Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

ED Number **EDAM 5012**		Course Title **Developing a Results-Driven Early Childhood Classroom**
Section/Semester	Location **Online**	Meeting Times

Instructor Contact Information

Instructor Name		Office Hours (if applicable)
Phone Number	E-mail	Best time(s) to be contacted

Course Description from Graduate Bulletin:
Reflective practitioners seek to improve their instruction and increase student achievement. In this capstone course, educators will plan an action research project focusing on improving an aspect of early literacy and conduct a portfolio review to reflect on their professional growth throughout the program.

Graduation Reminder to Students:
If this is the final semester of a degree program and students are completing all requirements for the master's degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:

Text:
Efron, S.E. & Ravid, R. (2013). *Action research in education: A practical guide*. New York, NY: Guilford Press.

Readings Available by Download from Wilkes Online Library:

Foreman-Peck, L., & Murray, J. (2008). Action Research and Policy. *Journal of Philosophy of Education*, (42)145-163.

Jenson, J. D., & Treuer, P. (2014). Defining the E-Portfolio: What It Is and Why It Matters. *Change*, 46(2), 50-57

Strudler, N., & Wetzel, K. (2011). Electronic Portfolios in Teacher Education: Forging a Middle Ground. *Journal Of Research On Technology In Education* (International Society For Technology In Education), 44(2),

161-173.

Strambler, M.J.& McKown, C.(2013).Promoting student engagement through evidence-based action research with teachers. *Journal of Educational & Psychological Consultation*, 23 (2), 87-114.

Recommended Reading List and Resources:

Bourke, R. T. (2008). First graders and fairy tales: One teacher's action research of critical literacy. *Reading Teacher*, 62(4), 304-312.

Einarsdottir, J. (2011). Play and literacy: A collaborative action research project in preschool. *Scandinavian Journal of Educational Research*. 58(1), 93-109.

Falk, Beverly & Blumenreich, M. (2005). *The Power of Questions: A Guide to Teacher and Student Research*. Heinemann: Portsmouth, NH.

Lee, J.S., Sachs, D.& Wheeler, L. (2014).The crossroads of teacher leadership and action research. *Clearing House*, 87(5), 218-223.

Honigsfeld, A., Connolly, M. & Kelly, S.(2012).Demystifying teacher action research: Lessons learned from a graduate education capstone course. *Delta Kappa Gamma Bulletin*, 79(2), 15-21.

Johnston, P. & Goatley, V.(2014). Research making its way into classroom practice. *Reading Teacher*. 68(4), 245-250.

Warrican, J.S.(2006). Action research: A viable option for effecting change. *Journal of Curriculum Studies*. 38(1), 1-14.

National Reading Panel Report (2000)
www.nichd.nih.gov/research/supported/Pages/nrp.aspx

Executive Summary: Developing Early Literacy: Report of the National Early Literacy Panel
www.nichd.nih.gov/publications/pubs/documents/NELPSummary.pdf

Action Learning and Action Resources (ALAR)
www.aral.com.au/resources/index.html

Action Research International
www.scu.edu.au/schools/gcm/ar/ari/arihome.html

Action Research Resources
www.uq.net.au/action_research/arhome.html

Educating as Inquiry: A Teacher/Action Research Site
www.lupinworks.com/jn

What is Action Research?
www.drawntoscience.org/educators/action-research/what-is-action-research.html

Kathy Schrock's Guide to Everything: Assessment and Rubrics
www.schrockguide.net/assessment-and-rubrics.html

Required Reference:

American Psychological Association. (2009). *Publication manual of the American Psychological*

Association (6th ed.). Washington, DC: Author.

Course Prerequisites:

EDAM 5001: Guiding Principles and Language Development
EDAM 5002: Word Study
EDAM 5003: Fluency and Vocabulary Development
EDAM 5004: Developing Comprehension I
EDAM 5005: Developing Comprehension II
EDAM 5007: Differentiated Small Group Instruction
EDAM 5009: Developing Independent Readers
EDAM 5010: Connecting Reading and Writing
EDAM 5013: Teacher Leadership

Institutional Student Learning Outcomes (ISLO)

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:
1. the knowledge, skills, and scholarship that is appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:
1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.

2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Program Specific Student Learning Outcomes for Early Childhood Literacy Program (ECLPO)

1. Students will be able to demonstrate knowledge and understanding of essential concepts, inquiry tools, and structure of content areas related to literacy acquisition and development in young children. (IRA 1/NAEYC 1)

2. Students will be able to interpret literacy assessment data to plan and evaluate instruction using multiple indicators of student progress. (IRA 3/NAEYC 3)

3. Students will be able to plan and adapt literacy instruction using developmentally appropriate instructional strategies, curriculum resources, and technologies that address the diverse needs of PK-4 learners at a variety of instructional levels across all learning domains. (IRA 2,4/NAEYC 4,5)

4. Students will be able to develop a safe, inclusive, literacy-rich learning environment incorporating developmentally appropriate practices that promote skill development and enhance literacy experiences for all learners. (IRA 5/NAEYC 1)

5. Students will be able to engage in reflective practice that leads to improvement in instruction and student learning, and fosters professionalism in school and community settings. (IRA 4,6/NAEYC 2,6)

Student Learning Objectives & Evidence of Student Learning

The students will:	Alignment to Outcomes	Evidence of Learning
1. Demonstrate an understanding of the role action research plays in improving instructional practice and student achievement and why it should become a permanent practice	IRA 1 NAEYC 1 ISLO 1-2 SELO 1-2 GEPO 1-2 ECLPO 1	• Discussion • Action Research Report
2. Deepen the content knowledge, skills, and dispositions related to early literacy instruction that you have acquired in prior courses in the program	IRA 1-2, 4 NAEYC 1, 4-5 ISLO 1-3, 5 SELO 1-3, 5-6 GEPO 1-4 ECLPO 1, 3	• Discussion • Unit Plan • Portfolio Review • Artifact Presentation • Action Research Report
3. Demonstrate knowledge of the essential concepts of early literacy instruction including developmentally appropriate practices, curriculum resources, and technologies for teaching grades PK-4	IRA 1 NAEYC 1 ISLO 1-5 SELO 1-7 GEPO 1-5 ECLPO 1-5	• Discussion • Unit Plan • Portfolio Review • Artifact Presentation • Action Research Report
4. Synthesize your learning from prior courses in the program to develop a unit plan that incorporates developmentally appropriate instruction in support of	IRA 2, 4-5 NAEYC 1, 4-5 ISLO 1-4 SELO 1-5 GEPO 1-4	• Discussion • Unit Plan

students' literacy development	ECLPO 3-4	
5. Examine an aspect of your current literacy instruction for the purpose of improving instructional practice	IRA 1-6 NAEYC 1-6 ISLO 1-3, 5 SELO 1-3, 5 GEPO 1-3 ECLPO 1-5	• Action Research Report
6. Document and reflect on your professional growth as a provider of early childhood education while participating in the graduate program	IRA 3 NAEYC 3 ISLO 1-5 SELO 1-2, 4, 6 GEPO 1-3, 5 ECLPO 2	• Portfolio Review • Artifact Presentation
7. Actively participate in the creation of a professional learning community	IRA 4, 6 NAEYC 2, 6 ISLO 1-2, 5 SELO 1-2, 7 GEPO 1-2, 5 ECLPO 1, 5	• Discussion • Artifact Presentation

Course Requirements & Assessments

Discussion forums (20 points each):
Throughout the course, learners will be required to actively participate in an online discussion forum where they will engage in developing a professional community of learners focused on improving literacy instructional practices in PK-4 classrooms. For each discussion, students will share an initial post and respond to the postings of at least two colleagues. Discussion forums will include reflections on course content and sharing of professional experiences related to course topics.

Initial post: Discussion prompts will be provided for each discussion activity. Your initial post should demonstrate reflective and analytical thinking, as well as cohesive, graduate level writing. The majority of course discussions will be related to course readings. When expected to refer to the research, concepts, and theories presented in the readings you will be required to include in-text citations. References should be added at the end of your post if you cite information obtained from sources outside the course. **All in-text citations and end references must follow PA guidelines.** Initial posts are due by the designated day.

Replies: You are to read initial discussions and respond to a minimum of two other students' posts. Interaction in discussions is expected throughout the course by composing salient replies, asking analytical questions, and replying to any questions that you have been asked in the discussion. Discussions will close on the designated day.

Discussion Cycles: Your facilitator will provide a discussion schedule at the start of the course.

Expected Levels of Participation: Students are expected to be active participants in all discussions throughout the span of the course.

Online Discussion Rubric – 20 points					
	Advanced **4**	**Proficient** **3**	**Basic** **2**	**Below Basic** **1**	**No Submission** **0**
Initial Post: **Knowledge and**	Provides a substantive	Provides a well-supported	Provides a limited and/or	Provides a very limited	Does not provide an

Understanding of Content	and well-supported post by citing and referencing information and concepts presented with insightful information that indicates depth and engagement in the topic.	post by citing and referencing information and concepts presented with insightful information that indicates engagement in the topic.	insufficiently supported post that may be based primarily on professional experiences and/or lacks information or citation of concepts	and/or unsound post based primarily on professional experiences without support and/or citation of concepts	initial post
Replies: Contribution to the Online Learning Community	Responds appropriately to two or more students with insightful information that enriches discussion and demonstrates strong engagement with peers	Responds appropriately to at least two students with information that adds to the discussion and engages peers	Responds appropriately to two students with information but lacks sufficient insight to engage peers	Does not respond appropriately, and/or provides a superficial response that does not engage peers and/or responds to only one student	Does not reply to peers
Linking Content to Reflective Professional Practice	Establishes strong reflective connections that link content to research-based professional practice	Establishes reflective connections that link content to professional practice	Makes reflective comments that do not clearly link content to professional practice	Makes limited or no reflective comments and/or does not link content to professional practice	Does not post to discussion
Writing Conventions	Demonstrates strong control of grammar, mechanics, spelling, and sentence formation. If citations are required or provided voluntarily, citations follow APA guidelines	Demonstrates sufficient control of grammar, mechanics, spelling, and sentence formation with minimal errors. If citations are required or provided voluntarily, citations follow APA guidelines	Demonstrates limited control of grammar, mechanics, spelling, and sentence formation with multiple errors. If citations are required or provided voluntarily, citations mostly follow APA guidelines	Does not demonstrate control of grammar, mechanics, spelling, and sentence formation. If citations are required or provided voluntarily, citations do not follow APA guidelines	Does not post to discussion
			2	**1**	**0**
Timeliness-Initial Post			Submits initial post on time	Does not submit initial post on time	Does not post to discussion
Timeliness-Replies to Other's Postings			Provides responses on time	Does not provide responses on time	Does not post replies

Unit Plan (200 points):
Learners will develop a unit plan demonstrating their understanding and knowledge of developmentally appropriate instruction, activities, assessment methods, and curriculum resources for developing students'

literacy skills in grades PK-4. This assignment will be uploaded directly into the course LMS.

Unit plan components:

- Standards/unit goals
- Unit essential questions
- Unit rationale
- Assessment plan
- Lesson objectives from lesson plans
- Instruction found in lesson plans
- Lesson plans
- Assessments
- Materials/Resources/Technology from lesson plans

Unit Plan Rubric-200 points					
	Advanced 20	Proficient 15	Basic 10	Below Basic 5	No Submission 0
Standards/ Unit Goals	Common Core standards and/or state frameworks are identified. Unit goals describe the major concepts, skills, or dispositions the students will learn and goals fully aligned to standards.	Common Core standards and/or state frameworks are identified. Unit goals describe the major concepts, skills, or dispositions the students will learn and goals aligned to standards (more than 90% alignment).	Common Core standards and/or state frameworks are identified but may not be appropriate for unit content or grade level. Unit goals describe the major concepts, skills, or dispositions the students will learn and goals aligned to standards (75% alignment).	Common Core standards and/or state frameworks are not identified Unit goals do not describe the major concepts, skills, or dispositions the students will learn or goals not aligned to standards (less than 75% alignment)	
Unit Essential Questions	Essential questions significant and open-ended enough to drive student inquiry and linked to discipline specific theme or issue (e.g., inferential questions that require students to read between lines or synthesize information from diverse resources and to make a conclusion requiring defense of opinion or rationale).	Essential questions significant and open-ended enough to drive student inquiry and linked to discipline specific theme or issue (e.g., inferential questions that require students to read between lines or synthesize information from diverse resources).	Essential questions trivial and/or closed requiring a "yes" or "no" answer or rote answer that can be found in references or through basic research (e.g., literal questions, not inferential or evaluative).	Essential questions for unit not identified	
Rationale	Rationale provides a clear and thoughtful explanation of the unit's purpose in terms of future learning, real world relevancy/application, student interest, and how the unit enhances or involves learning in other disciplines. The rationale includes discussion of specific needs and realistic benefits for student growth and development. Needs are	Rationale provides an explanation of the unit's purpose in terms of future learning, real world relevancy/application, and student interest. The rationale includes discussion of specific needs and realistic benefits for student growth and development. Needs are derived from student information/data with two student specific examples Rationale accurately describes teaching methods	Rationale provides an explanation of the unit's purpose in terms of future learning, real world relevancy/application, and student interest. Rationale includes discussion of specific needs and realistic benefits for student growth and development; however, discussion relies on generalizations, bias, or stereotypical	Rationale does not provide an explanation of the unit's purpose in terms of future learning, real world relevancy/application, or student interest Rationale is poorly written or copies verbatim from resources (e.g., text, provided curriculum materials) or rationale relies solely on mandated curriculum (e.g., candidate is teaching content because it is mandated or in provided	

	derived from student information/data with more than two student-specific examples Rationale accurately describes teaching methods chosen for unit with more than two examples.	chosen for unit with some shallowness (e.g., candidates accurately explains their unit draws from "constructivist" theory with two examples)	thinking. Rationale inaccurately describes teaching methods chosen for unit (e.g., candidates may explain their unit draws from "constructivist" theory when it does not) or does not provide more than one example	materials/text or on the test). Rationale does not include discussion of teaching methods chosen for unit	
Assessment Plan	Explanation provided for assessment design/selection (e.g., rationale fully explains all assessments) and criteria provided for quality work and assessment can be used to support student growth. Teacher has plan to adjust lesson based on preassessment and/or formative assessment results and provides more than two examples including differentiation for student needs and interests and/or including learners in their own self-assessment	Explanation provided for assessment design/selection (e.g., rationale provided for 90% of assessments) and criteria provided for quality work and assessment can be used to support student growth. Teacher has plan to adjust lesson based on preassessment and/or formative assessment results and provides two examples	Explanation provided for assessment design/selection (e.g., rationale explains 75% of assessments) and criteria provided for quality work but assessment may not support student growth. Teacher has plan to adjust lesson based on preassessment and/or formative assessment results and provides one example	Poor explanation provided for assessment design/selection (e.g., rationale provided for fewer than 75% of assessments) or no criteria for quality work or assessment established or assessment cannot be used to support student growth. Teacher does not have plan to adjust lesson based on preassessment and/or formative assessment results	
Lesson Objectives	Lesson objectives are written as measureable student outcomes. Objectives describe the major concepts, skills, or dispositions the students will learn and objectives fully aligned to goals	Lesson objectives are written as measurable student outcomes. Objectives describe the major concepts, skills, or dispositions the students will learn and objectives aligned to goals (more than 90% alignment).	More than half of lesson objectives are written as measurable student outcomes. Objectives describe the major concepts, skills, or dispositions the students will learn and objectives aligned to goals (75% alignment).	Lesson objectives not clearly written in terms of measurable student outcomes Lesson objectives do not describe the major concepts, skills, or dispositions the students will learn or objectives not aligned to goals (less than 75% alignment).	
Instruction	Lessons reflect a consistently student centered focus (e.g., inquiry, open ended activities) with all lessons using student-centered approaches. Lessons include a variety of instructional strategies (e.g., more than 4) with options for more than one "right" or "correct" answer or solution. Methods allow learner autonomy in examining new concepts in relationship to their existing content knowledge and engages learners in identifying diverse	Lessons reflect a more student centered focus than teacher-centered focus (e.g., inquiry, open ended activities) with more than half of lessons using student-centered approaches. Lessons include a variety of instructional strategies (e.g., 3-4) with options for more than one "right" or "correct" answer or solution. Methods allow learner autonomy in examining new concepts in relationship to their existing content knowledge or and engages learners in identifying diverse perspectives in the	Lessons reflect a more teacher centered focus than student-centered focus (e.g., teacher lecture, teacher directed activities) with more than half of lessons using teacher-centered approaches. Some variety present in instructional strategies (e.g. three instructional strategies present) but with focus on finding one "right" or "correct" answer or solution. Minimal evidence of collaboration between teacher/student or student/student	Lessons reflect a consistently teacher centered focus (e.g., teacher lecture, teacher-directed activities). Insufficient variety present in instructional strategies (e.g. two or fewer strategies present) with focus on finding one "right" or "correct" answer or solution. Little to no evidence of collaboration between teacher/student and student/student throughout unit (e.g two or fewer collaboration opportunities present). Collaboration may take	

	perspectives in the discipline. Evidence of frequent opportunities for collaboration between teacher/student and student/student through unit in all lessons. Collaboration is more than simply "group work" and involves students having roles, responsibilities, and individual accountability	discipline. Evidence of multiple opportunities for collaboration between teacher/student or student/student throughout unit (e.g., collaboration opportunities present in more than half of the lessons). Collaboration is more than simply "group work" and involves students having roles, responsibilities, and individual accountability	throughout unit (e.g. collaboration opportunities present in fewer than half of the lessons). Collaboration may take form of group work and does not involve students having roles and/or responsibilities and individual accountability	form of group work and does not involve students having roles and/or responsibilities and individual accountability	
Lesson Plans	Lessons clearly articulated (e.g., a substitute teacher could implement based on level of written detail) describe specific concept, skills, or dispositions the students will learn. Lesson plans fully align objectives, activities, and assessments Lesson plans follow logical sequence with minor inconsistencies and follow required format and include all required elements	Lessons articulated (e.g., a substitute teacher could implement based on level of written detail) and describe specific concept, skills, or dispositions the students will learn. Lesson plans align objectives, activities, and assessments with 90% alignment across elements (e.g., a candidate may list an activity that does not have an underlying objective or linked assessment). Lesson plans follow logical sequence with minor inconsistencies and follow required format and include all required elements	Lessons articulated with sufficient detail (e.g., a substitute teacher could implement based on level of written detail and some guesswork) and describe specific concept, skills, or dispositions the students will learn. Lessons align objectives, activities, and assessments with 75% alignment across elements (e.g., a candidate may list an activity that does not have an underlying objective or linked assessment) Lesson plans follow logical sequence with minor inconsistencies and follow required format and include all required elements	Lessons include minimal detail or lack clear articulation and resemble more of a list or do not describe specific concept, skills, or dispositions the students will learn. Lessons do not align objectives, activities, and assessments for majority of lessons (fewer than 75%). (e.g., a candidate may list an activity that does not have an underlying objective or linked assessment) Lesson plans do not follow logical sequence or do not follow required format or do not contain all required elements	
Assessments	Uses, designs, or adapts a variety of classroom formative assessments and fully aligns the assessment to the learning objective and activities Assessments include a variety of approaches (e.g., more than four) with options for more than one "right" or "correct" answer or solution. All pre/post/ formative assessments and scoring guides provided. Students given opportunity to self-evaluate and reflect on own work and/or give peers feedback and/or create assessment criteria.	Uses, designs, or adapts a variety of classroom formative assessments and aligns the assessment to the learning objective and activities (90% or greater alignment). Assessments include a variety of approaches (e.g., 3-4) with options for more than one "right" or "correct" answer or solution. All pre/post/ formative assessments and scoring guides provided. Students given opportunity to reflect on own work.	Uses, designs, or adapts a variety of classroom formative assessments and aligns the assessment to the learning objective and activities (75% or greater alignment). Assessments include some variety of approaches (e.g. three instructional strategies present) but with focus on finding one "right" or "correct" answer or solution. All pre/post/ formative assessments provided.	Uses, designs, or adapts a variety of classroom formative assessments and aligns the assessment to the learning objective and activities (75% or greater alignment). Assessments include some variety of approaches (e.g. three instructional strategies present) but with focus on finding one "right" or "correct" answer or solution. All pre/post/ formative assessments provided.	
Materials and	Materials needed for	Materials needed for	Materials needed for	Materials needed for	

Resources	lessons are listed and an explanation is given for how all materials support student learning. When technology is used, it is used to support student learning (e.g., providing learners opportunity to engage in inquiry/research (analysis/evaluation) and/or in the creation/synthesis process) and/or to expand options for learner choice)	lessons are listed and an explanation is given for how all materials support student learning. When technology is used, it is used to support student learning (e.g., providing learners opportunity to engage in inquiry/research (analysis/evaluation) and/or in the creation/synthesis process) and/or to expand options for learner choice)	lessons are listed and an explanation is given for how they support student learning (e.g., rationale explains 75% of assessments). When technology is used, it is used to support student learning (e.g., providing learners op	lessons are listed and an explanation is given for how they support student learning (e.g., rationale explains 75% of assessments). When technology is used, it is used to support student learning (e.g., providing learners op	
Professional Writing			Demonstrates strong control of grammar, mechanics, spelling, and sentence formation	Demonstrates sufficient control of grammar, mechanics, spelling, and sentence formation	Poor quality writing

Artifact Presentation (24 points):

Learners will select artifacts from prior courses in the program to share with colleagues and receive feedback. Learners will submit the artifact with a summary reflecting on how the artifact demonstrates their growth, competencies, and accomplishments as well as goals for continued learning. Learners will incorporate colleague feedback into proposed revisions for their artifact. This assignment will be uploaded directly into the course LMS.

Artifact Presentation Rubric- 24 points					
	Advanced **8**	**Proficient** **4**	**Basic** **6**	**Below Basic** **2**	**No Submission** **0**
Knowledge and Understanding of Content	Artifact demonstrates a solid understanding of early literacy concepts	Artifact demonstrates an adequate understanding of early literacy concepts	Artifact demonstrates some understanding of early literacy concepts	Artifact demonstrates a lack of understanding of early literacy concepts	
Reflection	Reflection clearly explains how the artifact demonstrates growth, competencies, accomplishments, and includes goals for continued learning (long and short term)	Reflection adequately explains growth and includes sufficient goals for continued learning	Reflection minimally explains growth and includes basic goals for continued learning	Reflection does not explain growth or include goals for continued learning	
Incorporation of Feedback	Clearly identifies plans for revisions based on colleague feedback	Adequately identifies plans for revisions based on colleague feedback	Plans for revisions based on colleague feedback are minimally addressed	Revision plans don't incorporate colleague feedback	

E-Portfolio Review (140 points)

Learners will create an e-portfolio that includes a statement of the learner's philosophy of education, a

collection of artifacts which showcase their best work from the program, and goals for continued learning. Learners will reflect on how each artifact in their e-portfolio demonstrates professional growth toward mastery of the program learning outcomes. The selected work should be clearly and neatly organized.

e-Portfolio Rubric– 140 points Formal Writing Assignment Rubric					
Point Values:	**Advanced 20**	**Proficient 15**	**Basic 10**	**Below Basic 5**	**No Submission 0**
Philosophy of Education	Clear, well-developed philosophical statement answering the following: why is teaching important to you?, what does "good teaching" look like?, how does this connect to your basic beliefs about learning?, how will you assess the effectiveness of your teaching?	Adequately developed philosophical statement answering the following: why is teaching important to you?, what does "good teaching" look like?, how does this connect to your basic beliefs about learning?, how will you assess the effectiveness of your teaching?	Narrowly-developed philosophical statement answering some of the following: why is teaching important to you?, what does "good teaching" look like?, how does this connect to your basic beliefs about learning?, how will you assess the effectiveness of your teaching?	General statement provided; lacking details	
Artifact Selection	All artifacts and work samples are clearly and directly related to the purpose of the e-portfolio and philosophy of education	Most artifacts and work samples are related to the purpose of the e-portfolio and philosophy of education	Few artifacts and work samples are related to the purpose of the e-portfolio and/or the philosophy of education	Most artifacts and work samples are unrelated to the purpose of the e-portfolio and the and philosophy of education	
Reflective Commentary	All reflections clearly explain how the artifact demonstrates your growth, competencies, accomplishments, and include goals for continued learning (long and short term)	Most of the reflections explain growth and include goals for continued learning	A few of the reflections explain growth and include goals for continued learning	The reflections do not explain growth or include goals for continued learning	

Critical Analysis	All reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives	Most of the reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives	A few reflections illustrate the ability to effectively critique work and provide suggestions for constructive practical alternatives	The reflections do not illustrate the ability to effectively critique work or provide suggestions for constructive practical alternatives	
Layout and Design	The e-portfolio is easy to read. Fonts and type size vary appropriately for headings, sub-headings and text. The index serves its purpose and shows creativity. The layout and design is attractive and well thought out	The e-portfolio is generally easy to read. Fonts and type size vary appropriately for headings, sub-headings and text. The index serves its purpose and shows some creativity	The e-portfolio is often difficult to read due to inappropriate use of fonts and type size for headings, sub-headings, text or long paragraphs. The index serves its purpose and shows some creativity	The e-portfolio is difficult to read due to inappropriate use of fonts, type size for headings, sub-headings and text and font styles (italic, bold, underline). The index does not serve its purpose and lacks style	
Navigation	The navigation links are intuitive. The various parts of the portfolio are labeled, clearly organized and allow the reader to easily locate an artifact and move to related pages or a different section. All pages connect to the navigation menu	The navigation links generally function well, but it is not always clear how to locate an artifact or move to related pages or different section. Most of the pages connect to the navigation menu.	The navigation links are somewhat confusing, and it is often unclear how to locate an artifact or move to related pages or a different section. Some of the pages connect to the navigation menu, but in other places the links do not connect to preceding pages or to the navigation menu	The navigation links are somewhat confusing, and it is often unclear how to locate an artifact or move to related pages or a different section. Some of the pages connect to the navigation menu, but in other places the links do not connect to preceding pages or to the navigation menu	
Conventions *The use of grammar, mechanics, spelling, and sentence formation*	Substantial control of grammar, mechanics, spelling, and sentence formation	Effective control of grammar, mechanics, spelling, and/or sentence formation	Limited control of grammar, mechanics, spelling, and/or sentence formation	Does not demonstrate control of grammar, mechanics, spelling, and/or sentence formation	

Action Research Report (120 points):

Teachers conduct action research to improve their instruction. Learners will initiate an action research project to examine an area of instructional improvement in their literacy instructional practices. The data collection and analysis components will not be included but replaced by a discussion of anticipated results with an action plan to address the possibility the anticipated results are not achieved. This assignment will be uploaded directly into the course LMS.

Requirements for the paper include:

- Eight to ten double-spaced pages (not including the title page or references page)
- 1 inch margins
- Indent 5-7 spaces when starting a new paragraph
- Running Head
- Divided into six sections: Title Page, Introduction, Literature Review, Anticipated Results and Action Plan, and References. Do not use the word *paper* in the title on Title Page.
- Include in-text citations and end references. Each in-text citation must have an end reference. Each end reference must have at least one in-text citation.
- Five to seven outside reliable sources (scholarly journals or articles) not including the course texts or readings. At least four resources must be published pieces from a printed source that can be retrieved from a library or online database that houses electronic copies of printed work. All resources are to be cited in the literature review section.
- Written in the third person.

Action Research Report - 120 Points Formal Writing Assignment Rubric					
Content (100 points) **Point Values:**	**Advanced** **25**	**Proficient** **20**	**Basic** **15**	**Below Basic** **10**	**No Submission** **0**
Question and Introduction	Question is researchable and could potentially resolve a clearly identified problem or issue Question is relevant, timely and grounded in practice The introduction is engaging, states the main topic, provides a context for the study and previews the structure of the paper	Question is researchable Question is timely and relevant to the issue or problem The introduction states the main topic, provides a context for the study and previews structure of the paper	Question is somewhat researchable Question is somewhat timely or relevant to the issue or problem The introduction states the main topic but does not adequately preview the structure of the paper	Question is not researchable Question does not reflect a problem related to a specific site There is no clear introduction or main topic and the structure of the paper is missing	
Literature Review	Extremely comprehensive review of the current, relevant literature to which the study is connected All literature is reviewed in the	Study is connected to the existing research, and use of mostly relevant and recent literature Most literature is reviewed in the	Attempt to connect the study to existing research, however multiple sources cited do not relate to the study Literature minimally reflects	Little or no attempt to connect the study to existing research Literature does not reflect the context of the research	

	context of the research	context of the research	the context of the research		
Data Collection Methods	Collection of multiple data sources is evident and there is a plan to triangulate the data. Data sources strongly matched to research question	Multiple data sources are evident. Data sources adequately matched to the research question	Limited variety of data sources. Some data sources do not match the research question	Few data sources are evident with no clear match to research question	
Anticipated Results and Action Plan	Insightful discussion of anticipated results with clear plans for revision if anticipated results are not achieved	Adequate discussion of anticipated results with plans for revision if anticipated results are not achieved	Limited discussion of anticipated results and plans for revision if anticipated results are not achieved	Anticipated results and action plan are missing or lacking	
Written Communication (20 points) Point Values:	**Advanced 4**	**Proficient 3**	**Basic 2**	**Below Basic 1**	**No Submission**
Focus *Coherent point(s) made with an awareness of task about a specific topic*	Provides sharp, distinct, coherent point(s) made about a specific topic with sophisticated awareness of task	Provides coherent point(s) made about a specific topic with evident awareness of task	Provides apparent point(s), but may lack some coherence and/or awareness of task	Does not provide apparent point(s) and/or lacks coherence and/or awareness of task	
Organization *The order developed and sustained using transitional devices including introduction and conclusion*	Presents sophisticated arrangement of content with evident transitions. All required sections are clearly identified	Presents effective arrangement of content with evident transitions. All required sections are clearly identified	Presents functional arrangement of content without clear transitions and/or required sections are not clearly identified	Does not demonstrate arrangement of content and/or required sections are not clearly identified	
Format *APA format is utilized correctly following the most current APA guidelines*	Follows APA guidelines for format as identified in the expected components	Follows APA guidelines for format as identified in the expected components with minimal errors	Follows APA guidelines for format as identified in the expected components with multiple errors	Does not follow APA guidelines for format as identified in the expected components	
Style *The choice, use of arrangement of words and sentence structures that create consistent voice and tone*	Precise, illustrative use of a variety of words and sentence structures to create a consistent writer's voice and tone appropriate for the audience	Use of a variety of words and sentence structures to create a consistent writer's voice and tone appropriate for the audience	Limited word choice and control of sentence structures that may inhibit a consistent writer's voice and tone	Does not utilize a variety of word choice and sentence structures for consistent voice and tone	
Conventions *The use of grammar, mechanics, spelling, and sentence formation*	Substantial control of grammar, mechanics, spelling, and sentence formation	Effective control of grammar, mechanics, spelling, and/or sentence formation	Limited control of grammar, mechanics, spelling, and/or sentence formation	Does not demonstrate control of grammar, mechanics, spelling, and/or sentence formation	

Course Grading

Assessments	Point Value	Weight (% out of 100)
Discussions	20 points each (9 discussions/ 180 points)	20%
Artifact Presentation	24 points	15%
Unit Plan	200 points	25%
Portfolio Review	140 points	20%
Action Research Report	120 points	20%
	664 Total Possible Points	

Graduate Education Grading Scale (MS Level):

Grading Scale (Used to determine final course grade only. Not for individual assessments or assessment groups)			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.

Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure found at http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/grad-ed-forms.aspx

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association's Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

Face-to-face or synchronous sessions: Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor.

Online courses or asynchronous sessions: Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. The course facilitator will provide a schedule for assignment and discussions. **Late discussions are not accepted for partial credit after the dates set for each unit.**

Late Assignments: Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor's policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor.

Penalties levied by the instructor in accordance with this policy are not subject to grievance by the students.

Graduate Course Expectations

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

Required Reference Format: All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.

Reference Text:
American Psychological Association. (2009). Publication manual of the American Psychological

      Association (6th ed.). Washington, DC: Author.

APA Online References: http://apastyle.apa.org/ http://owl.english.purdue.edu/owl/resource/560/01/

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn.

Required Hardware: To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University's eLearning Technical Support Pages.

Required Software: Please consult Wilkes University's eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.

Help Desk: For technical assistance, go to http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

Academic Supports

Library Access: Wilkes offers an online library service that you can access from home. The library is available online at http://www.wilkes.edu/library. Students can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database that you would like to search at http://wilkes.beta.libguides.com/library/databases

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is http://wilkes.libguides.com/gradeducation

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without "@wilkes.edu") and password to gain access. Those databases followed by an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

Writing: The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: 1-570-408-2753 or online at http://www.wilkes.edu/resources/writing

Disability Accommodations: Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors and possibly other personnel. Both the student's needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

Wilkes Graduate Education Program

Identity Authentication: The university and students share a joint responsibility to ensure that each student's contribution in an online course activity comes from that student alone. For the student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students' Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student's name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university's IT Security Policy (Appendix A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

Program Evaluation: Wilkes University Graduate Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

Act 48 or Act 45: Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: https://www.perms.ed.state.pa.us/