

Elementary Strategies for helping candidates with assessment of diverse populations –  
September 2021

EDEL 343:

- Require candidates to read *Teaching all Students: Staff Guide to Accommodations and Modifications*. (Pichla, T., Gracey, J., & Currie, K., 2006).
- Include on the mid-term items that require candidates to: distinguish between Accommodations vs. Modifications, identify the "layers" of Accommodations/Modifications necessary for some students, create specific modifications based on a "sample" population.
- When developing both a "practice" and "in-field" *TWS Assessment Plan*, the candidates will create two versions of a pre/post-test. One version will include items with no modifications; the other version will include items which the candidate has modified for a special education student.

EDEL 385

- Invite a guest speaker with a background in teaching English Language Learners as well as specifically cover teaching ELL students in the Language Arts.

EDEL 486

- In EDEL 486, time will be spent discussing accommodating students with special needs and/or who are ELL students. As a part of this session, I will cover UDL principles and carrying content, process, and product.

EDEL 481

- Candidates will review DOK and aligning objectives and learning goals with the standards
- Candidates will then identify strategies for: preassessment, assessment during instruction, self-assessment, writing as assessment, and assessment at the end of instruction for their selected math standard and SLO. Feedback is provided by the instructor.
- In the next class, candidates then use the strategies developed in the last class to create assessments for their math lessons, which are reviewed by the instructor.
- Next, candidates modify the assessments to adjust process, product, or content to meet diverse student needs
- Finally, candidates review a class set of MAP mathematics data to analyze student understanding and determine next steps for instruction and assessment.

EDEL 488

- During the four week field experience the elementary education candidates will be observe and if possible teach a series of 3-5 science lessons. At the beginning of the instructional sequence, the candidates will probe students' preconceptions for the targeted science concepts. Next, the candidates teach

and/or observe CT teach the lesson to students. The intern will observe and evaluate how the students to respond to the instruction. Afterwards, the elementary education candidates identify and reflect upon two instructional/learning issues that students incurred during the lesson. A specific focus of this analysis are the diverse needs of the students engaged in the lesson. Finally, the elementary candidates will reflect upon how they did / could adapt formative and summative assessments in order to address of all students.

#### EDLL 314

- Study diversity and accommodation within the teaching of reading (literacy). Students plan a lesson with this information.