



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 5041		Course Title Establishing Learning Goals to Support Learning and Instructional Design	
Section/Semester	Location Online	Meeting Times	

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:

An in-depth exploration of the importance of learning goals that address various levels of cognitive processing. Learners will develop learning goals to address high levels of learning for students in their classrooms. Additionally, learners will facilitate the development of learning goals with their students.

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.

Marzano, R. J. (2009). *Designing and teaching learning goals and objectives: Classroom strategies that work library*. Bloomington, IN: Marzano Research Laboratory.

Required Reference:

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

Recommended Texts:

Marzano, R. J., & Brown, J. L. (2009). *Handbook for the art and science of teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R.J. & Kendall, J.S. (2008). *Designing & assessing educational objectives*. Thousand Oaks, CA: Corwin Press.

Moore, C., Garst, L.H. & Marzano, R.J. (2014). *Creating and using learning targets and performance scales: How teachers make better instructional decisions*. West Palm Beach, FL: Learning Sciences.

Recommended Websites:

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

International Literacy Association
www.reading.org

Course Pre-requisites:

EDAM 5040: Foundations of the Art & Science of Teaching

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 an 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*
1. Analyze the research findings on setting learning goals	SELO 1, 2 GEPO 1, 2 ASTPO 1, 2	<ul style="list-style-type: none"> • Learning Log: Reflection Sync Point Discussion: Research and Theory
2. Differentiate between learning goals, activities, and assignments	SELO 1, 2 GEPO 1, 2 ASTPO 1, 2	<ul style="list-style-type: none"> • Sync Point Discussion: Learning Goals, Activities, and Assignments
3. Discriminate between declarative and procedural knowledge providing a rationale for why it is declarative or procedural or both	SELO 1, 2 GEPO 1, 2 ASTPO 1, 2	<ul style="list-style-type: none"> • Sync Point Discussion: Declarative vs. Procedural Knowledge
4. Translate declarative and/or procedural general curriculum statements into a learning goal	SELO 1, 2 GEPO 1, 2 ASTPO 1, 2	<ul style="list-style-type: none"> • Written Reflection: Translating General Statements
5. Create a learning goal and task for a topic or unit of instruction that provides a clear understanding of the information, skills, strategy or process that is expected for students to attain the learning goal	SELO 1, 2 GEPO 1, 2 ASTPO 1, 2	<ul style="list-style-type: none"> • Sync Point Discussion: Learning Goals & Tasks • Essay: Learning Goal & Task
6. Using the same learning goal, represent 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	SELO 1, 2 GEPO 1, 2 ASTPO 1, 2	<ul style="list-style-type: none"> • Sync Point Discussion: Differentiating Instruction • Essay: Learning Goal at Different Levels of Difficulty
7. Using the same learning goal representing four levels of difficulty, organize the learning goals into a scale that specify criteria for success and a progression from simple to complex thinking	SELO 1, 2 GEPO 1, 2 ASTPO 1, 2, 3	<ul style="list-style-type: none"> • Sync Point Discussion: Scale Development • Essay: Organizing a Scale
8. Facilitate students in their classroom to develop learning goals	SELO 1, 2, 5 GEPO 1, 2, 3	<ul style="list-style-type: none"> • Sync Point Discussion: Student Developed Goals

	ASTPO 1, 2, 3	
9. Develop and implement a lesson plan that incorporates a learning goal, task, scale, and assessment that will be the basis for the video submission	SELO 1, 2 GEPO 1, 2 ASTPO 1, 2, 9	<ul style="list-style-type: none"> Lesson Videotape 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.

Course Requirements & Assessments

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.

Learning Log: Reflection on Research

After reading research on the use of learning goals in a classroom, learners will reflect on the research and the implications it has in the classroom.

Sync Point Discussion: Learning Goals, Activities, and Assignments

Learners will contribute to a table in a classroom wiki by identifying a recently taught learning goal, activity, and assignment. Learners will edit each other's postings in order to identify or clarify any errors in thinking. Learners will then participate in a Sync Point discussion to share their understandings and new insights as a result of the posting. Discussion will focus on the errors in thinking identified and how this activity has improved their understanding of the difference between learning goals, activities, and assignments.

Sync Point Discussion: Declarative vs. Procedural Knowledge

Learners will complete an activity that enables them to practice identifying declarative and procedural knowledge by reviewing and classifying a learning goal in a recently completed lesson. Learners will post their learning goal in a class table on the class wiki and review their peers' examples. Learners will then participate in a sync point discussion to share their understandings and new insights as a result of the posting.

Written Reflection: Translating General Statements

Learners will complete an activity in which they use a matrix to articulate the specific declarative or procedural knowledge implied in the general statements of their state standards, district curriculum, and district essential outcomes. Learners will also translate these general statements into clear statements of learning goals. Learners will then write a summary of the goal writing experience.

Sync Point Discussion: Learning Goals & Tasks

Learners will create a learning goal and an accompanying task to be used in the near future, and post these in a Learning Log entry for facilitator feedback. The facilitator will review the learning log and offer feedback to the learner to revise the learning goal, if needed. The facilitator will then post all learners' learning goals and tasks as a focus point for a Sync Point discussion that analyzes the relationship between the learning goal and an appropriate task.

Essay: Learning Goal & Task

The learner will submit his/her final version of the learning goal and task in an essay.

Sync Point Discussion: Differentiating Instruction

Learners will participate in a sync point discussion to evaluate how the framework can be used for differentiating instruction in their classroom.

Essay: Learning Goal at Different Levels of Difficulty

The learner will upload his/her final version of their learning goal at different levels.

Sync Point Discussion: Scale Development

Learners will participate in a sync point discussion to share their experience and new insights that resulted from developing a scale which specifies criteria for success and a progression from simple to complex thinking, and is in alignment with the goal.

Essay: Scale

The learner will submit the final version of his/her scale.

Sync Point Discussion: Student Developed Goals

Learners will participate in a sync point discussion to share their experience facilitating students in their classrooms to develop goals. They will share their observations and new insights.

Lesson Videotape Submission

Learners will videotape the implementation of the individual pieces created in this course in their classroom, including the learning goal, task, assessment, and scale.

Video Analysis

Learners will self-assess their videotaped lessons using the observation and feedback protocol. Learners will analyze the results of the self-assessment and write a reflective paper based upon their self-assessment and analysis.

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

Unit 1 Sync Point Discussion Rubric: Research and Theory	
Scoring Level	Scoring Criteria
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrated in- depth inferences and applications that go beyond what was taught.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Response analyzes the research findings on setting learning goals by discussing the impact on their classroom practice and providing feedback for improvement.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	Response explains the research findings on setting learning goals but does not discuss the impact that these finding have on their classroom practice.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, response recalls the research findings on setting learning goals.
.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
Note: This will be used as a holistic rubric.	

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

Unit 2 Sync Point Discussion Rubric: Declarative vs. Procedural Knowledge	
Scoring Level	Scoring Criteria
4	In addition to the requirements indicated in level 3 of this rubric, response demonstrated in-depth inferences and applications that go beyond what was taught.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Response discriminates between declarative and procedural knowledge, provides a rationale for why it is declarative or procedural or both, and the implications for instructional practice
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	Response explains the meaning of declarative and procedural knowledge, provides a rationale for why a goal is declarative or procedural but is limited on implications for instructional practice
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, response restates or describes the definition for declarative and procedural knowledge
.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
Note: This will be used as a holistic rubric.	

Unit 2 Written Reflection Rubric: Translating General Statements	
Scoring Level	Scoring Criteria
	<ul style="list-style-type: none"> • Translate declarative and/or procedural general curriculum statements into a learning goal • Engagement with Key Concepts • Self-disclosure to Key Concepts • Personal Response to Key Concepts
4	<p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to demonstrate in-depth inferences and applications that go beyond what was taught</p> <p>Demonstrates engagement with the salient issues raised through the activity</p> <p>Demonstrates an open, non-defensive ability to self-appraise, discussing both growth and frustrations as they related to learning. Risks asking probing questions about self and seeks to answer these</p> <p>Analysis conveys insight and the ability to make inferences extending beyond their personal experience and classroom practice</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>The learner will be able to translate declarative and/or procedural general curriculum statements into a learning goal</p> <p>Demonstrate awareness of most of the key issues raised through the activity</p> <p>Seeks to understand concepts by examining openly their own experiences in the past as they relate to the topic, to illustrate points you are making</p> <p>Conveys a personal response to the issues raised and demonstrates reflection about own classroom practice, providing specific examples related to their classroom</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	<p>The learner will be able to explain the meaning of declarative and procedural knowledge as it applies to translating general statements into a learning goal</p> <p>Makes some reference to issues raised through the activity</p> <p>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</p> <p>Some evidence of a personal response to the issues and concepts raised in the activity but does not demonstrate the ability to reflect on their own classroom practice</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, the learner restates or describes general statements into a learning goal</p> <p>With help, makes reference to issues raised through the activity</p> <p>With help, little self-disclosure, minimal risk in connecting concepts to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection</p> <p>With help, makes irrelevant personal response to the issues and concepts raised in the activity or personal reflection about their own classroom practice</p>

.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Even with help, no learning goal is evident 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.	

Unit 2 Sync Point Discussion Rubric: Learning Goal and Tasks	
Scoring Level	Scoring Criteria
4	Provides an analysis of the relationship between the learning goal and the appropriate task, identifying errors in thinking and understanding and uses that analysis to draw conclusions
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 learning goal and the appropriate task identifying errors in thinking and understanding
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 learning goal and the appropriate task with some errors in thinking or understanding identified
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, provides a statement that identifies a difference between the learning goal and the appropriate task but does not identify errors in thinking or understanding
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Provides no evidence of understanding
Note: This will be used as a holistic rubric.	

Unit 2 Essay Rubric: Learning Goal and Task	
Scoring Level	Scoring Criteria
4	In addition to the requirements indicated in level 3 of this rubric, evidence demonstrates in-depth inferences and applications that go beyond what was taught.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Provides a clear understanding of the information, skills, strategy or process that is expected for students to attain the learning goal.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	Provides a learning goal and accompanying task but does not articulate the information, skills, strategies, or processes that are expected.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, restates or describes a learning goal and accompanying task.
.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
Note: This will be used as a holistic rubric.	

Unit 3 Sync Point Discussion Rubric: Differentiating Instruction	
Scoring Level	Scoring Criteria
4	Provides an evaluation of how the framework would be instrumental in differentiating instruction, identifying errors in thinking and understanding and uses that evaluation to draw conclusions
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Provides an evaluation of how the framework would be instrumental in differentiating instruction identifying errors in thinking and understanding
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 how the framework would be instrumental in differentiating instruction with some errors in thinking or understanding identified
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, provides a statement of how the framework would be instrumental in differentiating instruction.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Provides no evidence of understanding
Note: This will be used as a holistic rubric.	

Unit 3 Essay Rubric: Learning Goals at Different Levels of Difficulty	
Scoring Level	Scoring Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, evidence demonstrates in-depth inferences for classroom applications</p> <p>In addition to the requirements indicated in level 3 of this rubric, evidence demonstrates specific classroom applications for differentiating instruction</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>Creates a goal at all 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</p> <p>Provides an analysis of how the framework can assist in differentiating instruction</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	<p>Describes a learning goal at all four different levels of difficulty but may not demonstrate a progression from simple to complex</p> <p>Provides a description of how the framework can assist in differentiating instruction</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, restates or describes a learning goal at all four levels of difficulty</p> <p>With help, provides a statement of how the framework can assist in differentiating instruction</p>
.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
Note: This will be used as a holistic rubric.	

Unit 4 Sync Point Discussion Rubric: Scale Development	
Scoring Level	Scoring Criteria
4	Provides an analysis of the relationship between the learning goal at four levels of difficulty and organizing the learning goals into a scale, identifying errors in thinking and understanding and uses that analysis to draw conclusions
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Provides an analysis of the relationship between a learning goal at four levels of difficulty and organizing the learning goals into a scale identifying errors in thinking and understanding
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 a learning goal at four levels of difficulty and organizing the learning goals into a scale with some errors in thinking or understanding identified
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, provides a statement that identifies a difference between a learning goal at four levels of difficulty and organizing the learning goals into a scale but does not identify errors in thinking or understanding
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Provides no evidence of understanding
Note: This will be used as a holistic rubric.	

Unit 4 Essay Rubric: Organizing a Scale	
Scoring Level	Scoring Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, evidence demonstrated in-depth inferences for classroom applications</p> <p>In addition to the requirements indicated in level 3 of this rubric, evidence demonstrated specific classroom applications</p> <p>In addition to the requirements indicated in level 3 of this rubric, elaboration extends to how scales could enhance both conventional and authentic measures of student achievement</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>Response organizes the same learning goals into a scale that specify criteria for success and a progression from simple to complex thinking</p> <p>Provides an explanation and defense of the correlation between the specific learning goal at fours levels of difficulty and the corresponding learning goals scale</p> <p>Provides detailed and persuasive elaboration on how creating a scale from simple to complex can increase student achievement and engagement</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	<p>Response describes the same learning goals and a scale but lacks the progression from simple to complex thinking</p> <p>Provides a description of the relationship between the specific learning goal at fours levels of difficulty and the corresponding learning goals scale</p> <p>Provides detailed elaboration on how creating a scale from simple to complex can increase student achievement and engagement</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, response organizes a scale for a learning goal and task</p> <p>With help, provides a statement of the relationship between the specific learning goal at fours levels of difficulty and the corresponding learning goals scale</p> <p>With help, provides description of how creating a scale from simple to complex can increase student achievement and engagement</p>
.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
Note: This will be used as a holistic rubric.	

Unit 5 Sync Point Discussion Rubric: Student Developed Goals	
Scoring Level	Scoring Criteria
4	In addition to the requirements indicated in level 3 of this rubric, evidence demonstrated in-depth inferences and applications that go beyond what was taught
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Response explains the experience of facilitating students through the process of developing, evaluating, and/or revising their own learning goals and its implications for instructional practice
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	Response illustrates the process followed by students to develop their own goals
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, response describes how students generated their own learning goals
.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
Note: This will be used as a holistic rubric.	

Unit 5 Video Submission Rubric (Technical Requirements)	
Scoring Level	Scoring Criteria
	<ul style="list-style-type: none"> • Submission of Video • Submission of Permissions • Length of Video • Quality of Video • Content of Video
4	<p>Video is uploaded by the deadline and is in one of the compatible formats.</p> <p>Permissions for everyone in the video are postmarked by the deadline.</p> <p>Video is at least 10 minutes in length and no longer than 15 minutes in length.</p> <p>Video is unedited with a clear picture and sound.</p> <p>The main focus of the video is on the teacher giving a lesson in a classroom.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>Video is uploaded by the deadline and is in one of the compatible formats.</p> <p>Permissions for everyone in the video are postmarked by the deadline.</p> <p>Video is at least 8 minutes in length OR is between 16 and 17 minutes in length</p> <p>Video is unedited, but the picture OR the sound is not clear.</p> <p>The main focus of the video is on the teacher giving a lesson in a classroom.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	<p>Video is uploaded by the deadline and is in one of the compatible formats.</p> <p>Permissions for everyone in the video are postmarked by the deadline.</p> <p>Video is at least 6 minutes in length OR is between 18 and 19 minutes in length</p> <p>Video is unedited, but the picture AND the sound is not clear in parts of the video.</p> <p>The video is of a lesson, but the focus of the video is unclear.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>Video is uploaded by the deadline and is in one of the compatible formats.</p> <p>Permissions for everyone in the video are postmarked by the deadline.</p> <p>Video is at least 4 minutes in length OR is between 20 and 21 minutes in length</p> <p>Video is edited, OR the picture AND the sound is not clear throughout the entire video.</p> <p>Part of the video is of a lesson and the focus of the video is unclear.</p>
.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 , but 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.	

Unit 5 Video Submission Rubric (Presentation)						
Formal Oral Presentation Scoring Rubric © Wilkes University, Master's Education Dept.						Pts. Earned
Points/ Proficiency	Advanced 4 pts	Proficient 3 pts	Basic 2 pts	Below Basic 1 pt	No credit	
Oral Skills						
Organization	well-structured; material focused and ordered to make a unified point or effect	adequately structured; material ordered to make a general point or effect	somewhat structured; material is thematic, but point unclear	lacks structure; speaker provides little or no focus or order to the material	Assignment not submitted	
Flow/ impromptu responses to questions	addresses questions carefully and thoroughly, integrating evidence and additional information in responses	adequately addresses questions	somewhat able to appropriately address questions	limited ability to appropriately address questions		
Delivery	Voice, facial expression, body movements effectively and consistently engage listeners and supports important points of presentation	Voice, facial expression, body movements engage listeners and supports important points most of the time	Voice, facial expression, body movements sometimes engage listeners or supports important points	Voice, facial expression, body movements ineffective in engaging listeners or supporting important points		
Language	Word choices clearly demonstrate an awareness of the listeners; language is deliberately chosen to aid the listeners' understanding and is appropriate for age, education, and background knowledge of the listeners	Word choices demonstrate an awareness of the listeners; language is consistent and seems generally appropriate to the listener's understanding of the subject	Word choices indicate an awareness of the listeners; although the vocabulary is appropriate, the language seems chosen more for the speakers convenience than the listeners' understanding	Word choices fail to reflect an awareness of the listeners, because either the vocabulary of the reference to the listeners is inconsistent or inappropriate.		
Audio/ visual materials	Audio /visual materials are polished; substantially supporting and enhancing presentation content	Audio/visual materials how attempt at polish; adequately support presentation content	Audio /visual materials basic; somewhat support presentation content	Audio/visual materials lack polish; do not support presentation content		

Unit 6 Video Analysis: Formal Quantitative Reasoning Scoring Rubric

Formal Quantitative Reasoning Scoring Rubric for Review of Data-Based Articles, Data Analysis or Data-Gathering Assignments ©Wilkes University, Master’s Education Department						Pts. Earned
Proficiency Level	Advanced 4 pts	Proficient 3 pts	Basic 2 pts	Below Basic 1 pt	No Credit	
Data Presentation	Data ▲ are summarized in a “well-formed” ◀ manner and visually presented so that it is meaningful ▶ and obvious; presentation has no errors according to APA specifications ▼	Data ▲ are summarized in a “well-formed” ◀ manner interpretable with narrative explanation; presentation includes up to 2 errors according to APA specifications ▼	Data are visually presented but organization of data unclear; presentation includes more than 2 -3 errors according to APA specifications ▼	Data are visually but organization of data unclear; presentation includes more than 3 errors according to APA specifications ▼		
Interpretation <i>(For review of data-based articles)</i>	Narrative text accurately corresponds to data as presented; trends correctly identified; implications of results (including statistical significance, if applicable) are insightful and thorough <i>Confirms or challenges author(s’) interpretation with and alternative interpretation of data provided by author(s); provides support for position from additional reading in professional literature</i>	Narrative text accurately corresponds to data as presented; thorough analysis of most data; identifies some correct trends <i>Confirms or challenges with alternative explanation interpretation of data provided by author(s); provides example from professionally relevant experience</i>	Narrative text accurately corresponds to data as presented; few implications of results are attempted, or not fully supported by data <i>Identifies interpretation of data provided by author(s); provides hypothetical example of how information may be applied in professional work</i>	Narrative text does not correspond to data; implications of results are only reiteration of data results <i>Identifies interpretation of data provided by author(s)</i>	Assignment not submitted	
Application	Correctly and appropriately explains application of data (e.g., correct diagnoses and appraisals) to inform decisions about design of future action or solve problem(s) and makes specific recommendations for future action	Correctly applies data (e.g., correct diagnoses and appraisals) to inform decisions about design of future action or solve problem(s); makes general recommendations for future actions	Demonstrates superficial understanding that data are used to make decisions (e.g., make diagnoses or appraisals); recommendations are not logically linked to data and interpretation	No evidence of linkages among data, data interpretation, application of data to problem solving or recommendations		

- ▲ Data: recorded facts gathered from direct observation or experimentation
- ◀ Well-formed: data clustered together with correct form, construction, composition or structuring
- ▶ Meaningful: data that become useful information when organized for analysis, to reason, or make decisions
- ▼ See APA Manual for formats addressed by this statement in the rubric (e.g., tables, graphs, etc.) This statement does not apply to visual presentations of data not addressed in the manual.

Work Habit Rubric	
Scoring Level	Scoring Criteria
4	<p>All work submitted is original work free of plagiarism, collusion, and cheating</p> <p>Exhibits professional and respectful behaviors in all communications and in all work that is submitted</p> <p>When participating in Sync Point Discussions, the response indicates thoughtful ideas and explicit suggestions to the initial posting and other group members' postings</p> <p>No grammatical, spelling, and/or punctuation errors in any work that is submitted</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>All work submitted is original work free of plagiarism, collusion, and cheating</p> <p>Exhibits professional and respectful behaviors in all communications and in all work that is submitted</p> <p>When participating in Sync Point Discussions, the response indicates thoughtful ideas and/or explicit suggestions to the initial posting and other group members' postings</p> <p>Almost no grammatical, spelling, and/or punctuation errors in any work that is submitted</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	<p>All work submitted is original work free of plagiarism, collusion, and cheating</p> <p>Exhibits professional and respectful behaviors in all communications and in all work that is submitted</p> <p>When participating in Sync Point Discussions, the response indicates thoughtful ideas and/or suggestions to the initial posting and other group members' postings</p> <p>A few grammatical, spelling, and/or punctuation errors in any work that is submitted</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, all work submitted is original work free of plagiarism, collusion, and cheating</p> <p>With help, exhibits professional and respectful behaviors in all communications and in all work that is submitted</p> <p>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</p> <p>With help, a few grammatical, spelling, and/or punctuation errors in any work that is submitted</p>
.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
<p>Note: This will be used as a holistic rubric. *Please reference the Academic Integrity Policy.</p>	

Course Grading

Assessments	Point Value	Weight (% out of 100)
Objective 1: <ul style="list-style-type: none"> • Learning Log: Reflection • Sync Point Discussion: Research and Theory 	0-4	5%
Objective 2: <ul style="list-style-type: none"> • Sync Point Discussion: Learning Goals, Activities, and Assignments 	0-4	10%
Objective 3: <ul style="list-style-type: none"> • Sync Point Discussion: Declarative vs. Procedural Knowledge 	0-4	5%
Objective 4: <ul style="list-style-type: none"> • Written Reflection: Translating General Statements 	0-4	5%
Objective 5: <ul style="list-style-type: none"> • Sync Point Discussion: Learning Goals & Tasks • Essay: Learning Goal & Task 	0-4	10%
Objective 6: <ul style="list-style-type: none"> • Sync Point Discussion: Differentiating Instruction • Essay: Learning Goal at Different Levels of Difficulty 	0-4	10%
Objective 7: <ul style="list-style-type: none"> • Sync Point Discussion: Scale Development • Essay: Organizing a Scale 	0-4	10%
Objective 8: <ul style="list-style-type: none"> • Sync Point Discussion: Student Developed Goals 	0-4	10%
Objective 9: <ul style="list-style-type: none"> • Lesson Videotape Submission Video Analysis 	0-4	25%
Work Habit	0-4	10%

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.

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/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.