementary Education Lesson Planning Template** which will include the following sections required of the PBA
  - **Section 2:**
    - SOLs and KUDs (targets). Remember to deconstruct the standard(s) into the specific learning target(s). For each learning target, explain what type of target it is (eg--knowledge, reasoning & application, skill, or disposition).
    - Lesson Rationale
    - A description of plans for differentiation (content, process, product, readiness, interests, & learner preferences) and accommodations
    - Materials/Technology.
  - **Section 3:**
    - Detailed Procedures
    - Checks for understanding/Assessment

- While you will likely use a variety of formative assessments throughout your lessons, you will create one formative assessment to follow the final lesson. To guide you through the process, answer each question below in bulleted format.
    - Why Assess?
      - What is the purpose of the assessment? (Although formative and summative are examples of purpose or use, that is not enough of an answer. You must explain why this information is needed.). Who will use the results? Why would an assessment at this point be useful, and how will the assessment information be put to use?
      - What specific learning target(s) are you assessing with your assessment?
    - How will you assess?
      - What method will be used? Explain the appropriateness of the target/method match (this is the single most important question in this assignment).
      - What will the student do? Is the method appropriate for the age of the students? Justify your answer.
      - Are the individual tasks or test items clearly written and age appropriate? How have you determined this?
      - How will the teacher judge if the learning target has been met (what are the criteria)?
      - How will the teacher collect, record, and score information (checklists, rating scales, rubrics, and/or answer keys)?
    - How will students be involved?
      - How will student involvement support learning? Explain how your assessment will or could be used as a productive assessment (an assessment FOR learning).
      - How will the results be summarized and organized? How will the assessment be used and/or communicated?
- d) The assessment—include a copy, along with an associated key, rubric, checklist, etc...

**Section 4: Reflection-Impact on Student Learning (N/A if not in a field placement)**

- You will write a 1-2 page narrative reflection on the lesson and the impact on student learning. Include an analysis of your formative assessment data and any changes you would make to the lesson based upon your reflection.

**4. Classroom Management Plan**

You will revisit your classroom management plan to reflect and revise your current thinking on the following components:

- An overview of your management philosophy
- A revision of your schematic diagram of the classroom with attention to tenets of differentiation
- A revision to your *Welcome to the School Year* letter that includes an overview of differentiation
- a description of how you plan to get to know and prepare students for differentiated classrooms
- a description of your plan for addressing serious management considerations

**5. Restraint and Seclusion Modules**

As a part of your application for licensure, you must demonstrate an understanding of the VDOE regulations regarding restraint and seclusion of students. To complete this assignment

- Visit the modules website <https://cieesodu.org/initiatives/restraint-and-seclusion/> and complete each of the five modules
- Upon conclusion, download the certificate of completion.
- Upload a copy of this to Bb in our submit assignments section and keep a copy for your licensure records.

### **Other Requirements:**

#### ***1. Attendance and Participation***

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.

\*At the end of each class meeting, you will complete a self-evaluation of your readiness, participation, and effort level for the class

#### **2. 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.

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. Professional writing can be difficult; I encourage you to take advantage of this service. [http://writingcenter.gmu.edu/?page\\_id=177](http://writingcenter.gmu.edu/?page_id=177)

*Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester. You will always receive advanced notice of any modifications.*

### Course Performance Evaluation Weighting

<i>Course Outcomes</i>	<i>Requirements &amp; Assignments</i>	<i>Due Date</i>
A – K	Attendance & Participation (30%)	ongoing
J , M	HLP Application Activity: Small Conversations Assignment (15%)	Sept 15
A-K	DI Observation Tool (5%)	Dec 1
A-G, I, N	Differentiating a Sample Lesson (15 %)	Oct 20
A – K, M, N	*Lesson Planning Task/Impact on Student Learning Assignment (25%)	Dec 1
K, L	Classroom Management Plan Revision (5%)	Nov 10
K, L	Restraint and Seclusion Modules (5%)	Dec 8
TOTAL		100

There is the possibility to earn 100 points total.

\*Designated performance-based assessment

### Grading Policies

Grade	GRADING	Grade Points	Interpretation
A	95-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-94	3.67	
B+	87-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	83-86	3.00	
B-	80-82	2.67	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
D	60-69	1.00	
F*	<69	0.00	

*\*Remember: A grade below “C” is not satisfactory for a licensure course.*

### Professional Dispositions:

Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook). See <https://cehd.gmu.edu/students/polices-procedures/>



## CLASS SCHEDULE

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

DATE	Topics	Tentative Readings and Activities Assignments Due Dates
August 25 <sup>th</sup>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What do I already know about getting to know students, planning, instruction, assessment, and classroom management?</li> <li>• <b><u>305/401 Connections:</u></b> What do I already know about getting to know students, planning, instruction, assessment, and classroom management?</li> </ul> <p>What do I already know about classroom design, child development, teacher language?</p> <p><b><u>Practicum Connections:</u></b></p> <ul style="list-style-type: none"> <li>○ <i>How is my mentor teacher building community? How am I building community?</i></li> <li>○ <i>What am I noticing developmentally about my students?</i></li> <li>○ <i>What is the role of language in my classroom?</i></li> </ul>	<p><b>READ:</b></p> <p><i>Revisit:</i> Text: Yardsticks (for your grade level placement) Text: Power of Our Words, Intro &amp; Ch. 1 Bb: Charney, Ch. 2 Bb: Classroom Design</p> <p style="background-color: #00FF00;"><b>Introduce Small Conversations Assignment</b></p> <p style="background-color: #00FF00;"><b>Introduce PBA Part I (Student Learner Chart—also in ELED 480)</b></p>
September 1 <sup>st</sup>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is Differentiating instruction (DI)?</li> <li>• How do I develop a DI orientation/stance?</li> <li>• What is the role of assessment in DI?</li> <li>• How do I develop a classroom community that supports DI?</li> </ul> <p><b><u>305/401 Connections:</u></b> How does DI intersect with what I already know about planning instruction?</p> <p>What do I already know about creating rules, listening, and reinforcing behaviors?</p> <p><b><u>Practicum Connections:</u></b></p> <ul style="list-style-type: none"> <li>○ <i>How is my mentor teacher building community? How am I building community?</i></li> <li>○ <i>What am I noticing developmentally about my students?</i></li> <li>○ <i>How does my mentor demonstrate listening? Reinforce behaviors?</i></li> <li>○ <i>How have the rules been established and taught?</i></li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Text: Doubet &amp; Hockett: Intro and Ch 1</li> <li>• Bb: <a href="#">Introduction to Universal Design for Learning</a></li> <li>• Bb: <a href="#">DI and Anti-Racist Teaching</a></li> </ul> <p><i>Revisit:</i> Bb: Charney, Ch. 3, 4 Text: Power of Our Words, Ch. 4 &amp; 5</p>

<p>September 8th</p>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is Differentiating instruction (DI)?</li> <li>• How do I develop a DI orientation/stance?</li> <li>• What is the role of assessment in DI?</li> <li>• How do I develop a classroom community that supports DI?</li> </ul> <p><b><u>305/401 Connections:</u></b> How does assessment in DI intersect with what I already know about assessment?</p> <p>What do I already know about reminding language?</p> <p><b><u>Practicum Connections:</u></b></p> <ul style="list-style-type: none"> <li>○ <i>How does my mentor define differentiation?</i></li> <li>○ <i>How is my mentor teacher getting to know students? How am I getting to know students?</i></li> <li>○ <i>What am I noticing developmentally about my students?</i></li> <li>○ <i>How does my mentor remind students about expectation?</i></li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Bb: Tomlinson, Ch. 3 Needs of Students</li> <li>• Bb: Tomlinson, Ch 4 Role of The Teacher</li> <li>• Bb: Tomlinson &amp; Moon, Ch. 2 Assessment &amp; DI (pgs. 17-21)</li> </ul> <p><i>Revisit:</i> Text: Power of Our Words, Ch. 6</p>
<p>September 15<sup>th</sup></p>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What is pre-assessment?</li> <li>• How do I pre-assess students' interests &amp; learner preferences?</li> <li>• How do I develop a classroom community that supports DI?</li> <li>• How do I create pre-assessments for situational and general interests?</li> </ul> <p><b><u>305/401 Connections:</u></b> How does pre-assessment intersect with what I already know about assessment?</p> <p>What do I already know about redirecting language?</p> <p><b><u>Practicum Connections:</u></b></p> <ul style="list-style-type: none"> <li>○ <i>How is my mentor teacher preassessing students' interests and learner preferences?</i></li> <li>○ <i>What am I noticing developmentally about my students?</i></li> <li>○ <i>How does my mentor redirect students who are not meeting the expectations?</i></li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Text: Doubet &amp; Hockett TEXT, Ch. 3- Preassessment (73-83 only); Ch. 7- Interests/ Learner Pref (253-268)</li> <li>• Bb: Tri-mind, Menus, Choice Boards, RAFTs (jigsaw)</li> </ul> <p><i>Revisit:</i> Text: Power of Our Words, Ch. 7</p> <p><b>DUE: HLP Small Conversations Assignment</b></p> <p><b>Introduce PBA Part I(Designing Preassessments for Interest and Learner Preferences)</b></p> <p><b>Identify SOL for PBA</b></p>
<p>September 22<sup>nd</sup></p>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I pre-assess students' readiness?</li> <li>• How do I develop a classroom community that supports DI?</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Text: Doubet &amp; Hockett, Ch. 6--Readiness (201-225); Contracts (211, in text) ThinkDots (pp. 151-158 in text)</li> <li>• Bb: Asset vs. deficit thinking</li> </ul>

	<p><b><u>305/401 Connections:</u></b> How does pre-assessment of readiness intersect with what I already know about assessment?</p> <p>What do I already know about logical consequences?</p> <p><b><u>Practicum Connections:</u></b></p> <ul style="list-style-type: none"> <li>○ <i>How is my mentor teacher pre-assessing students' readiness?</i></li> <li>○ <i>What am I noticing developmentally about my students?</i></li> <li>○ <i>How does my mentor address minor misbehaviors?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Bb: Cubing, Six Hats</li> </ul> <p><i>Revisit</i></p> <ul style="list-style-type: none"> <li>• Bb: Bloom's Taxonomy</li> <li>• Bb: Charney, Ch 6 (Logical Consequences)</li> </ul> <p><b><u>Introduce PBA Part I (Designing Preassessments for Readiness)</u></b></p>
September 29 <sup>th</sup>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I pre-assess students' readiness?</li> <li>• How do I develop a classroom community that supports DI?</li> </ul> <p><b><u>305/401 Connections:</u></b> How do strategies for addressing readiness (focus groups, mini lessons, stations, tiering) intersect with what I already know about planning and instruction?</p> <p>What do I already know about timeouts and focus lessons?</p> <p><b><u>Practicum Connections:</u></b></p> <ul style="list-style-type: none"> <li>○ <i>How is my mentor teacher using strategies for addressing readiness (focus groups, mini lessons, stations, tiering)?</i></li> <li>○ <i>What am I noticing developmentally about my students?</i></li> <li>○ <i>How does my mentor address minor misbehaviors?</i></li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Text: Doubet &amp; Hockett, Ch. 6--Readiness (201-225); Tiering (207-211), Contracts (211) ThinkDots (pp. 151-158)</li> <li>• Bb: Stations &amp; Centers</li> </ul> <p><i>Revisit</i></p> <ul style="list-style-type: none"> <li>• Bb: Take a break/timeout</li> <li>• Bb: Focus lessons</li> </ul>
October 6 <sup>th</sup>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I identify differentiated instructional practices in classrooms and in lesson plans?</li> <li>• How do I develop a classroom community that supports DI?</li> </ul> <p><b><u>305/401 Connections:</u></b> How do student-centered strategies (discussions, group work, debates) intersect with what I already know about planning and instruction?</p> <p>What do I already know about group work and strategies for managing minor misbehaviors?</p> <p><b><u>Practicum Connections:</u></b></p>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Bb: <a href="#">Discussions</a></li> <li>• Bb: Socratic Seminars (<a href="https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar">https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar</a>)</li> <li>• Bb: Debate Carousel (pp. 144-147 in text)</li> </ul> <p><i>Revisit</i></p> <ul style="list-style-type: none"> <li>• Bb: Strategies for managing minor misbehaviors</li> <li>• Bb: Group work</li> </ul> <p><b><u>Introduce Differentiating a Sample Lesson Activity</u></b></p>

	<ul style="list-style-type: none"> <li>○ <i>How is my mentor teacher using student-centered strategies like debates, discussions, and group work?</i></li> <li>○ <i>What am I noticing developmentally about my students?</i></li> <li>○ <i>How am I seeing DI in my classroom (DI Observation Tool)?</i></li> <li>○ <i>How does my mentor address minor misbehaviors?</i></li> </ul>	
<p>October 13<sup>th</sup></p>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I identify the elements of management that inform differentiation and assessment?</li> <li>• How do I differentiate instruction based on students’ readiness, interests, and learner preferences?</li> <li>• What are the perceptions of assessment and how does this influence assessment in my classroom?</li> <li>• What is balanced assessment?</li> <li>• What do district and statewide assessment requirements look like in Virginia?</li> </ul> <p><b><u>305/401 Connections:</u></b> What do I already know about assessment?</p> <p><b><u>Practicum Connections:</u></b></p> <ul style="list-style-type: none"> <li>• <i>What does balanced assessment look like in my mentor teacher’s classroom?</i></li> <li>• <i>What am I noticing developmentally about my students?</i></li> <li>• <i>How am I seeing DI in my classroom (DI Observation Tool)?</i></li> <li>• <i>How does my mentor address minor misbehaviors?</i></li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Text: Intro to Balanced Assessment Chappuis &amp; Stiggins, Ch. 2, pgs. 22-28</li> <li>• Text: Doubet &amp; Hockett, Ch 8</li> <li>• Bb: <a href="#">Balanced Assessment in Virginia</a></li> </ul> <p><i>Revisit</i></p> <ul style="list-style-type: none"> <li>• Bb: Strategies for managing minor misbehaviors</li> </ul>
<p>October 20<sup>th</sup></p>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can I use formative assessment to inform instruction?</li> <li>• How do I provide constructive feedback to guide children’s learning?</li> <li>• How do I apply the tenets of differentiation to classroom management including addressing minor and more significant misbehaviors?</li> </ul> <p><b><u>Practicum Connections:</u></b></p> <ul style="list-style-type: none"> <li>• <i>What does formative assessment look like in my mentor teacher’s classroom?</i></li> <li>• <i>What does feedback look and sound like in my classroom?</i></li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Text: Chappuis &amp; Stiggins (Ch 2, pgs. 28-48)</li> <li>• Bb: Ahead of the Curve (Ch 1)</li> <li>• Bb: Stop Saying Good Job (Kohn)</li> <li>• Bb: <a href="#">HLP: Providing Feedback</a></li> <li>• Bb: Addressing chronic misbehaviors</li> </ul> <p><b><u>DUE: Differentiating a Sample Lesson Activity</u></b></p> <p><b><u>Bring preassessment data to class for PBA work; Introduce PBA Part 2 and Part 3</u></b></p>

	<ul style="list-style-type: none"> <li>• <i>What am I noticing developmentally about my students?</i></li> <li>• <i>How am I seeing DI in my classroom (DI Observation Tool)?</i></li> <li>• <i>How does my mentor address serious or chronic misbehaviors?</i></li> </ul>	
October 27 <sup>th</sup>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How can I use formative assessment to inform instruction?</li> <li>• How do learning targets and assessment intersect?</li> <li>• How do I apply the tenets of differentiation to classroom management including addressing minor and more significant misbehaviors?</li> </ul> <p><b><u>305/401 Connections:</u></b> What do I already know about formative assessment?</p> <p>What do I already know about matching the learning target/objective to the type of assessment?</p> <p><b><u>Practicum Connections:</u></b></p> <ul style="list-style-type: none"> <li>• <i>What does formative assessment look like in my mentor teacher’s classroom?</i></li> <li>• <i>What am I noticing developmentally about my students?</i></li> <li>• <i>How am I seeing DI in my classroom (DI Observation Tool)?</i></li> <li>• <i>How does my mentor address serious or chronic misbehaviors?</i></li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Text: Chappuis &amp; Stiggins, Ch. 3, p. 70-85</li> <li>• Text: Doubet &amp; Hockett, Ch. 5, p. 184-188 (Exit Tickets), 189-193 (Sticky Notes), 194-197 (Frayer Model)</li> <li>• Bb: <a href="#">Online Exit Tickets</a></li> <li>• Bb: Addressing Serious Misbehaviors</li> </ul>
November 3 <sup>rd</sup>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What are methods of assessment and how do these inform my instruction?</li> <li>• How do I design effective teacher-designed, selected response, and written response assessments?</li> <li>• How do I recognize and critique the elements of teacher-designed, selected response, and written response assessments?</li> <li>• What school-wide safety practices and policies are in place?</li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Bb: Popham, Chs 6 &amp; 7</li> <li>• Text: Chappuis &amp; Stiggins, Ch. 4, pg. 99-116</li> <li>• Bb: Nichols (2020) A guide to equity and antiracism</li> <li>• Bb: What teachers need to know about restorative justice (2019)</li> </ul> <p><b><u>DUE: Draft of PBA Parts 1 and 2</u></b></p>

	<p><b><u>305/401 Connections:</u></b> What do I already know about teacher designed assessments?</p> <p><b><u>Practicum Connections:</u></b></p> <ul style="list-style-type: none"> <li>○ <i>What does teacher-designed assessment look like in my mentor teacher’s classroom?</i></li> <li>○ <i>What am I noticing developmentally about my students?</i></li> <li>○ <i>How am I seeing DI in my classroom (DI Observation Tool)?</i></li> <li>○ <i>What are the school’s safety practices, policies, and protocols in regards to serious misbehaviors?</i></li> </ul>	
November 10 <sup>th</sup>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I design effective performance-based assessments, rubrics and portfolios?</li> <li>• How do I recognize and critique the elements of performance-based assessments, rubrics, and portfolios?</li> </ul> <p><b><u>305/401 Connections:</u></b> What do I already know about performance-based assessments?</p> <p><b><u>Practicum Connections:</u></b></p> <ul style="list-style-type: none"> <li>○ <i>How does my mentor teacher use performance-based assessments in the classroom?</i></li> <li>○ <i>What am I noticing developmentally about my students?</i></li> <li>○ <i>How am I seeing DI in my classroom (DI Observation Tool)?</i></li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Text: Chappuis &amp; Stiggins ( pgs. 219-238)</li> <li>• Bb Readings (JIGSAW) <ul style="list-style-type: none"> <li>○ Checklists</li> <li>○ Portfolios</li> <li>○ Journals</li> <li>○ Rubrics</li> </ul> </li> </ul> <p><b><u>DUE 12/8: CM Revisions (use track changes)</u></b></p>
November 17 <sup>th</sup>	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do I create a plan for recording assessment data and determining student grades?</li> <li>• How do I identify the elements of an effective grading system in a differentiated classroom.</li> <li>• How do I communicate with families about student progress?</li> </ul> <p><b><u>305/401 Connections:</u></b> What do I already know about grading?</p> <p><b><u>Practicum Connections:</u></b></p> <ul style="list-style-type: none"> <li>○ <i>How does my mentor teacher determine grades?</i></li> <li>○ <i>What is the role of conferencing and conferring in my mentor’s classroom?</i></li> </ul>	<p><b>READ:</b></p> <ul style="list-style-type: none"> <li>• Text: Stiggins &amp; Chappuis, ch. 11 (pg. 389-405)</li> <li>• Bb: Tomlinson &amp; McTighe ch. 8 (pg. 70-76)</li> <li>• Bb: <a href="#">Conferring</a></li> <li>• Bb: <a href="#">Conferring (Writing)</a></li> <li>• Bb: Cultural bias in grading</li> </ul> <p><b>WATCH:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Conferring Video Sample</a></li> <li>• <a href="#">Coaching Conference</a></li> </ul> <p><b><u>DUE: Draft of PBA Impact on Student Learning (all Parts)</u></b></p>

	<ul style="list-style-type: none"> <li>○ <i>How does my mentor communicate with families about grades?</i></li> <li>○ <i>What am I noticing developmentally about my students?</i></li> <li>○ <i>How am I seeing DI in my classroom (DI Observation Tool)?</i></li> </ul>	
November 24 <sup>th</sup>	Work Session—Revise PBA	n/a
December 1st	<p><b>Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● What is the role of testing in an elementary classroom?</li> <li>● What is the role of standardized testing in an elementary classroom?</li> <li>● What are the ethical and legal responsibilities associated with assessments?</li> </ul> <p><b><u>305/401 Connections:</u></b> What do I already know about standardized assessments in elementary classrooms?</p> <p><b><u>Practicum Connections:</u></b></p> <ul style="list-style-type: none"> <li>○ <i>What is the role of standardized testing in my mentor teacher’s classroom?</i></li> <li>○ <i>What am I noticing developmentally about my students?</i></li> <li>○ <i>How am I seeing DI in my classroom (DI Observation Tool)?</i></li> </ul>	<p><b>READ:</b> Bb: Ravitch article Bb: Current Events Bb: Anti-racism, cultural bias and standardized testing</p> <p><b><u>Bring DI Observation Tool for Discussion and Analysis</u></b></p> <p><b><u>DUE: 12/1 PBA FINAL (all Parts)</u></b></p> <p><b><u>DUE 12/8: Restraint Modules</u></b></p>

**Professional Dispositions:**

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

See <https://cehd.gmu.edu/students/policies-procedures/>

**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/>



Promoting Learning & Development Across the Lifespan

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- 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 Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. 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>

**Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, 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 from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

**LESSON PLANNING ASSESSMENT TASK**




George Mason University College of Education and Human Development  
Elementary Education Program

In the Elementary Education program, the Lesson Planning Assessment is completed during EDCI 544 and is assessed by the instructor. The candidate must earn a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan and the impact on student learning.

**STANDARDS**

- **InTASC Standards:** 1, 3, 4, 5, 6, 7, 8, 9
- **CAEP Standards:** 1.1, 1.3, 1.4, 1.5
- **VDOE Standards:** 1, 2, 3, 4, 6
- **SPA Standards:** ACEI 1.0, 3.1, 3.2, 3.3, 3.5, 4.0, 5.1, 5.2

**THEMES**

-  **Technology**
-  **Diversity**
-  **College & Career Ready**

**ASSESSMENT OBJECTIVE:** The candidate will develop a research-supported lesson plan that effectively meets the needs of a specific population of learners.

**RATIONALE**

It is important that teacher candidates demonstrate their ability to design an effective lesson plan with specific, performance-based learning objectives that meet the learning needs of their learners. Lesson planning can be guided by four basic questions (adapted from Spencer, 2003):

1. *Who are my learners?* (Consider the number of learners, their academic readiness levels and cultural background, and prior knowledge, etc.)
2. *What do I want my learners to learn?* (Consider the content or subject (and interdisciplinary connections), the type of learning (knowledge, skills, behaviors), how to integrate college and career ready standards, etc.)

3. *How will I know what the learners understand?* (Consider the informal and formal assessments, formative and summative, higher order questioning techniques, feedback from learners, etc.)
4. *How will my learners learn best?* (Consider the teaching models, learning strategies, length of time available, materials, technology resources, differentiation, modifications, etc.)

You might also want to ask:

- What knowledge, skills, and understandings do my learners already have?
- What knowledge or prerequisite skills do I need to access, activate or build in this lesson? How will I access those prerequisite skills or activate that prior knowledge?
- Where have learners come from and what are they going on to next?
- How can I build in sufficient flexibility to respond to emergent needs indicated by ongoing observation and formative assessment?

During field experiences and the internship, a lesson plan must be developed for each teaching session. As a novice teacher, lesson plans are developed for each instructional episode (lesson, one-to-one instruction, and small group activity). When teaching new content or grade levels, your lesson plans will be more detailed. As you gain pedagogical content knowledge and are proficient, your lesson planning becomes less detailed. Part of the planning process includes considering the following tasks:

- list content and key concepts (research more if needed)
- define your aims and identify specific learning objectives/goals/outcomes aligned to appropriate curriculum standards, Virginia SOLs, ASOLs, and/or College-and-Career-Ready standards
- create assessments that are aligned to your specific learning objectives/goals/outcomes
- think about the structure of the lesson, pacing, and transitions, use of technology
- identify the strengths and needs of all learners
- identify adaptations/modifications/extensions needed to meet learner needs
- determine “best practice” and learning strategies aligned to the learning objectives/goals/outcomes
- identify learning resources and support materials, including technology

## **ASSIGNMENT DIRECTIONS**

Develop and teach a lesson plan using the template attached. Review the rubric to guide the development of your lesson plan.

### **Section 1: Classroom Context** (1/2 – 1 page)

Classroom decisions are made based upon your learners’ strengths and needs. Your plan may vary based upon when in a unit of instruction the lesson takes place, and even the time of the lesson. In this section, you will provide basic information about your learners and classroom—including academic and cultural backgrounds and prior knowledge, including any assessments that will guide your planning. Make certain to address how your knowledge of your learners will affect your planning.

### **Section 2: Planning for Instruction** (1-2 pages)

Before you teach a lesson, you must decide the learning objectives/goals/outcomes and connection to Virginia SOLs, ASOL.s and/or College-and-Career-Ready standards you will use and why have you selected these objectives and specific strategies to teach the lesson to your specific group of learners. You make these decisions based upon your learners, current research, contemporary meaningful ways, prior knowledge or pre-assessments of learning, aligned to appropriate curriculum standards. While planning your lesson, using your knowledge of your learners, you will make decisions as to the modification/differentiation and/or accommodations you will need to meet the needs of all learners in your classroom. Then, with an informed understanding of your audience and your content, identify the learning materials needed to teach the lesson and any technology you and/or your learners will use in this lesson. In this section, be sure to detail all of these planning elements, including how you will assess learner mastery of lesson content—both formatively throughout the lesson, and any summative assessment you might use. (Virginia Standards of Learning (SOLs), ASOLs, and/or College-and-Career Ready skills, and any content specific objectives should be included in lesson plans.)

### **Section 3: Instruction** (2-3 pages)

After you have identified *what* your class will learn, you will begin to chart out specifically *how* you will teach the lesson. When completing this section of the lesson plan, you will identify the procedures you will use from the opening of the lesson through the lesson closure. Script this section of the plan, noting what you will say and do and what you are asking learners to do. Be certain to include formative assessments and guided practice activities and any independent practice and summative assessments you will have learners complete.

#### **Section 4: Reflection after Instruction: Impact on Learning (1 page)**

As John Dewey noted, without reflection, there is no learning. In this section, reflect upon the lesson and consider if your learners were able to meet the learning objectives/goals/outcomes for the lesson. How do you know learners were able to successfully meet the lesson objectives/goals/outcomes? (Be specific here and use formative/summative assessment results to guide your response). What was your impact on learning? (i.e., how did your instructional decisions seem to affect learning? Again, be specific.) What strategies or activities were the most successful? What could have made the lesson stronger? What did you learn about teaching, learners, and learning that will affect your next teaching experience?

**NOTE:** Lesson plans will be evaluated based on adherence to the provided lesson plan format; consistency with instructional methods taught in the program; appropriate rationale provided; specification of objectives, as related to state and national standards; appropriate match between assessment of learning and learning objectives; coherence of writing and mechanics. Additionally, plans should include the Virginia Standards of Learning (SOLs), College-and-Career-Ready skills, and other content specific objectives.

#### **REFERENCES**

Dewey, J. (1933). *How we think. A restatement of the relation of reflective thinking to the educative process* (Revised edn.), Boston: D. C. Heath.


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






**LESSON PLANNING ASSESSMENT RUBRIC**  
George Mason University College of Education and Human Development  
Elementary Education Program

In the Elementary Education program, the Lesson Planning Assessment is completed during EDCI 544 and is assessed by the instructor. The candidate must earn a score of 3 to be successful on this assignment. If a candidate does not earn a 3 on the assignment, they must meet with the course instructor or assessor prior to resubmitting. The data from this assessment are used to identify both best practice and identified gaps in developing and assessing a specific lesson plan and the impact on student learning.

**SCORING GUIDELINES**

- **4 (Exceeds Standard):** Candidates receive a score of 4 if they perform beyond the expectations of candidates at this point in their programs. There is evidence that candidates have done additional research, identified additional resources, and/or demonstrate exceptional understanding and application of the standard.
- **3 (Meets Standard):** This is the **TARGET** score. This score reflects that candidates have met the standard at the level expected at this point in their program. Candidates who receive a 3 have successfully met the standard.
- **2 (Approaches Standard):** Candidates receive this score when their understanding and effort does not meet the target but shows basic understanding of the content being assessed.
- **1 (Does Not Meet Standard):** Candidates who do not submit work, and/or who submit work that is clearly below the expectations for a candidate at this point in their program.

Performance	Does Not Meet Standard (1)	Approaches Standard (2)	Meets Standard (3)	Exceeds Standard (4)
<b>SECTION 1: CLASSROOM CONTEXT</b>				
<p>The candidate identifies individual and group prerequisites in order to design instruction to meet learners’ needs in the following areas of development: cognitive, linguistic, social, emotional, and physical.</p> <p><b>InTASC 1; VDOE 1</b></p> 	<p>Candidate does not design instruction to meet learners’ needs in each area of development.</p>	<p>Candidate identifies individual or group prerequisites to design instruction that meet learner needs in some areas of development.</p>	<p>Candidate identifies individual and group prerequisites to design instruction that meet learner needs in each area of development.</p>	<p>Candidate identifies specific individual and group prerequisites to design effective instruction to meet learner needs in each area of development. The candidate includes strategies to address these prerequisites within the lesson, as well as anticipated learner responses to these strategies.</p>
<b>SECTION 2: PLANNING FOR INSTRUCTION</b>				
<p>The candidate identifies performance-based objectives and/or appropriate curriculum goals/outcomes that are relevant to learners.</p> <p><b>InTASC 7; VDOE 2</b></p>	<p>Candidate does not identify performance-based objectives and appropriate curriculum goals/outcomes that are relevant to learners.</p>	<p>Candidate identifies objectives and appropriate curriculum goals/outcomes but they are not appropriate for the subject, grade level, or the learners.</p>	<p>Candidate identifies performance-based objectives and appropriate curriculum goals/outcomes which are appropriate for the subject, grade level, or the learners.</p>	<p>Candidate identifies well-developed, performance-based objectives, curriculum goals/outcomes that are appropriate for subject and/or grade level and learners; correctly formulated; and address multiple areas of relevance to the learners.</p>

<b>Performance</b>	<b>Does Not Meet Standard (1)</b>	<b>Approaches Standard (2)</b>	<b>Meets Standard (3)</b>	<b>Exceeds Standard (4)</b>
<p>The candidate identifies national/state/ local standards that align with objectives, are appropriate for curriculum goals, and are relevant to learners.</p> <p><b>InTASC 7; VDOE 2</b></p> 	<p>Candidate does not identify national/state/local standards that align with the objectives/goals/ outcomes or the standards are not appropriate for curriculum goals or are not relevant to learners.</p>	<p>Candidate identifies national/ state/local standards but the standards are not aligned with the objectives/goals/outcomes and/or marginally relevant to learners.</p>	<p>Candidate identifies national/ state/local standards that are aligned with the objectives/goals/outcomes and relevant to learners.</p>	<p>Candidate identifies national/ state/local standards that are clearly aligned with the objectives/goals/ outcomes and relevant to learners. The candidate provides a statement of rationale for the alignment of these goals with the learning objective.</p>
<p>The candidate creates learning experiences that make content accessible and meaningful for learners to ensure content mastery.</p> <p><b>InTASC 4; VDOE 1</b></p> 	<p>Candidate conveys a negative attitude toward the content and suggests that the content is not important or was mandated by others.</p>	<p>Candidate communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners. Candidate accepts responsibility for the success of learning but has only a limited repertoire of instructional strategies.</p>	<p>Candidate conveys enthusiasm for the content, and learners demonstrate commitment to its value. Candidate accepts responsibility for the success of all learners through a repertoire of instructional strategies.</p>	<p>Candidate conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value. Learners demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</p>
<p>The candidate organizes and creates face-to-face and virtual environments that support individual and collaborative learning.</p> <p><b>InTASC 3; VDOE 5</b></p> 	<p>There is little, if any, evidence of routines, procedures, or proactive actions to establish a climate for learning.</p>	<p>Candidate recognizes the value of a learner-centered classroom but the application of these tenets are not applied in all management situations.</p>	<p>The classroom is a learner-centered environment that is a safe and positive environment for learning. The classroom environment supports individual and collaborative learning.</p>	<p>The classroom conveys a safe, positive, and inclusive environment that is learner-centered, supports individual and collaborative learning and meets the needs of both the group and individual learners. Structures are incorporated that enable learners to guide their own learning experiences.</p>
<p>The candidate seeks appropriate ways to employ technology to engage learners and to assess and address learner needs.</p> <p><b>InTASC 6; VDOE 4</b></p> 	<p>Candidate does not identify appropriate technology to engage learners even though it was available.</p>	<p>Candidate identifies technology to engage learners though the technology would be ineffective to teach the content and address learner needs.</p>	<p>Candidate identifies appropriate technology to engage learners more fully, assess, and address learner needs.</p>	<p>Candidate identifies effective and appropriate technology to engage learners more fully, assess, and creatively meet learning needs.</p>
<p>The candidate facilitates learners' use of appropriate tools and resources to maximize content learning in varied contexts.</p> <p><b>InTASC 5; VDOE 2</b></p> 	<p>Candidate's plans do not provide evidence of opportunities for learners' use of appropriate tools or technology resources to maximize content learning in varied contexts.</p>	<p>Candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources but are ineffective to maximize content learning in varied contexts.</p>	<p>Candidate's plans provide evidence of opportunities for learners' use of appropriate tools and resources that are effective to maximize content learning in varied contexts.</p>	<p>Candidate's plans provide substantial evidence of multiple opportunities for learners' use of appropriate tools and resources that are creative and effective to maximize content learning in varied contexts.</p>

<b>Performance</b>	<b>Does Not Meet Standard (1)</b>	<b>Approaches Standard (2)</b>	<b>Meets Standard (3)</b>	<b>Exceeds Standard (4)</b>
The candidate plans how to achieve learning goals, choosing accommodations to differentiate instruction for individuals and groups of learners.  <b>InTASC 7; VDOE 2</b>	Candidate's lesson plan does not provide evidence of differentiating instruction for individuals and groups of learners.	Candidate's lesson plan provides evidence of an effort to meet learning goals, and attempts to differentiate instruction for individuals and groups of learners.	Candidate's lesson plan provides evidence of successfully meeting learning goals for each learner, and successfully instruction for individuals and groups of learners.	Candidate's lesson plan provides evidence of successfully meeting each learning goal for each learner, and successfully differentiates instruction for individuals and groups of learners. Reflection on why this differentiation was successful is included.
The candidate plans instruction based on pre-assessment data, prior learning knowledge and skill.  <b>InTASC 7; VDOE 2</b>	Candidate does not plan instruction based on pre-assessment data, prior learning knowledge, or skills.	Candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills but it was not effective.	Candidate plans instruction based on pre-assessment data, prior learning knowledge, and skills. Pre-assessment strategies/methods are appropriate and effectively assess learners' prior knowledge.	Candidate plans instruction based on pre-assessment strategies/methods that are creative and effective ways to assess learner prior knowledge and skills and to guide instruction.
<b>SECTION 3: INSTRUCTION</b>				
The candidate develops appropriate sequencing and pacing of learning experiences and provides multiple ways to demonstrate knowledge and skill.  <b>InTASC 7; VDOE 2</b>	Candidate does not plan for appropriate sequencing and pacing of learning experiences. Tasks, methods, strategies are not stated.	Candidate plans for appropriate sequencing and pacing of learning experiences. Tasks, methods and strategies are not stated and/or not appropriate or effective for the lesson.	Candidate plans for appropriate sequencing and pacing of learning experiences. All tasks, methods, and strategies are stated and/or are appropriate and effective for the lesson.	Candidate plans for appropriate sequencing and pacing of learning experiences. Instructional tasks, methods, and strategies include a variety of creative, active learning, instructional strategies that address learner differences to maximize learning.
The candidate uses a variety of instructional strategies to encourage learners to develop an understanding of the content and to apply knowledge in meaningful ways.  <b>InTASC 8; VDOE 3</b>	The instructional strategies used by the candidate do not encourage an understanding of content.	Candidate uses limited instructional strategies to encourage learners to develop an understanding of the content.	Candidate uses a variety of instructional strategies that encourage learners to develop an understanding of the content and to apply that knowledge in meaningful ways.	Candidate uses pedagogical content knowledge to use a variety of instructional strategies that encourage all learners to develop both an understanding of the content and apply that knowledge in authentic ways.
The candidate engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.  <b>InTASC 6; VDOE 4</b>	Candidate does not use assessment as closure to check for comprehension and learner knowledge and skills.	Candidate uses assessment as closure to demonstrate knowledge and skills to check for comprehension; however, they are inappropriate and/or ineffective (or misaligned).	Candidate uses appropriate assessment strategies as closure to allow learners to demonstrate knowledge and skills to check for understanding.	Candidate uses creative, appropriate assessments throughout the lesson to allow learners to demonstrate knowledge and skills to check for comprehension.

<b>Performance</b>	<b>Does Not Meet Standard (1)</b>	<b>Approaches Standard (2)</b>	<b>Meets Standard (3)</b>	<b>Exceeds Standard (4)</b>
<p>The candidate designs assessments that match learning objectives with assessment methods.</p> <p><b>InTASC 6; VDOE 4</b></p>	<p>Candidate's lesson design does not include post-assessment strategies or methods.</p>	<p>Candidate's lesson design includes post-assessment strategies or methods but the strategies/methods were not effective.</p>	<p>Candidate's lesson design includes post-assessments that are appropriate to effectively assess learning.</p>	<p>Candidate's ongoing assessments and post-assessment matches learning objectives and includes creative strategies to effectively assess learning and check comprehension throughout the lesson.</p>
<b>SECTION 4: REFLECTION AND IMPACT ON LEARNING</b>				
<p>The candidate understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.</p> <p><b>InTASC 9; VDOE 6</b></p>	<p>Candidate's reflection does not demonstrate the use of self-assessment or problem-solving strategies to analyze and reflect on his/her practice.</p>	<p>Candidate's reflection demonstrates the use of self-assessment and/or problem-solving strategies to analyze and reflect on his/her practice but does not plan for adaptations/adjustments.</p>	<p>Candidate's reflection demonstrates a variety of self-assessment and problem-solving strategies to analyze and reflects on his/her practice and to plan for adaptations/adjustments.</p>	<p>Candidate's reflection demonstrates the application of a variety of appropriate self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to effectively plan for adaptations/adjustments.</p>
<p>The candidate uses a knowledge of effective instructional pedagogy to provide feedback to peers</p> <p><b>InTASC 9; VDOE 6</b></p>	<p>Limited feedback provided to peer group. No connections to course content.</p>	<p>General feedback provided to peer group. Limited connections to course content.</p>	<p>Somewhat specific feedback provided to peer group. General connections to course content.</p>	<p>Detailed feedback provided to peer group. Specific connections to course contents.</p>

## LESSON PLAN TEMPLATE

<b>INSTRUCTION</b>	
<b>CLASSROOM CONTEXT</b>	
Grade level:	Number of students:
Content Area:	Name of Unit:
Lesson planned for ____ minutes	
Lesson occurs at which point in the unit: __beginning __middle __end	
Lesson was taught on:	
Description of learners:	
<b>PLANNING FOR INSTRUCTION</b>	
<b>Performance-Based Objective(s)</b>	
<b>National Content Standards</b>	
<b>VA Standards of Learning (SOL)</b>	
<b>Career &amp; College Ready Standards</b>	
<b>Lesson Rationale</b> (What research base did you use to make instructional decisions? Why have you selected these objectives and these specific strategies?)	
Prerequisite skills needed to attain new learning:	
<b>Modifications/Differentiation and Accommodations</b>	
<b>Materials/Technology</b>	



**Procedures:** Opening/Strategies/Assessments/Closure

**REFLECTION: IMPACT ON LEARNING**