WILKES UNIVERSITY

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		Course Title	
EDAM 5040		**Foundations of the Art & Science of Teaching**	
Section/Semester	Location		Meeting Times
	Online		

Instructor/Facilitator Contact Information

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

Course Description from Graduate Bulletin:

Introduction to the work of Dr. Robert J. Marzano and his meta-analysis of research regarding effective teaching practices. Learners will review research on effective teaching, develop a framework for designing units, and be introduced to a research-based observation and feedback protocol. This course will also lay the foundation for the core courses in this degree program by presenting learners with Dr. Marzano's 10 instructional design questions.

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:

Marzano, R. J. (2007). *The art & science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: Association for Supervision and Curriculum Development.

Required Reference:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Recommended Texts:

Marzano, R. J., Boogren, W. T., Heflebower, T., Kanold-McIntyre, J., & Pickering, D. (2012). *Becoming a Reflective Teacher (Classroom Strategies).* Bloomington, IN: Marzano Research Laboratory.

Recommended Websites:

The Pennsylvania Department of Education Standards-Aligned System Website
http://www.pdesas.org/

International Literacy Association
www.reading.org

Course Pre-requisites:
None

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

Art and Science of Teaching Program Outcomes (ASTPO)

1. Students will synthesize the research findings on effective teaching strategies
2. Students will develop a learning goal representing four levels of difficulty demonstrating a progression from simple to complex thinking as a framework for differentiating instruction for the topic or unit of study
3. Students will monitor and measure student progress by developing, implementing, and analyzing a formative assessment strategy with instructional feedback for one learning goal
4. Students will identify and create critical-input experiences along a continuum from simple to complex levels of knowledge aligned to the learning goal
5. Students will develop and implement a lesson plan that incorporates strategies and techniques that support hypothesis generating and testing
6. Students will develop and implement a lesson plan that incorporates strategies and techniques that foster high levels of student engagement
7. Students will design and implement an overall disciplinary plan, including a clearly defined strategy for high intensity situations
8. Students will analyze the research findings that provide an in-depth understanding of the dynamics that constitute and effective teacher-student relationship including concern, cooperation, guidance, and control
9. The student will demonstrate evidence of learning and competency across components of the art and science of teaching through the collection and analysis of course artifacts and self-reflection

Student Learning Objectives & Evidence of Student Learning

The students will:	Alignment to Outcomes	Evidence of Learning*
Analyze the effectiveness of current instructional strategies by synthesizing the research findings on effective teaching strategies.	SELO 1, 2 GEPO 1, 2 ASTPO 1, 9	• Written Assignment: Research and Theory on the Art and Science of Teaching • Learning Log: Reflecting on Lesson Segments • Unit 2 Essay
Analyze the characteristics of highly effective teachers.	SELO 1, 2, 7 GEPO 1, 2, 5 ASTPO 1	• Sync Point Discussion: Unit 2
Demonstrate an understanding of the impact of ongoing action research within their own classrooms.	SELO 1, 2, 5, 7 GEPO 1, 2, 5 ASTPO 1, 9	• Case Study Discussion • Written Reflection: Action Research Data
Articulate the relationship between the use of research-based instructional strategies and an increase in student achievement.	SELO 1, 2, 3, 5, 7 GEPO 1, 2. 5 ASTPO 1, 9	• Sync Point Discussion: Reflecting on Practice and Deepening Knowledge • Sync Point Discussion: Reflecting on Cognitive Processing • Learning Log: Engaging Tools • Learning Log: Exploring Classroom Management • Sync Point Discussion: Analysis of Classroom Rules • Learning Log: Identifying Student Characteristics • Sync Point Discussion: Identifying Student Characteristics • Learning Log: The Ideal Student • Sync Point Discussion: Unit 3 • Unit 3 Essay • Learning Log: Developing Series Goals
Demonstrate an understanding of a framework for planning and delivering instruction through the application of the three types of lesson segments defined by Dr. Marzano.	SELO 1, 2, 3, 7 GEPO 1, 2, 5 ASTPO 1, 9	• Learning Log: Focus of a Unit • Sync Point Discussion: Reflecting on a Well-articulated Knowledge Base • Sync Point Discussion: Unit 4 • Unit 4 Essay
Utilize a research based observation and feedback protocol to analyze and compare the effectiveness of a comprehensive framework for effective teaching with your current classroom practice.	SELO 1, 2, 3, 4, 6, 7 GEPO 1, 2, 5 ASTPO 1, 9	• Sync Point Discussion: Reflection on the Observation and Feedback Protocol • Sync Point Discussion: Unit 5 • Unit 5 Essay • Video Submission • Video Analysis

*Learners are required to complete additional activities not listed in this table. These activities are designed to scaffold learning so learners are able to successfully complete the key assessments that are designated as evidence of learning.

<h1 style="text-align:center">Course Requirements & Assessments</h1>

Each assessment within the course is aligned with one of the course objectives (learning goals) or learning log entries and discussion posts. Each set of assessments will be averaged and weighted according to the distribution below to determine the final score earned in the course.

Written Assignment: Reflection on Research: Students will write an analysis of the research findings of the art and science of teaching. In this activity, conduct a formal scientific reasoning review of the research and theory behind the art and science of teaching. Complete a written analysis of the formal scientific reasoning review.

Learning Log: Reflecting on Lesson Segments: In this activity, students will review and reflect upon their current understanding and/or knowledge of the lesson segments model.

Unit 2 Quiz: Students will write an essay in response to the following question:
In working through this unit, you explored the foundational and current research findings concerning effective classroom pedagogy. After reflecting upon the research findings, what have you learned regarding the relationship between the art and science of teaching? Evaluate your own instructional practice considering how you plan to include components of evidence-based instruction into upcoming lessons, in order to improve student achievement and increase student engagement.

Sync Point Discussion: Unit 2: In this activity, students will participate in an online discussion on the following topic:
Research findings single out the teacher as the most powerful and influential component of student achievement in the classroom. As you reflect upon the course activities from Unit 2, identify the challenges and benefits you might face in light of the research findings that indicate that educational policy needs to be directed towards improving aspects of instructional practice.

Case Study Discussion: In this activity, students will participate in an online discussion on the following topic.
Reflect upon the following questions. How might you explain the results of this action research study in terms of effect size? How would you explain the action research studies in which the control group demonstrated a greater percentile gain than the experimental group? What questions need to be asked related to factors that would contribute to this percentile difference? How can a teacher translate student evidence into classroom instruction? What new insights do you have as a result of this information?

Written Reflection: Research In this activity, students will review and reflect on action research data. The written reflection should be a minimum of 2 pages and no more than 3 pages in length, and in complete accordance with APA standards.

Sync Point Discussion: Reflecting on Practice and Deepening Knowledge: In this activity, students will participate in an online discussion on the following topic:
Reflect on the following questions. How does your current planning process compare to that identified as deliberate planning for practice and deepening new knowledge? Do you deliberately plan instruction to include distinction between declarative and procedural knowledge? If so, provide a brief example; if not, explore how you could do so. Do you use student errors as an opportunity for students to build understanding concerning errors? If so, provide a brief example; if not, explore how you could do so.

Sync Point Discussion: Reflecting on Cognitive Processing: In this activity, students will participate in an online discussion on the following topic:
Reflect upon the following questions. How do you ensure that your students understand what effective support means in analyzing and validating the information and their findings? How do you engage students cognitively? How do students utilize knowledge in cognitive ways beyond productivity? How often and in what context do you pose projective investigative questions that start with: "What would happen if ... ?" How and when do students design their own tasks to interact with the content?

Learning Log: Engaging Tools: In this activity learners will reflect on their current techniques for engagement. Based upon the information gathered thus far in the course, learners will rethink how they could engage students in a future lesson. Learners will then post their idea, concept, or template on the classroom Wikispaces in order to generate peer review and feedback.

Learning Log: Exploring Classroom Management: In this activity learners will rethink their current classroom management tools and consider how technology could enhance their classroom management.

Sync Point Discussion: Analysis of Classroom Rules: In this activity, learners will participate in an online discussion on the following topic:
Reflect upon the following questions. Why is it important to establish rules? What value is added when you involve students in the process of establishing rules? In your experience, what effect does the use of effective rules have on academic success? How could management strategies be used for designing an instructional framework for lesson and/or unit development?

Learning Log: Identifying Student Characteristics: In this activity learners will review and reflect on their current method for generating knowledge about students

Sync Point Discussion: Identifying Student Characteristics: In this activity, learners will participate in an online discussion on the following topic:
In preparation for this sync point discussion, focus on synthesizing the information from the prior unit readings and activities concerning the identification of student characteristics.

Learning Log: The Ideal Student: In this activity learners will reflect on their student population and the expectations that they communicate to students.

Sync Point Discussion: Unit 3: In this activity, learners will participate in an online discussion on the following topic:
As you reflect on Unit 3 and the 10 design questions, which question will be the most difficult to implement as you prepare your unit and/or lesson plan? Discuss why it will be a challenge, and propose solutions or techniques that will help meet the challenge. How will higher order technology tools help you?

Unit 3 Quiz: Learners will write an essay in response to the following question:
During this unit you explored the framework of effective teaching through the overview of the 10 design questions that teachers should ask themselves as they develop a unit or lesson plan. First, briefly describe the 10 design questions. Secondly, explain the importance of the information concerning the 10 design questions and provide the reason underlying this perception. Finally, reflect upon how this is similar to or different from your current approach to instruction.

Learning Log: Developing Series Goals: In this activity you will review the series objectives and generate individual personal learning goals for the series based upon your academic and or personal interests.

Learning Log: Focus of a Unit: In this activity learners will review and reflect upon their current process for developing a focus for a unit of instruction.

Sync Point Discussion: Reflecting on a Well-articulated Knowledge Base: In this activity, learners will participate in an online discussion on the following topic:
Reflect upon the following questions. Compare your current lesson development process to the lesson segment framework process. What are the implications for your lesson development? Which lesson segment would you consider as the least addressed in your planning and delivery? Why do you believe that to be true? Which lesson segment could you plan for in your next lesson? Describe how you would plan and implement the process.

Sync Point Discussion: Unit 4: In this activity, learners will participate in an online discussion on the following topic:

In Unit 4 you learned how developing a framework or model of instruction is vital to unit an lesson planning. During the unit activities, you compared your current framework or model of instruction to the lesson segment model. What would be the challenges and benefits to using the lesson segment model?

Unit 4 Quiz: Learners will write an essay in response to the following question:
During this unit the design questions were reorganized to represent three different categories of behavior or "lesson segments" that might be part of the daily operations of classrooms. Summarize each of the lesson segments. In summarizing each segment, move beyond offering a simple definition and elaborate to show you understand the segments in depth; e.g., by offering examples and non-examples, distinguishing one segment from the other two segments, identifying the interconnected relationship of the segments, and noting what teaching situations offer more or less opportunities to implement the segments. Finally, explain how your current classroom instruction can be modified to include the three lesson segments.

Sync Point Discussion: Reflection on the Observation and Feedback Protocol: In this activity, learners will participate in an online discussion on the following topic:
Consider the reflective questions that follow. As a professional development tool, how valuable was the videotaping? What was your reaction to the experiences of videotaping and conducting the self-assessing process? As a professional development tool, would you videotape yourself again? Why or why not?

Sync Point Discussion: Unit 5: In this activity, learners will participate in an online discussion on the following topic:
During unit 5 you learned about the Observation and Feedback Protocol. Describe your current teacher observation system and compare it to the Observation and Feedback Protocol presented in the course. How does it change the focus of the observation, and what value is added by dialoguing about instructional practices

Unit 5 Quiz: Learners will write an essay in response to the following question:
During this unit, the "lesson segments" were visualized as a framework for feedback on classroom instruction by utilizing the Observation and Feedback Protocol. As a result, the teacher observation enables the production of shared knowledge through interaction, which can be applied by teachers to solve real classroom problems. In your current situation, describe how utilizing the Observation and Feedback Protocol will be a shift in thinking and process for both the observer and teacher. Finally, reflect on the effect the Observation and Feedback Protocol would have on student achievement.

Video Submission: The submission of a videotape and analysis of learners' instructional practices is a required element of this course. The purpose of this submission is to provide an authentic view of the learners' classroom climates, their relationship with their students, and the effectiveness of instructional techniques. The videotape provides a means to self-reflect and analyze current instructional practices against the Art and Science of Teaching Framework. In addition, it provides a means to assess the impact of professional learning on the learners' instructional practices with their students.

Video Analysis To document their videotaping experience, learners will complete an analysis written in APA format. This analysis will be organized into seven sections; Title Page, Abstract, Introduction, Method, Analysis Results, Reflective Discussion, and References.

Work Habit Assessment: Throughout the course, the learner will be assessed on levels of honesty, plagiarism, professionalism in communication and work submitted, quality of sync point and wiki postings, and learning log entries, and accepted writing conventions. The work habits will be scored by the facilitator and averaged into the final grade for each objective.

Rubrics

Scoring Level	Unit 2 Essay Scoring Criteria
4	Provides an analysis of the relationship between the art and science of teaching, identifying errors in thinking and understanding, and uses that analysis to draw conclusions. Provides multiple ideas for adaptations to current instruction in order to incorporate components of evidence-based instruction in their classroom. Develops a strategy to test these ideas.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Provides an analysis of the relationship between the art and science of teaching, identifying errors in thinking and understanding. Provides ideas for modifications to current instruction in order to incorporate components of evidence-based instruction in their classroom.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Provides a description of the relationship between the art and science of teaching, with limited errors in thinking or understanding identified. Provides some ideas for adaptations or modifications to current instruction in order to incorporate components of evidence-based instruction in their classroom.
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
1	With help, provides a statement that identifies a difference between the art and science of teaching, but does not identify errors in thinking or understanding. With help, provides ideas for adaptations or modifications with pedagogical errors in thinking.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, provides no evidence of understanding. Even with help, provides no ideas for adaptations or modifications.
Note: This will be used as a holistic rubric.	

	Unit 3 Essay Scoring Criteria
Scoring Level	• **A brief description of the 10 design questions** • **An explanation of how important the 10 design questions are to improving your instructional practice, and the reasoning for your perception** • **Identify how the 10 design questions are similar to or different from your current approach to instruction**
4	Provides a brief description of the 10 design questions that illustrates a relationship between the questions. Provides an explanation and justification of how important the 10 design questions are to improving your instructional practice, and the reasoning for your perception. Identifies how the 10 design questions are similar to or different from your current approach to instruction, and the implications for improving instructional practice.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Provides a brief description of the 10 design questions. Provides an explanation of how important the 10 design questions are to improving your instructional practice, and the reasoning for your perception. Identifies how the 10 design questions are similar to or different from your current approach to instruction.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Provides a brief description of the design questions, but does not include all 10 questions. Provides a limited explanation of how important the 10 design questions are to improving your instructional practice, and the limited reasoning for your perception. Identifies how the 10 design questions are similar to or different from your current approach to instruction.
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
1	With help, provides a listing of the 10 design questions. With help, provides an unclear explanation of how important the 10 design questions are to improving your instructional practice, and faulty reasoning for perception explained. With help, identifies how the 10 design questions are similar to or different from your current approach to instruction.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, provides no description of the 10 design questions. Even with help, provides no explanation of how important the 10 design questions are to improving your instructional practice. Even with help, does not identify how the 10 design questions are similar to or different from your current approach to instruction.
Note: This will be used as a holistic rubric.

Scoring Level	**Unit 4 Essay** **Scoring Criteria**
	• **Summary of the three lesson segments** • **Description of how awareness and planning of lesson segments can increase student achievement and engagement** • **Examples of how your current instruction can be modified to include the three lesson segments**
4	Summaries are clear, well developed, and show an in-depth understanding of each of the three lesson segments. Provides detailed and persuasive description that connects each of the three lesson segments to student learning and engagement, and how these connections could enhance both conventional and authentic measures of student achievement. Provides more than three clear and concise examples of how current instruction can be modified to include the three lesson segments.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Summaries are clear, adequately developed, and show understanding of all three lesson segments. Provides detailed and persuasive description that connects all three lesson segments to student learning and engagement. Provides at least three clear and concise examples of how current instruction can be modified to include the three lesson segments.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Summaries are clear, and show partial understanding of two of the three lesson segments. Provides less detailed or persuasive description that connects only two of the three lesson segments to student learning and engagement. Provides at least two clear and concise examples of how current instruction can be modified to include the three lesson segments.
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
1	With help, summaries show only partial understanding of one of the three lesson segments. With help, provides limited description, lacking details that connect any of the three lesson segments to student learning and engagement. With help, provides at least one example of how current instruction can be modified to include the four standards of authentic instruction.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.

0	Even with help, summaries show no understanding of any of the three lesson segments. Even with help, no description connects any of the three lesson segments to student learning and engagement. Even with help, provides no examples of how current instruction can be modified to include the three lesson segments.

Note: This will be used as a holistic rubric.

Scoring Level	Unit 5 Essay Scoring Criteria
	• **Analyze the shift in thinking for both the observer and teacher as a result of using the Observation and Feedback Protocol.** • **Justify the shift in process for both the observer and teacher as a result of using the Observation and Feedback Protocol.** • **Predict the effect the Observation and Feedback Protocol would have on student achievement.**
4	Provides an analysis of the shift in thinking for both the observer and teacher as a result of using the Observation and Feedback Protocol, and includes supporting evidence from personal experience with protocol. Provides a justification for the shift in process for both the observer and teacher as a result of using the Observation and Feedback Protocol, and includes supporting evidence from personal experience with protocol. Provides a prediction for the effect the Observation and Feedback Protocol would have on student achievement and includes supporting evidence from personal experience with protocol.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Provides an analysis of the shift in thinking for both the observer and teacher as a result of using the Observation and Feedback Protocol. Provides a justification for the shift in process for both the observer and teacher as a result of using the Observation and Feedback Protocol. Provides a prediction for the effect the Observation and Feedback Protocol would have on student achievement.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Provides a limited analysis of the shift in thinking for both the observer and teacher as a result of using the Observation and Feedback Protocol. Provides a partial justification for the shift in process for both the observer and teacher as a result of using the Observation and Feedback Protocol. Provides a prediction for the effect the Observation and Feedback Protocol would have on student achievement.
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
1	With help, provides an analysis of the shift in thinking for both the observer and teacher as a result of using the Observation and Feedback Protocol. With help, provides a justification for the shift in process for both the observer and teacher as a result of using of the Observation and Feedback Protocol. With help, provides a prediction for the effect the Observation and Feedback Protocol would have on student achievement.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.

0	Even with help, provides no analysis of the shift in thinking for both the observer and teacher as a result of using the Observation and Feedback Protocol. Even with help, provides no justification for the shift in process for both the observer and teacher as a result of using the Observation and Feedback Protocol. Even with help, provides no prediction on the effect the Observation and Feedback Protocol would have on student achievement

Note: This will be used as a holistic rubric.

Scoring Level	Learning Log Scoring Criteria		
	Completeness	**Understanding of Course Content**	**Application of Course Content**
4	Completes all aspects of the activity with reflective responses. Entry demonstrates a strong understanding of course concepts. Entry demonstrates definite and appropriate application of course concepts.		
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.		
3	Completes all aspects of the activity. Entry demonstrates a clear understanding of course concepts. Entry demonstrates clear application of course concepts.		
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content		
2	Completes some aspects of the activity. Entry demonstrates some (limited) understanding of course concepts. Entry demonstrates limited evidence of application of course concepts.		
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.		
1	Even with assistance, does not complete the activity. With help, entry demonstrates little understanding of course concepts. With help, entry demonstrates little evidence of application of course concepts.		
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.		
0	Does not complete the activity. Even with help, entry demonstrates no understanding of course concepts. Even with help, entry demonstrates no evidence of application of course concepts.		
* Note: This will be used as a holistic rubric.			

Scoring Level	Written Reflection Scoring Criteria
	• **Engagement With Key Concepts** • **Self-disclosure to Key Concepts** • **Personal Response to Key Concepts**
4	Demonstrates **engagement** with the salient issues raised through the readings. Demonstrates an **open, non-defensive ability to self-appraise**, discussing both growth and frustrations as they relate to learning. Risks asking probing questions about self and seeks to answer these. Analysis conveys insight and the ability to make **inferences extending** beyond their personal experience and classroom practice.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Demonstrates **awareness** of most of the key issues raised through readings. Seeks to understand concepts by **openly examining** their own experiences in the past as they relate to the topic, to illustrate points being made. Conveys a personal response to the issues raised and **demonstrates reflection** about own classroom practice, providing specific examples related to their classroom.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Makes **some reference** to issues raised through reading, but generally relates what is read. Seeks to understand concepts by **cautiously** examining their own experiences in the past as they relate to the topic. Sometimes defensive or one-sided in analysis. Asks some probing questions about self, but does not engage in seeking to answer these. **Some evidence of a personal response** to the issues and concepts raised in the readings is evident, but does not demonstrate the ability to reflect on their own classroom practice.
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
1	With help, makes **no reference** to issues raised through readings; restates information in readings/ or activities. With help, **little self-disclosure, minimal risk** in connecting concepts to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection. With help, makes **irrelevant personal response** to the issues and concepts raised in the readings, or personal reflection about their own classroom practice.
5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, **no understanding** is evident. Even with help, **no self-disclosure or risk** exemplified in connecting concepts from class to personal experiences. Even with help, **no personal response** is included.
Note: This will be used as a holistic rubric.	

Written Assignment: Research and Theory on the Art and Science of Teaching					
Formal Scientific Reasoning Scoring Rubric © Wilkes University Master's Education Dept.					
Proficiency	Advanced	Proficient	Basic	Below Basic	No Credit
Identification of a problem or topic	Clear, concise problem or topic stated; explains why research regarding selected topic is important to the field; includes case examples in supporting evidence	Problem or topic adequately stated; explains why research regarding selected topic is important to the field; does not include case examples in supporting evidence	Problem or topic statement attempted but, not clearly stated; explanation as to why research on selected topic is important not clear; does not include supporting evidence	Problem or topic is evident but, no explanation as to why research on selected topic is important; no supporting evidence provided	**Assignment not submitted**
Source quality of literature review	Includes 5-7 data-based articles ▲ from peer-reviewed journals plus at least one primary source (e.g., personal communication with professional expert, review of original document, interview of personal witness, etc.)	Includes 5-7 data based articles from peer-reviewed journals	Includes at least 3 data-based articles from peer-reviewed journals	Includes at least 3 articles from professional journals; one or more is not data-based	
Purpose of Study	Clearly stated so that relationships with problem or topic and design are obvious	Stated so relationship to problem/topic or design is somewhat unclear	Stated so relationship to problem/topic and results is barely recognizable	Present but relationship with key points of assignment is not clear	
Research design: For article review assignment, multiple articles required *Data Gathering Assignment:*	Correctly identifies research designs described in all articles reported and concisely *Correctly identifies research design(s) appropriate for addressing the research purpose*	Correctly identifies research designs described in all but one article reported *Correctly identifies research design(s) appropriate for addressing the research purpose*	Correctly identifies one research design *Identifies research design(s) that addresses at least partially addresses the research purpose*	Attempts, but incorrectly labels research designs reported in articles *Identifies research design(s) that does not addresses the research purpose*	
Method: Article Review *Data Gathering Assignment*	Summarizes methods of all articles effectively *All components of methods section*	Summarizes all but one method effectively *All components of methods section*	Summarizes only one method effectively *At least one component missing;*	Method section for each article not summarized *At least one component*	

	present; procedures explained using research terminology consistently	present; procedures explained using research terminology frequently	procedures explained using research terminology occasionally	missing; procedures explained using research terminology occasionally	

NOTE: ▲ data-based articles include presentation and analysis/ interpretation of recorded facts gathered from direct observation or experimentation. Commentaries, expert opinion, review of the literature articles will not satisfy this requirement.

Scoring Level	Case Study Discussion Rubric: Action Research at Moreland Middle.... Scoring Criteria
	Content of Posting: Analyze and discuss a case study on action research project to understand the connection between student evidence and instructional strategies.
4	In addition to the requirements indicated in level 3 of this rubric, the learner will **decide** how they would best **apply** the research finding in their own classroom.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	The learner **analyzes a case study** in an action research project and demonstrates an understanding through **discussing** the impact of the connection between student evidence and instructional strategies.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	The learner **explains** the case study found in the action research, but does not address the impact these finding have on their classroom practice within the discussion.
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
1	With help, the learner **restates** or **describes** the case study in the action research, but does not discuss the impact these findings have on their classroom practice.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill demonstrated.

Scoring Level	Sync Point Discussions Scoring Criteria
	Content of Posting
4	Responses are **insightful, demonstrating a strong understanding** of course concepts and definite application to practice.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Responses demonstrate a **clear understanding** of course concepts and some application to practice.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Responses relate to course concepts, but **no elaboration** exists. Evidence of possible misunderstandings.
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
1	With help, responses are **not related** to course concepts.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no postings exist.
Note: This will be used as a holistic rubric.	

Scoring Level	Video Submission Rubric Scoring Criteria
	• **Submission of Video** • **Submission of Permissions** • **Length of Video** • **Quality of Video** • **Content of Video**
4	Video is uploaded by the deadline and is in one of the compatible formats. Permissions for everyone in the video are postmarked by the deadline. Video is **at least 10 minutes** in length and **no longer than 15 minutes** in length. Video is **unedited** with a **clear picture and sound**. The main focus of the video is on the teacher giving a lesson in a classroom.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	Video is uploaded by the deadline and is in one of the compatible formats. Permissions for everyone in the video are postmarked by the deadline. Video is **at least 8 minutes** in length **OR** is **between 16 and 17 minutes** in length. Video is **unedited**, but the **picture OR the sound is unclear**. The main focus of the video is on the teacher giving a lesson in a classroom.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	Video is uploaded by the deadline and is in one of the compatible formats. Permissions for everyone in the video are postmarked by the deadline. Video is **at least 6 minutes** in length **OR** is **between 18 and 19 minutes** in length. Video is **unedited**, but the **picture AND the sound is not clear** in parts of the video. The video is of a lesson, but the focus of the video is unclear.
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
1	Video is uploaded by the deadline and is in one of the compatible formats. Permissions for everyone in the video are postmarked by the deadline. Video is **at least 4 minutes** in length **OR** is **between 20 and 21 minutes** in length. Video is **edited**, **OR** the **picture AND the sound is not clear** throughout the entire video. Part of the video is of a lesson and the focus of the video is unclear.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no video is submitted **OR** the video is submitted in an unacceptable format **OR** the video is postmarked after the deadline has passed. Permissions for **ALL** of the participants in the video are not submitted. Video is **less than 4 minutes** in length **OR** is **greater than 21 minutes** in length. Video is **edited**, **AND** the **picture AND the sound is not clear** throughout the entire video. The video is not of a lesson in a classroom.

Note: This will be used as a holistic rubric.

Video Analysis: Formal Writing Assignment Scoring Rubric

Formal Writing Assignment Scoring Rubric © Wilkes University, Master's Education Dept.

Points/Proficiency	Advanced	Proficient	Basic	Below Basic	No credit
Written Communication					
FOCUS *The single controlling point made with an awareness of task (mode) about a specific topic.*	Sharp, distinct controlling point made about a single topic with evident awareness of task	Apparent point made about a single topic with sufficient awareness of task	No apparent point but evidence of a specific topic	Minimal evidence of a topic Incoherent	Assignment not submitted
ORGANIZATION *The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion. APA style is utilized correctly.*	Sophisticated arrangement of content with evident and/or subtle transitions. In sections of the assignment specified in assignment instructions,* APA style is utilized with 0 errors	Functional arrangement of content that sustains a logical order with some evidence of transitions. In sections of the assignment specified in assignment instructions,* APA style is utilized with 1 to 4 errors	Confused or inconsistent arrangement of content with or without attempts at transition. In sections of the assignment specified in assignment instructions,* APA style is utilized with 5 to 8 errors	Minimal control of content arrangement. In sections of the assignment specified in assignment instructions,* APA style is utilized with 9 or more errors	
STYLE *The choice, use of arrangement of words and sentence structures that create tone and voice.*	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Generic use of variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Limited word choice and control of sentence structures that inhibit voice and tone	Minimal variety in word choice and minimal control of sentence structures	
CONVENTIONS *The use of grammar, mechanics, spelling, usage and sentence formation.*	Evident control of grammar, mechanics, spelling, usage and sentence formation	Sufficient control of grammar, mechanics, spelling, usage and sentence formation	Limited control of grammar, mechanics, spelling, usage and sentence formation	Minimal control of grammar, mechanics, spelling, usage and sentence formation	

** Note: This will be used as a holistic rubric. Therefore, the facilitator will look for the score column which seems to be a best match to the learner's performance. Total points for the activity are indicated at the top of each column.

*Instructions assignment instructions will specify expectations for APA use, such as, completion of title page, reference page, abstract, etc.

Formal Writing Points Earned in this Assignment _____

Scoring Level	Work Habit Rubric Scoring Criteria
	• **Submission of original work free of plagiarism, collusion, and cheating *** • **Level of professionalism** • **Responses in Sync Point Discussions** • **Grammar, spelling, and punctuation**
4	All work submitted is original work free of plagiarism, collusion, and cheating. Exhibits professional and respectful behaviors in all communications and in all work that is submitted. When participating in Sync Point Discussions, the response indicates thoughtful ideas and explicit suggestions to the initial posting and other group members' postings. No grammatical, spelling, and/or punctuation errors in any work that is submitted.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	All work submitted is original work free of plagiarism, collusion, and cheating. Exhibits professional and respectful behaviors in all communications and in all work that is submitted. When participating in Sync Point Discussions, the response indicates thoughtful ideas and/or explicit suggestions to the initial posting and other group members' postings. Almost no grammatical, spelling, and/or punctuation errors in any work that is submitted.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	All work submitted is original work free of plagiarism, collusion, and cheating. Exhibits professional and respectful behaviors in all communications and in all work that is submitted. When participating in Sync Point Discussions, the response indicates thoughtful ideas and/or suggestions to the initial posting and other group members' postings. A few grammatical, spelling, and/or punctuation errors are evident in work that is submitted.
1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.
1	With help, all work submitted is original work free of plagiarism, collusion, and cheating. With help, exhibits professional and respectful behaviors in all communications and in all work that is submitted. With help, when participating in Sync Point Discussions, the response indicates thoughtful ideas and/or explicit suggestions to the initial posting and other group members' postings. With help, a few grammatical, spelling, and/or punctuation errors are evident in work that is submitted.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.

0	Even with help, work submitted has evidence of plagiarism, collusion, or cheating.
	Even with help, does not exhibit professional and respectful behaviors in all communications and in all work that is submitted.
	Even with help, no postings are made to sync point discussions.
	Even with help, work is incomprehensible due to grammatical, spelling, and/or punctuation errors.

Note: This will be used as a holistic rubric.
* Please reference the university handbook for more information.

Course Grading

Assessments	Point Value	Weight (% out of 100)
Objective #1: • Written Assignment: Research and Theory on the Art and Science of Teaching • Learning Log: Reflecting on Lesson • Segments • Unit 2 Essay	0-4	10%
Objective #2: • Sync Point Discussion: Unit 2	0-4	5%
Objective #3: • Case Study Discussion • Written Reflection: Action Research Data	0-4	10%
Objective #4: • Sync Point Discussion: Reflecting on Practice and Deepening Knowledge • Sync Point Discussion: Reflecting on Cognitive Processing • Learning Log: Engaging Tools • Learning Log: Exploring Classroom Management • Sync Point Discussion: Analysis of Classroom Rules • Learning Log: Identifying Student Characteristics • Sync Point Discussion: Identifying Student Characteristics • Learning Log: The Ideal Student • Sync Point Discussion: Unit 3 • Unit 3 Essay • Learning Log: Developing Series Goals	0-4	30%
Objective #5: • Learning Log: Focus of a Unit • Sync Point Discussion: Reflecting on a Well-articulated Knowledge Base • Sync Point Discussion: Unit 4 • Unit 4 Essay	0-4	15%
Objective #6: • Sync Point Discussion: Reflection on the Observation and Feedback Protocol • Sync Point Discussion: Unit 5 • Unit 5 Essay • Video Submission • Video Analysis	0-4	25%
Work Habit	0-4	5%

Graduate Education Grading Scale (MS Level):

Grading Scale			
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/facilitator 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/facilitator 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/facilitator 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/facilitator.

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. Discussion deadlines are set by the instructor/facilitator. **Late discussions are not accepted for partial credit after the dates set for each discussion.**

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/facilitator'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/facilitator 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/facilitator.

Penalties levied by the instructor/facilitator 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. the National Institute for Professional Practice uses its own proprietary learning management system.

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/facilitators 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.

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Wilkes Graduate Education Program

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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/facilitator 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/

Class Schedule for the Semester

An activity time breakdown is located in the Learning Guide document available with course access. The course instructor/facilitator will send learners a schedule for completing assignments once the course begins.