



School of Education
Master of Science in Education
Course Syllabus

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 5013		Course Title Teacher Leadership	
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:

Teacher leaders are agents of change. This course guides educators in facilitating change at their schools by exploring school culture and experiencing the power of reflective practice.

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:

Tomal, D.R., Schilling, C.A. & Wilhite, R.K. (2014). *The teacher leader: Core competencies and strategies for effective leadership*. Lanham, MD: Rowman & Littlefield. ISBN-10: 1475807457 / ISBN-13: 978-1475807455

Bean, R. & Ippolito, J. (2016). *Cultivating coaching mindsets*. West Palm Beach, FL: Learning Sciences International. ISBN-10: 1941112331 / ISBN-13: 978-1941112335

Readings available through Wilkes online library:

Ryder, M. (2013). Leadership begins at the end of your comfort zone. *Leadership*, 42(4), pp. 20-38.

Readings available online or downloaded from course:

Gulamhussein, A. (2013). *Teaching the teachers: Effective professional development in an era of high*

stakes accountability. Alexandria, VA: Center for Public Education.

International Literacy Association. (2015). *The multiple roles of school-based specialized literacy professionals* [Research brief]. Newark, DE: Author.

Recommended Reading List and Resources:

Amore, A., Hoeflich, N.M., & Pennington, K. (2015). *Teacher leadership: The pathway to common core success*. Washington, DC: Center for American Progress. <https://cdn.americanprogress.org/wp-content/uploads/2015/04/CCTeacherVoiceFinal-summary.pdf>

Barth, R.S. (2013). The time is ripe (again). *Educational Leadership*, 71(2), pp. 10-16.

Collett, V. S. (2012). The gradual increase of responsibility model: Coaching for teacher change. *Literacy Research and Instruction*, 51(1) 27–47.

Danielson, C. (2006). *Teacher leadership that strengthens professional practice*. Alexandria, VA: ASCD.

Helterbrain, V.R. (2010). Teacher leadership: Overcoming “I am just a teacher syndrome.” *Education*, 131(2), pp. 363-371.

Katzenmeyer, M. & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders* (3rd ed.). Thousand Oaks, CA: Corwin Press.

Marzano, R., Waters, T., & McNulty, B. (2005). *School leadership that works: From research to results*. Alexandria, VA: ASCD.

The Center for Comprehensive School Reform and Improvement (2005). *Research Brief: What does the research tell us about Teacher Leadership?* Washington, DC.

http://www.centerforsri.org/files/Center_RB_sept05.pdf

York-Barr, J., & Duke, K. (2004). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 74(3), 255–316.

Bambrick-Santoyo, P. (2012). *Leverage leadership: A practical guide to building exceptional schools*. San Francisco: Wiley.

Teacher Leadership Standards developed by the Teacher Leadership Exploratory Consortium

www.cctl.vcu.edu/images/15138_TeacherModelStandards.pdf

ELCC Standards of the National Policy Board for Educational Administration

www.npbea.org/

InTASC Model Core Teaching Standards

[www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_\(April_2011\).html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html)

Center for Comprehensive School Reform

www.sedl.org/expertise/historical/center-for-csri.html

Teacher Leader Model Standards

www.teacherleaderstandards.org

Association for Supervision and Curriculum Development (ASCD)
www.ascd.org

Center for Safe Schools
www.safeschool.info

School Reform Initiative
<http://www.schoolreforminitiative.org/>

International Literacy Association
www.literacyworldwide.org/

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

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 research supporting the role of teacher leaders in effecting change that results in increased student learning and achievement	IRA 1 NAEYC 1 ISLO 1-2, 5 SELO 1-2 GEPO 1-2 ECLPO 1	<ul style="list-style-type: none"> • Discussion • Metacognitive Research Review • Research to Practice Paper
2. Demonstrate knowledge of the standards, competencies, strategies, processes, school improvement models, resources, and evaluation techniques relevant to the role of teacher leader	IRA 1, 2, 4 NAEYC 1, 4, 5 ISLO 1-3 SELO 1-5 GEPO 1-5 ECLPO 1, 3	<ul style="list-style-type: none"> • Discussion • Wiki • Case Study • Professional Development Plan
3. Design professional development opportunities that model research-based instructional strategies and practices aligned with school improvement goals	IRA 2, 4 NAEYC 4, 5 ISLO 1-4 SELO 1-4, 6 GEPO 1-2, 4 ECLPO 3	<ul style="list-style-type: none"> • Professional Development Plan

4. Describe appropriate practices for creating a positive school culture that supports individual and collaborative learning, encourages positive social interaction, promotes active engagement in learning, and fosters self-motivation	IRA 5 NAEYC 1 ISLO 1-4 SELO 1-4, 6 GEPO 1-2, 4 ECLPO 4	<ul style="list-style-type: none"> • Discussion • Metacognitive Research Review
5. Examine educational issues and/or trends based on current research related to school or instructional improvement	IRA 1-6 NAEYC 1-6 ISLO 1-3 SELO 1-4 GEPO 1-2 ECLPO 1-5	<ul style="list-style-type: none"> • Research to Practice Paper • Metacognitive Research Review
6. Interpret and evaluate data to inform decisions that focus on school or instructional improvement	IRA 3 NAEYC 3 ISLO 1-3 SELO 1-5 GEPO 1-4 ECLPO 2	<ul style="list-style-type: none"> • Case Study
7. Research a topic of inquiry related to teacher leadership for the purpose of effecting change that results in increased student learning and achievement	IRA 1-6 NAEYC 1-6 ISLO 1-3, 5 SELO 1-5 GEPO 1-5 ECLPO 1-5	<ul style="list-style-type: none"> • Metacognitive Research Review

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 Understanding of Content	Provides a substantive and well-supported post by citing and referencing information and concepts presented with insightful information that indicates depth and engagement in the topic.	Provides a well-supported post by citing and referencing information and concepts presented with insightful information that indicates engagement in the topic.	Provides a limited and/or insufficiently supported post that may be based primarily on professional experiences and/or lacks information or citation of concepts	Provides a very limited and/or unsound post based primarily on professional experiences without support and/or citation of concepts	Does not provide an 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			Provides responses on time	Does not provide responses on time	Does not post replies

Postings					
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Class Wiki: Teacher Leadership Notebook

In Units 5-6, learners will create with their study group members a Teacher Leadership Notebook on the class wiki to summarize various activities and skills teacher/literacy leaders are required to perform.

Wiki Participation Rubric- 10 points					
	Advanced 8	Proficient 6	Basic 4	Below Basic 2	No Submission 0
Knowledge and Understanding of Content	Wiki post demonstrates a strong understanding of course concepts	Wiki post demonstrates a clear understanding of course concepts	Wiki post demonstrates limited understanding of course concepts	Wiki post demonstrates little or no understanding of course concepts	
			2	1	0
Contribution to the Online Learning Community			Contributes greatly to the development of the class wiki	Contributes adequately to the development of the class wiki	

Professional Development Plan (30 points):

Learners will design a professional development plan aligned to school improvement goals. This assignment will be uploaded directly into the course LMS.

Professional Development Rubric- 30 points					
	Advanced 10	Proficient 8	Basic 6	Below Basic 4	No Submission 0
Goals/ Outcomes	PD has clear, specific, and measurable goals/outcomes. Goals strongly aligned to school improvement goals	PD has adequate goals/outcomes. Goals aligned to school improvement goals	PD has somewhat specific and measurable goals/outcomes. Goals slightly aligned to school improvement goals	PD goals/outcomes are unclear and not measurable and/or not aligned to school improvement goals	Assignment not submitted
PD Strategic Design	Learning strategies align with intended outcomes, adult learner needs, and content. Best practice demonstration or exemplar modeling provided with opportunities for guided & independent practice; PD structure strongly supports	Learning strategies mostly aligned with intended outcomes, adult learner needs, and content. Best practice demonstration or exemplar modeling with opportunities for guided & independent practice adequately provided; PD	Learning strategies somewhat aligned with intended outcomes, adult learner needs, and content. Opportunities for best practice demonstration or exemplar modeling, guided & independent practice are limited; PD structure supports	Learning strategies are not aligned with intended outcomes, adult learner needs, and content. Opportunities for best practice demonstration or exemplar modeling, guided & independent practice are missing; PD structure lacks	Assignment not submitted

	learners at various stages of implementation and levels of use, and accommodates various adult learning styles, preferences and motivations to learn	structure adequately supports learners at various stages of implementation and levels of use, and accommodates most adult learning styles, preferences and motivations to learn	learners at some stages of implementation and levels of use, and accommodates some adult learning styles, preferences and motivations to learn	support for learners at various stages of implementation and levels of use, and narrowly accommodates adult learning styles, preferences and motivations to learn	
			2	1	0
Anticipatory/Warm-up Activity			Plans to introduce the PD by sharing purpose, relevance, and eliciting schema are exemplary	Plans for introduction are adequate	Introduction is not addressed
Materials & Use of Technology			Resources are appropriate. Detailed list of materials/ technology needed is provided. All handouts are referenced in the plan and attached	Resources are mostly appropriate. Materials/ technology list is incomplete. Most handouts are referenced and attached to the plan	Materials/Technology are not addressed
Professional Learning Community			PD includes a variety of opportunities to actively engage participants in reflective practice and collaboration activities to promote a professional learning community	PD includes some opportunities to engage participants in reflective practice and collaboration activities to promote a professional learning community	Reflective practice and collaboration are not included
Closure/ Follow-up Plans			Closure revisits purpose and outcomes. Follow-up requires participants to develop actionable steps or action plans	Closure is included. Follow-up plans are limited	

			that will be used to define next steps for implementation		
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

Case Study (40 points):

Given data from a teacher and staff organizational survey, learners will prepare a report to address school culture and climate issues. This assignment will be uploaded directly into the course LMS.

Required paper components:

- 2 sections within the paper (1. Summary of Survey Results and 2. Leadership in Action- strategies and techniques you would recommend to address each area of improvement and the overall atmosphere of the school)
- 2-4 pages in length
- Double-spaced, Times New Roman, 12 point
- Paper exhibits a professional, formal, graduate-level style of writing
- APA writing style and format for in-text citations and references, which are required
- Title page and running head are not required
- Student’s name and topic title are required at the top of the paper
- All pages must be numbered

Case Study – 40 points Formal Writing Assignment Rubric					
Content (20 points) Point Values:	Advanced 20	Proficient 15	Basic 10	Below Basic 5	No Submission 0
Content <i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations</i>	Provides substantial, specific, and/or illustrative research-based content demonstrating strong development and sophisticated ideas. All expected components are present	Provides sufficiently developed research-based content with elaboration or explanation. All expected components are present	Provides limited research-based content with adequate elaboration or explanation. Most expected components are present	Does not provide research-based content and/or presents superficial elaboration or explanation and/or the expected components are not present	Assignment not submitted
Written Communication (20 points) Point Values for Each Area (4 points x 5)	4	3	2	1	

Focus <i>Coherent point(s) made with an awareness of task about a specific topic</i>	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 <i>The order developed and sustained using transitional devices including introduction and conclusion</i>	Presents sophisticated arrangement of content with evident transitions. All required sections are clearly identified (e.g. headings and subheadings)	Presents effective arrangement of content with evident transitions. All required sections are clearly identified (e.g. headings and subheadings)	Presents functional arrangement of content without clear transitions and/or required sections are not clearly identified (e.g. headings and subheadings)	Does not demonstrate arrangement of content and/or required sections are not clearly identified (e.g. headings and subheadings)	
Format <i>APA format is utilized correctly following the most current APA guidelines</i>	Follows APA guidelines for format	Follows APA guidelines for format with minimal errors	Follows APA guidelines for format with multiple errors	Does not follow APA guidelines for format	
Style <i>The choice, use of arrangement of words and sentence structures that create consistent voice and tone</i>	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 <i>The use of grammar, mechanics, spelling, and sentence formation</i>	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	

Research to Practice Paper (40 points)

Learners will demonstrate understanding and application of course content by reviewing and connecting the research/ideas in a professional article to professional practice. This assignment will be uploaded directly into the course LMS.

Required paper components:

- 2 sections within the paper (1. Article Summary and 2. Connecting Research to Practice)
 - Article Summary: Student summary of the professional article
 - Connecting Research to Practice: Reflection on how the research/ideas in the professional article can be applied to professional practice in PK-4 classrooms with consideration given to modifications/adjustments that might be needed when working across the PK-4 grade band and/or

the curriculum

- 3-5 pages in length
- Double-spaced, Times New Roman, 12 point
- Paper exhibits a professional, formal, graduate-level style of writing
- APA writing style and format for in-text citations and references, which are required
- Title page and running head are not required
- Student's name and topic title are required at the top of the paper
- All pages must be numbered

Research to Practice Paper – 40 points Formal Writing Assignment Rubric					
Content (20 points) Point Values:	Advanced 20	Proficient 15	Basic 10	Below Basic 5	No Submission 0
Content <i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations</i>	Provides substantial, specific, and/or illustrative research-based content demonstrating strong development and sophisticated ideas. All expected components are present	Provides sufficiently developed research-based content with elaboration or explanation. All expected components are present	Provides limited research-based content with adequate elaboration or explanation. Most expected components are present	Does not provide research-based content and/or presents superficial elaboration or explanation and/or the expected components are not present	Assignment not submitted
Written Communication (20 points) Point Values for Each Area (4 points x 5)	4	3	2	1	
Focus <i>Coherent point(s) made with an awareness of task about a specific topic</i>	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 <i>The order developed and sustained using transitional devices including introduction and conclusion</i>	Presents sophisticated arrangement of content with evident transitions. All required sections are clearly identified (e.g. headings and subheadings)	Presents effective arrangement of content with evident transitions. All required sections are clearly identified (e.g. headings and subheadings)	Presents functional arrangement of content without clear transitions and/or required sections are not clearly identified (e.g. headings and subheadings)	Does not demonstrate arrangement of content and/or required sections are not clearly identified (e.g. headings and subheadings)	
Format <i>APA format is utilized correctly following the most current APA</i>	Follows APA guidelines for format	Follows APA guidelines for format with minimal errors	Follows APA guidelines for format with multiple errors	Does not follow APA guidelines for format	

<i>guidelines</i>					
Style <i>The choice, use of arrangement of words and sentence structures that create consistent voice and tone</i>	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 <i>The use of grammar, mechanics, spelling, and sentence formation</i>	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	

Metacognitive Research Review (200 points):

Learners are required to conduct a metacognitive research review on a topic based on the content presented in the course. The purpose of a metacognitive research review is to critically analyze a topic through published articles, books, and research studies. A metacognitive research review is not a “book report”. When conducting a metacognitive research review, learners will analyze, interpret, and synthesize information collected from several literature sources, resulting in a coherent argument to support their point of view. Through the process of conducting the research review, learners will obtain a deeper understanding of a topic that will help them improve instructional practice. APA guidelines are to be followed. Additional instructions are provided in the course. 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, abstract page, or references page)
- 1 inch margins
- Indent 5-7 spaces when starting a new paragraph
- Running Head
- Divided into six sections: Title Page, Abstract, Introduction, Body, Conclusion, and Reference. 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 a published piece from a printed source that can be retrieved from a library or online database that houses electronic copies of printed work.
- Written in the third person.

Metacognitive Research Review - 200 Points					
Formal Writing Assignment Rubric					
Content (100 points) Point Values:	Advanced 100	Proficient 75	Basic 50	Below Basic 25	No Submission

					0
Content <i>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations</i>	Provides substantial, specific, and/or illustrative research-based content demonstrating strong development and sophisticated ideas. All expected components are present	Provides sufficiently developed research-based content with elaboration or explanation. All expected components are present	Provides limited research-based content with adequate elaboration or explanation. Most expected components are present	Does not provide research-based content and/or presents superficial elaboration or explanation and/or the expected components are not present	Does not submit an assignment
Written Communication (100 points)	20	15	10	5	
Focus <i>Coherent point(s) made with an awareness of task about a specific topic</i>	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 <i>The order developed and sustained using transitional devices including introduction and conclusion</i>	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 <i>APA format is utilized correctly following the most current APA guidelines</i>	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 <i>The choice, use of arrangement of words and sentence structures that create consistent voice and tone</i>	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 <i>The use of grammar, mechanics, spelling, and sentence formation</i>	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	
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Course Grading

Assessments	Point Value	Weight (% out of 100)
Discussions	20 points each (9 discussions/ 180 points)	15%
Wiki	10 points	5%
Professional Development Plan	30 points	25%
Case Study	40 points	15%
Research to Practice Paper	40 points	15%
Metacognitive Research Review	200 points	25%
	500 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/>