



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 5044		Course Title Extending Student Learning	
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:

Learners will gain the knowledge and skills needed to provide their students with opportunities to generate and test hypotheses by applying new information with relevant content. Learners will engage in activities that apply evidence-based methods in the classroom for long-term retention of knowledge and use of content to move beyond levels of knowing.

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

Marzano, R. J., & Kendall, J. S. (2008). *Designing & assessing educational objectives: Applying the new taxonomy*. Alexandria, VA: Association for Supervision and Curriculum Development.

Required Readings (No purchase required)

Boss, S. (2009). Managing messy learning. *Educational Leadership*, 67(1). Retrieved February 23, 2011, from <http://ascd.org/publications/educational-leadership/sept09/vol67/num01/Managing-Messy-Learning.aspx>

Larmer, J., & Mergendoller, J. R. (2010). 7 essentials for project-based learning. *Educational Leadership*,

68(1), 34-37.

Levine, E. (2010). The rigors and rewards of internships. *Educational Leadership*, 68(1), 44-48.

Maloney, D. H. (2010). Solving problems that count. *Educational Leadership*, 68(1), 55-58.

Smith, G., & Sobel, D. (2010). Bring it on home. *Educational Leadership*, 68(1), 38-43.

Required Reference:

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

Recommended Texts:

Harmon, K. & Marzano, R.J. (2015). *Practicing skills, strategies, & processes: Classroom techniques to help students develop proficiency*. West Palm Beach, FL: Learning Sciences International.

Ocasio, T. L., & Marzano, R. J. (2014). *Examining Reasoning: Classroom techniques to help students produce and defend claims*. West Palm Beach, FL: Learning Sciences International.

Schmidt, R.A., Halter, L., & Marzano, R.J. (2015). *Revising knowledge: Classroom techniques to help students examine their deeper understanding*. West Palm Beach, FL: Learning Sciences International.

Senn, D. & Marzano, R.J. (2015). *Engaging in cognitively complex tasks: Classroom techniques to help students generate and test hypotheses*. West Palm Beach, FL: Learning Sciences International.

West, C. S., & Marzano, R. (2015). *Examining Similarities and Differences: Classroom techniques to help students deepen their understanding*. West Palm Beach, FL: Learning Sciences International.

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 that provide an in-depth understanding of how to plan and execute specific strategies that support hypothesis generating and testing,	SEPO 1, 2, 5, 7 GEPO 1, 2, 3, 5 ASTPO 1, 5	<ul style="list-style-type: none"> • Sync Point Discussion: Research and Theory, Part 1 • Learning Log: Reasoning Processes Comparison Matrix • Sync Point Discussion: Research and Theory, Part 2
2. Identify the framework for effective support.	SEPO 1, 2, 7 GEPO 1, 2, 5	<ul style="list-style-type: none"> • Sync Point Discussion:

	ASTPO 1, 5	Framework for Effective Support
3. Design activities to engage students in experimental inquiry tasks that require them to generate and support hypotheses.	SEPO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 5, 9	<ul style="list-style-type: none"> • Sync Point Discussion: Debriefing on Experimental Inquiry • Sync Point Discussion: Role of the Teacher • Learning Log on Experimental Inquiry Results Template • Mini-Study on Experimental Inquiry
4. Design activities to engage students in problem solving tasks that require them to generate and support hypotheses.	SEPO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 5, 9	<ul style="list-style-type: none"> • Sync Point Discussion: Challenges of Problem Solving Lessons • Sync Point Discussion: Debriefing on Problem Solving • Learning Log: Processing Reflection • Learning Log: Problem Solving Results Template • Mini-Study on Problem Solving
5. Design activities to engage students in decision making tasks that require them to generate and support hypotheses.	SEPO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 5, 9	<ul style="list-style-type: none"> • Sync Point Discussion: Challenges of Decision Making Lessons • Sync Point Discussion: Debriefing on Decision Making • Learning Log: Decision Making Results Template • Mini-Study on Decision Making
6. Design activities to engage students in investigation tasks that require them to generate and support hypotheses.	SEPO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 5, 9	<ul style="list-style-type: none"> • Sync Point Discussion: Debriefing on Investigation • Learning Log: Investigation Results Template • Mini-Study on Investigation
7. Identify effective supports for students while providing opportunities for students to design their own tasks.	SEPO 1, 2, 3, 4, 5, 7 GEPO 1, 2, 5 ASTPO 1, 5, 9	<ul style="list-style-type: none"> • Sync Point Discussion: Effective Supports • Essay on Identifying Effective Supports for Student Designed Tasks
8. Develop and implement a lesson plan that incorporates strategies and techniques that support hypothesis generating and testing.	SEPO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 5, 9	<ul style="list-style-type: none"> • Mini-Study on Experimental Inquiry • Mini-Study on Problem Solving • Mini-Study on Decision Making • Mini-Study on Investigation

*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.

Sync Point Discussion: Research & Theory, Part 1: In this activity, students will participate in an online discussion on the following prompt: Why don't long term tasks automatically translate into hypothesis generating and testing?

Sync Point Discussion: Framework for Effective Support: In this activity, students will participate in an online discussion in response to the following prompt: What components of the framework for effective support were evident in your recently implemented lesson on stating and supporting a claim, and which were absent? What changes would you make to this lesson?

Learning Log: Reasoning Processes Comparison Matrix: In this activity, students will summarize the key research findings using a comparison matrix to differentiate between the four reasoning processes of: experimental inquiry, problem solving, decision making, and investigation.

Sync Point Discussion: Research & Theory, Part 2: In this activity, students will participate in an online discussion on the following prompt: Is it more important for students to leave high school knowing certain content, or is it wiser to coach students in how to discover knowledge themselves and analyze it as it evolves?

Sync Point Discussion: Debriefing on Experimental Inquiry: In this activity, students will participate in an online discussion based upon an analysis of the recently completed experimental inquiry task.

Sync Point Discussion: Role of the Teacher: In this activity, students will participate in an online discussion based on the following prompt: How does the role of the teacher change as students are engaged with hypothesis generating and testing? What part will be challenging?

Learning Log: Experimental Results Template: In this activity, students will design a "results template" for an experimental inquiry task, appropriate for their grade level and content subject, that provides areas for students to make a prediction, explain their work, and describe what they learned.

Mini-Study on Experimental Inquiry: In this activity, students will conduct a mini-study concentrated on hypothesis generating and testing strategies for experimental inquiry task(s). The submission of a videotape and an analysis is part of the mini-study.

Sync Point Discussion: Challenges of Problem Solving Lessons: In this activity, students will participate in an online discussion based upon the following prompt: What challenges have you experienced (or do you foresee) in offering students a role in true problem solving tasks? What first step would help manage the challenge?

Sync Point Discussion: Debriefing on Problem Solving: In this activity, students will participate in an online discussion based upon an analysis of the recently completed problem solving task.

Learning Log: Processing Reflection: In this activity, students will reflect on the process thus far, including how the activities completed increased and deepened their understanding of reasoning processes and how students learn to generate and test hypotheses.

Learning Log: Problem Solving Results Template: In this activity, students will design a "results template" for a problem solving task, appropriate for their grade level and content subject, that provides areas for students to make a prediction, explain their work, and describe what they learned.

Mini-Study on Problem Solving: In this activity, students will conduct a mini-study concentrated on hypothesis generating and testing strategies for problem solving task(s). The submission of a videotape and an analysis is part of the mini-study.

Sync Point Discussion: Challenges of Decision Making Lessons: In this activity, students will participate in an online discussion based upon the following prompt: How often do you include decision making tasks in your lesson planning? What has been challenging about offering or processing a decision making task?

Sync Point Discussion: Debriefing on Decision Making: In this activity, students will participate in an online discussion based upon an analysis of the recently assigned decision making task.

Learning Log: Decision Making Results Template: In this activity, students will design a “results template” for a decision making task, appropriate for their grade level and content subject, that provides areas for students to make a prediction, explain their work, and describe what they learned.

Mini-Study on Decision Making: In this activity, students will conduct a mini-study concentrated on hypothesis generating and testing strategies for decision making task(s). The submission of a videotape and an analysis is part of the mini-study.

Sync Point Discussion: Debriefing on Investigation: In this activity, students will participate in an online discussion based upon an analysis of the recently assigned investigation task.

Learning Log: Investigation Results Template: In this activity, students will design a “results template” for an investigation task, appropriate for their grade level and content subject, that provides areas for students to make a prediction, explain their work, and describe what they learned.

Mini-Study on Investigation: In this activity, students will conduct a mini-study concentrated on hypothesis generating and testing strategies for investigation task(s). The submission of a videotape and an analysis is part of the mini-study.

Sync Point Discussion: Effective Supports: In this activity, students will participate in an online discussion in response to the following prompt: What was challenging about offering effective supports for students to design their own tasks?

Essay: Identifying Effective Supports for Student Designed Tasks: In this activity, students will submit a written essay explaining how student designed tasks can become the norm within their content classroom, how students could present or share their findings with the whole class, and what role cooperative grouping will take.

Written Analysis: In this activity, students will submit a final reflective analysis of the change in their instructional practice. The purpose of this submission is to provide an authentic view of their new areas of insight, address lingering questions that remain, and develop an action step that is a direct reflection of the course.

Rubrics

Work Habit Rubric	
Score	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 goes beyond level 3 of this rubric by extending the conversations to in-depth inferences and applications 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, posting indicates thoughtful ideas and/or explicit suggestions to the initial prompt or analysis, as well as thoughtful ideas and/or explicit suggestions to at least 3 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 most communications and in most work that is submitted.</p> <p>When participating in Sync Point Discussions, posting indicates thoughtful ideas and/or explicit suggestions to the initial prompt or analysis and to at least one other group members' posting, but is limited in the scope and details shared concerning the topic or possible suggestions or solutions.</p> <p>A few grammatical, spelling, and/or punctuation errors are evident in submitted work.</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, posting indicates thoughtful ideas and/or explicit suggestions to the initial prompt or analysis, as well as thoughtful ideas and/or explicit suggestions to at least 3 other group members' postings.</p> <p>With help, there are few grammatical, spelling, and/or punctuation errors in work that is submitted.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	<p>Even with help, work submitted has evidence of plagiarism, collusion, or cheating.</p> <p>Even with help, does not exhibit professional and respectful behaviors in all communications and in all work that is submitted.</p> <p>Even with help, no postings are made to sync point discussions.</p> <p>Even with help, work is incomprehensible due to grammatical, spelling, and/or punctuation errors.</p>
Note: This will be used as a holistic rubric.	

1.2.1 Sync Point Discussion: Research & Theory, Part 1	
Score	Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other students suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Initial posting includes a rationale on why long terms tasks don't automatically translate into hypothesis generating and testing, as well as a personal reflection on how this insight changes your instructional planning Responses to other students relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	Initial posting includes a rationale on why long terms tasks don't automatically translate into hypothesis generating and testing, but lacks a personal reflection on how this insight changes your instructional planning Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it provide additional information
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, initial posting includes a rationale on why long terms tasks don't automatically translate into hypothesis generating and testing, as well as a personal reflection on how this insight changes your instructional planning Responses to other students are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Even with help, the initial posting does not include a rational for using any of the scoring methods and no responses to other students are made.
Note: This will be used as a holistic rubric.	

1.3.1 Sync Point Discussion: Framework for Effective Support

Score	Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other students suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Initial posting includes an analysis of the individual parts of the lesson recently completed with your students on supporting a conclusion to determine what was successful, what you may need to adjust, as well as how students could benefit from these changes. Responses to other students relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	Initial posting includes an analysis of the individual parts of the lesson recently completed with your students on supporting a conclusion to determine what was successful, what you may need to adjust, but lacks how students could benefit from these changes. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it provide additional information
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, initial posting includes an analysis of the individual parts of the lesson recently completed with your students on supporting a conclusion to determine what was successful, what you may need to adjust, as well as how students could benefit from these changes. Responses to other students are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Even with help, the initial posting does not include a rationale for using any of the scoring methods and no responses to other students are made.

Note: This will be used as a holistic rubric.

1.4.1 Learning Log: Reasoning Processes Comparison Matrix

Score	Criteria
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>Learning Log includes a sophisticated arrangement of content with a precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner summarizes the major similarities and differences between the four reasoning processes. Includes reflective points concerning implementation and a prediction concerning the impact on instructional practice.</p> <p>Learning Log includes a functional arrangement of content that sustains a logical order with a generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</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 summarizes the major similarities and differences between the four reasoning processes. Includes one of the two reflective points concerning implementation and/or the prediction on the impact on instructional practice.</p> <p>Learning Log has a confused or inconsistent arrangement of content with a limited word choice and control of sentence structures, which inhibits the voice and tone.</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 summarizes the major similarities and differences between the four reasoning processes. Includes reflective points concerning implementation and a prediction concerning the impact on instructional practice.</p> <p>With help, the content of the Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</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 is demonstrated.

1.4.1 Sync Point Discussion: Research & Theory, Part 2	
Score	Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other students suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Initial posting includes a clearly supported position between whether it is important for students to leave high school knowing certain content or is it wiser to coach students in how to discover knowledge themselves and analyze it as it evolves. Includes a personal reflection on how this position enhances student achievement. Responses to other students relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	Initial posting includes a clearly supported position between whether it is important for students to leave high school knowing certain content or is it wiser to coach students in how to discover knowledge themselves and analyze it as it evolves. Does not include a personal reflection on how this position enhances student achievement. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it provide additional information
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, initial posting includes a clearly supported position between whether it is important for students to leave high school knowing certain content or is it wiser to coach students in how to discover knowledge themselves and analyze it as it evolves. Includes a personal reflection on how this position enhances student achievement. Responses to other students are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Even with help, the initial posting does not include a rationale for using any of the scoring methods and no responses to other students are made.
Note: This will be used as a holistic rubric.	

2.1.1 Sync Point Discussion: Debriefing on Experimental Inquiry	
Score	Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other students suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Initial posting includes an explanation of the prediction, the reaction to the test results including how your thinking has changed and personal reflection on how this new insight will improve the quality of experimental inquiry in the future. Responses to other students relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	Initial posting includes an explanation of the prediction, the reaction to the test results including how your thinking has changed but lacks personal reflection on how this new insight will improve the quality of experimental inquiry in the future. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it provide additional information
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, initial posting includes an explanation of the prediction, the reaction to the test results including how your thinking has changed and personal reflection on how this new insight will improve the quality of experimental inquiry in the future. Responses to other students are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Even with help, the initial posting does not include a rationale for using any of the scoring methods and no responses to other students are made.
Note: This will be used as a holistic rubric.	

2.2.1 Sync Point Discussion: Role of the Teacher

Score	Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other students suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Initial posting includes an evaluation of how the role of teacher change as students are engaged in hypothesis generating and testing, as well as a personal reflection on the challenges in that new role. Responses to other students relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	Initial posting includes an evaluation of how the role of teacher change as students are engaged in hypothesis generating and testing, but does not include a personal reflection on the challenges in that new role. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it provide additional information
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the initial posting includes an evaluation of how the role of teacher change as students are engaged in hypothesis generating and testing, as well as a personal reflection on the challenges in that new role. Responses to other students are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Even with help, the initial posting does not include a rational for using any of the scoring methods and no responses to other students are made.

Note: This will be used as a holistic rubric.

2.3.1 Learning Log: Experimental Inquiry Results Template

Score	Criteria
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>Learning Log includes a sophisticated arrangement of content with a precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner designs a “results template” that supports the experimental inquiry task. Includes reflective points concerning implementation and the impact on instructional practice.</p> <p>Learning Log includes a functional arrangement of content that sustains a logical order with a generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</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 designs a “results template” that supports the experimental inquiry task. Includes only one reflective point concerning implementation and/or the impact on instructional practice.</p> <p>Learning Log has a confused or inconsistent arrangement of content with a limited word choice and control of sentence structures, which inhibits the voice and tone.</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 designs a “results template” that supports the experimental inquiry task. Includes reflective points concerning implementation and the impact on instructional practice.</p> <p>With help, the content of the Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</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 is demonstrated.

3.1.1 Sync Point Discussion: Challenges of Problem Solving Lessons	
Score	Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other students suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Initial posting includes an evaluation of the challenges either proposed or experienced in giving students a role in problem solving tasks, and a personal reflection on a suggested first step to mastering the challenges. Responses to other students relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	Initial posting includes an evaluation of the challenges either proposed or experienced in giving students a role in problem solving tasks, but does not include a personal reflection on a suggested first step to mastering the challenges. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it provide additional information
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, initial posting includes an evaluation of the challenges either proposed or experienced in giving students a role in problem solving tasks, and a personal reflection on a suggested first step to mastering the challenges. Responses to other students are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Even with help, the initial posting does not include a rationale for using any of the scoring methods and no responses to other students are made.
Note: This will be used as a holistic rubric.	

3.2.1 Sync Point Discussion: Debriefing on Problem Solving	
Score	Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other students suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Initial posting includes an explanation of the goal and obstacle to the goal, the reasoning behind the hypothesis, the testing process, the reaction to the test results and a personal reflection on how your thinking has changed. Responses to other students relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	Initial posting includes an explanation of the goal and obstacle to the goal, the reasoning behind the hypothesis, the testing process, the reaction to the test results but does not include a personal reflection on how your thinking has changed Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it provide additional information
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, initial posting includes an explanation of the goal and obstacle to the goal, the reasoning behind the hypothesis, the testing process, the reaction to the test results and a personal reflection on how your thinking has changed Responses to other students are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Even with help, the initial posting does not include a rationale for using any of the scoring methods and no responses to other students are made.
Note: This will be used as a holistic rubric.	

3.2.1 Learning Log: Processing Reflection

Score	Criteria
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>Learning Log includes a sophisticated arrangement of content with a precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The reflective response includes points concerning how the activities have increased and deepened understating of the reasoning processes and how students learn to generate and test hypotheses.</p> <p>Learning Log includes a functional arrangement of content that sustains a logical order with a generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>The reflective response includes two of the three points concerning how the activities have increased and/or deepened the understating of reasoning processes and/or how students learn to generate and test hypotheses.</p> <p>Learning Log has a confused or inconsistent arrangement of content with a limited word choice and control of sentence structures, which inhibits the voice and tone.</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 reflective response includes points concerning how the activities have increased and deepened the understating of reasoning processes and how students learn to generate and test hypotheses.</p> <p>With help, the content of the Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</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 is demonstrated.

Note: This will be used as a holistic rubric.

3.3.1 Learning Log: Problem Solving Results Template

Score	Criteria
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>Learning Log includes a sophisticated arrangement of content with a precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner designs a “results template” that supports the problem solving task. Includes reflective points concerning implementation and the impact on instructional practice.</p> <p>Learning Log includes a functional arrangement of content that sustains a logical order with a generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</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 designs a “results template” that supports the problem solving task. Includes only one reflective point concerning implementation and/or the impact on instructional practice.</p> <p>Learning Log has a confused or inconsistent arrangement of content with limited word choice and control of sentence structures, which inhibits the voice and tone.</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 designs a “results template” that supports the problem solving task. Includes reflective points concerning implementation and the impact on instructional practice.</p> <p>With help, the content of the Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</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 is demonstrated.

Note: This will be used as a holistic rubric.

4.1.1 Sync Point Discussion: Challenges of Decision Making Lessons

Score	Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other students suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Initial posting includes an evaluation for how often decision making tasks are included in lesson planning, as well as a personal reflection on the challenges involved in offering and/or processing decision making tasks. Responses to other students relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	Initial posting includes an evaluation for how often decision making tasks are included in lesson planning, but lacks a personal reflection on the challenges involved in offering and/or processing decision making tasks. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it provide additional information
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, the initial posting includes an evaluation for how often decision making tasks are included in lesson planning, as well as a personal reflection on the challenges involved in offering and/or processing decision making tasks. Responses to other students are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Even with help, the initial posting does not include a rationale for using any of the scoring methods and no responses to other students are made.

Note: This will be used as a holistic rubric.

4.2.1 Sync Point Discussion: Debriefing on Decision Making

Score	Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other students suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Initial posting includes an explanation of the alternatives, the criteria, the prediction on the best alternative, and the results including a personal reflection how your thinking has changed concerning this specific decision. Responses to other students relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	Initial posting includes an explanation of the alternatives, the criteria, the prediction on the best alternative, and the results but does not include a personal reflection how your thinking has changed concerning this specific decision. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it provide additional information
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, initial posting includes an explanation of the alternatives, the criteria, the prediction on the best alternative, and the results including a personal reflection how your thinking has changed concerning this specific decision. Responses to other students are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Even with help, the initial posting does not include a rationale for using any of the scoring methods and no responses to other students are made.

Note: This will be used as a holistic rubric.

4.3.1 Learning Log: Decision Making Results Template

Score	Criteria
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>Learning Log includes a sophisticated arrangement of content with a precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner designs a “results template” that supports the decision making task. Includes reflective points concerning implementation and the impact on instructional practice.</p> <p>Learning Log includes a functional arrangement of content that sustains a logical order with a generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</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 designs a “results template” that supports the decision making task. Includes only one reflective point concerning implementation and/or the impact on instructional practice.</p> <p>Learning Log has a confused or inconsistent arrangement of content with a limited word choice and control of sentence structures, which inhibits the voice and tone.</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 designs a “results template” that supports the decision making task. Includes reflective points concerning implementation and the impact on instructional practice.</p> <p>With help, the content of the Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</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 is demonstrated.

5.1.1 Sync Point Discussion: Debriefing on Investigation	
Score	Criteria
4	In addition to the requirement indicated in level 3 of this rubric, the initial posting includes an in-depth inference and application that goes beyond what was taught, and the responses to other students suggest a solution or provide additional information.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	Initial posting includes an explanation of the investigation focus, prediction, known confusions or contradictions, the prediction for the resolution of the confusion or contradiction, and includes a personal reflection on how your thinking has changed concerning this investigation. Responses to other students relate to the topic and their own experiences.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content
2	Initial posting includes an explanation of the investigation focus, prediction, known confusions or contradictions, the prediction for the resolution of the confusion or contradiction, but does not include a personal reflection on how your thinking has changed concerning this investigation. Responses to other students relate to the topic, but does not relate to their own experiences, and does not suggest a solution nor does it provide additional information
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	With help, initial posting includes an explanation of the investigation focus, prediction, known confusions or contradictions, the prediction for the resolution of the confusion or contradiction, and includes a personal reflection on how your thinking has changed concerning this investigation. Responses to other students are made, but they do not relate to the topic.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Even with help, the initial posting does not include a rationale for using any of the scoring methods and no responses to other students are made.
Note: This will be used as a holistic rubric.	

5.2.1 Learning Log: Investigation Results Template

Score	Criteria
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>Learning Log includes a sophisticated arrangement of content with a precise, illustrative use of a variety of words and sentence structures to create an appropriate voice and tone.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>The learner designs a “results template” that supports the investigation task. Includes reflective points concerning implementation and the impact on instructional practice.</p> <p>Learning Log includes a functional arrangement of content that sustains a logical order with a generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</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 designs a “results template” that supports the investigation task. Includes only one reflective point concerning implementation and/or the impact on instructional practice.</p> <p>Learning Log has a confused or inconsistent arrangement of content with a limited word choice and control of sentence structures, which inhibits the voice and tone.</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 designs a “results template” that supports the investigation task. Includes reflective points concerning implementation and the impact on instructional practice.</p> <p>With help, the content of the Learning Log includes a functional arrangement of content that sustains a logical order, with generic use of a variety of words and sentence structures that may or may not create an appropriate voice and tone.</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 is demonstrated.

Note: This will be used as a holistic rubric.

2.3.1 Mini-Study on Experimental Inquiry

Score	Criteria
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 an open, non-defensive ability to self-appraise understanding and interpretations of what happened during the lesson and its results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>Reflective analysis conveys insight and the ability to make inferences extending beyond the information gleaned from the self-assessment results of the observation and feedback protocol, personal experience, and classroom practice.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Describes the lesson plan that introduced the experimental inquiry process, including the properly-aligned learning goal, task, assessment, and scale. Analysis includes determination of whether or not the goal was accomplished and the effect the process for experimental inquiry had in meeting the goal.</p> <p>Seeks to understand concepts by openly examining interpretations of what happened during the lesson and its results, including specific evidence and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>Conveys a personal response to the issues raised and demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol and classroom practice. Provides specific examples related to classroom.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>Describes the lesson plan that introduced the experimental inquiry process, but lacks full disclosure of the lesson plan, the status of the goal, and/or the effect the process had in meeting the goal.</p> <p>Seeks to understand concepts by cautiously examining interpretations of what happened during the lesson against the results of the observation and feedback protocol. Includes specific evidence and/or examples that support the analysis, but does not generate conclusions.</p> <p>Some evidence of a personal response to the issues and concepts raised from the self-assessment results of the observation and feedback protocol is present, but the ability to reflect on or apply that to classroom practice is not demonstrated.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.

<p>1</p>	<p>With help, describes the lesson plan that introduced the experimental inquiry process, including the properly-aligned learning goal, task, assessment, and scale. Analysis includes determination of whether or not the goal was accomplished and the effect the process for experimental inquiry had in meeting the goal.</p> <p>With help, little self-disclosure and minimal risk in connecting interpretations of what happened during the lesson to the results of the observation and feedback protocol are present. Self-disclosure provides a limited analysis, without supporting evidence or conclusions.</p> <p>With help, makes irrelevant personal responses to the issues and concepts raised from the self-assessment results of the observation and feedback protocol and/or personal reflection about classroom practice.</p>
<p>.5</p>	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
<p>0</p>	<p>Even with help, no understanding or skill is demonstrated.</p> <p>Even with help, no self-disclosure or risk is exemplified in analyzing the connection between the observation and feedback protocol and personal classroom experiences.</p> <p>Even with help, no personal reflective response is included.</p>
<p>Note: This will be used as a holistic rubric.</p>	

3.3.1 Mini-Study on Problem Solving	
Score	Criteria
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 an open, non-defensive ability to self-appraise understanding and interpretations of what happened during the lesson and its results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>Reflective analysis conveys insight and the ability to make inferences extending beyond the information gleaned from the self-assessment results of the observation and feedback protocol, personal experience, and classroom practice.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Describes the lesson plan that introduced the problem solving process, including the properly-aligned learning goal, task, assessment, and scale. Analysis includes determination of whether or not the goal was accomplished and the effect the process for experimental inquiry had in meeting the goal.</p> <p>Seeks to understand concepts by openly examining interpretations of what happened during the lesson and its results, including specific evidence and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>Conveys a personal response to the issues raised and demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol and classroom practice. Provides specific examples related to classroom.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>Describes the lesson plan that introduced the experimental inquiry process, but lacks full disclosure of the lesson plan, the status of the goal, and/or the effect the process had in meeting the goal.</p> <p>Seeks to understand concepts by cautiously examining interpretations of what happened during the lesson against the results of the observation and feedback protocol. Includes specific evidence and/or examples that support the analysis, but does not generate conclusions.</p> <p>Some evidence of a personal response to the issues and concepts raised from the self-assessment results of the observation and feedback protocol is present, but the ability to reflect on or apply that to classroom practice is not demonstrated.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content

<p>1</p>	<p>With help, describes the lesson plan that introduced the problem solving process, including the properly-aligned learning goal, task, assessment, and scale. Analysis includes determination of whether or not the goal was accomplished and the effect the process for experimental inquiry had in meeting the goal.</p> <p>With help, little self-disclosure and minimal risk in connecting interpretations of what happened during the lesson to the results of the observation and feedback protocol are present. Self-disclosure provides a limited analysis, without supporting evidence or conclusions.</p> <p>With help, makes irrelevant personal responses to the issues and concepts raised from the self-assessment results of the observation and feedback protocol and/or personal reflection about classroom practice.</p>
<p>.5</p>	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
<p>0</p>	<p>Even with help, no understanding or skill is demonstrated.</p> <p>Even with help, no self-disclosure or risk is exemplified in analyzing the connection between the observation and feedback protocol and personal classroom experiences.</p> <p>Even with help, no personal reflective response is included.</p>
<p>Note: This will be used as a holistic rubric.</p>	

4.3.1 Mini-Study on Decision Making	
Score	Criteria
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 an open, non-defensive ability to self-appraise understanding and interpretations of what happened during the lesson and its results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>Reflective analysis conveys insight and the ability to make inferences extending beyond the information gleaned from the self-assessment results of the observation and feedback protocol, personal experience, and classroom practice.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Describes the lesson plan that introduced the decision making process, including the properly-aligned learning goal, task, assessment, and scale. Analysis includes determination of whether or not the goal was accomplished and the effect the process for experimental inquiry had in meeting the goal.</p> <p>Seeks to understand concepts by openly examining interpretations of what happened during the lesson and its results, including specific evidence and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>Conveys a personal response to the issues raised and demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol and classroom practice. Provides specific examples related to classroom.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>Describes the lesson plan that introduced the decision making process, but lacks full disclosure of the lesson plan, the status of the goal, and/or the effect the process had in meeting the goal.</p> <p>Seeks to understand concepts by cautiously examining interpretations of what happened during the lesson against the results of the observation and feedback protocol. Includes specific evidence and/or examples that support the analysis, but does not generate conclusions.</p> <p>Some evidence of a personal response to the issues and concepts raised from the self-assessment results of the observation and feedback protocol is present, but the ability to reflect on or apply that to classroom practice is not demonstrated.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.

<p>1</p>	<p>With help, describes the lesson plan that introduced the decision making process, including the properly-aligned learning goal, task, assessment, and scale. Analysis includes determination of whether or not the goal was accomplished and the effect the process for experimental inquiry had in meeting the goal.</p> <p>With help, little self-disclosure and minimal risk in connecting interpretations of what happened during the lesson to the results of the observation and feedback protocol are present. Self-disclosure provides a limited analysis, without supporting evidence or conclusions.</p> <p>With help, makes irrelevant personal responses to the issues and concepts raised from the self-assessment results of the observation and feedback protocol and/or personal reflection about classroom practice.</p>
<p>.5</p>	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
<p>0</p>	<p>Even with help, no understanding or skill is demonstrated.</p> <p>Even with help, no self-disclosure or risk is exemplified in analyzing the connection between the observation and feedback protocol and personal classroom experiences.</p> <p>Even with help, no personal reflective response is included.</p>
<p>Note: This will be used as a holistic rubric.</p>	

5.2.1 Mini-Study on Investigation

Score	Criteria
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 an open, non-defensive ability to self-appraise understanding and interpretations of what happened during the lesson and its results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>Reflective analysis conveys insight and the ability to make inferences extending beyond the information gleaned from the self-assessment results of the observation and feedback protocol, personal experience, and classroom practice.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Describes the lesson plan that introduced the investigation process, including the properly-aligned learning goal, task, assessment, and scale. Analysis includes determination of whether or not the goal was accomplished and the effect the process for experimental inquiry had in meeting the goal.</p> <p>Seeks to understand concepts by openly examining interpretations of what happened during the lesson and its results, including specific evidence and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>Conveys a personal response to the issues raised and demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol and classroom practice. Provides specific examples related to classroom.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>Describes the lesson plan that introduced the investigation process, but lacks full disclosure of the lesson plan, the status of the goal, and/or the effect the process had in meeting the goal.</p> <p>Seeks to understand concepts by cautiously examining interpretations of what happened during the lesson against the results of the observation and feedback protocol. Includes specific evidence and/or examples that support the analysis, but does not generate conclusions.</p> <p>Some evidence of a personal response to the issues and concepts raised from the self-assessment results of the observation and feedback protocol is present, but the ability to reflect on or apply that to classroom practice is not demonstrated.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.

<p>1</p>	<p>With help, describes the lesson plan that introduced the investigation process, including the properly-aligned learning goal, task, assessment, and scale. Analysis includes determination of whether or not the goal was accomplished and the effect the process for experimental inquiry had in meeting the goal.</p> <p>With help, seeks to understand concepts by openly examining interpretations of what happened during the lesson and its results, including specific evidence and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>With help, conveys a personal response to the issues raised and demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol and classroom practice. Provides specific examples related to classroom.</p>
<p>.5</p>	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
<p>0</p>	<p>Even with help, no understanding or skill is demonstrated.</p> <p>Even with help, no self-disclosure or risk is exemplified in analyzing the connection between the observation and feedback protocol and personal classroom experiences.</p> <p>Even with help, no personal reflective response is included.</p>
<p>Note: This will be used as a holistic rubric.</p>	

Essay: 5.5 Identifying Effective Supports for Student Designed Tasks	
Score	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, elaborates on cooperative groupings with specific classroom applications.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Response explains clearly thought out plan of action that would enable student designed tasks to become the norm in the content classroom.</p> <p>Response explains clearly thought out plan of action on how students would present or share their findings with the whole class.</p> <p>Response explains clearly thought out plan of action on the role of cooperative groupings for student designed tasks.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>Response is a partially thought out plan of action that would enable student designed tasks to become the norm in the content classroom.</p> <p>Response is a partially thought out plan of action on how students would present or share their findings with the whole class.</p> <p>Response is partially thought out plan of action on the role of cooperative groupings for student designed tasks.</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 explains clearly thought out plan of action that would enable student designed tasks to become the norm in the content classroom.</p> <p>With help, response explains clearly thought out plan of action on how students would present or share their findings with the whole class.</p> <p>With help, response explains clearly thought out plan of action on the role of cooperative groupings for student designed tasks.</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 is demonstrated.
Note: This will be used as a holistic rubric.	

6.3 Written Analysis Rubric	
Score	Criteria
4	<p>Identifies and provides a detailed written response for all of the required elements of each section: title, insights, questions, one action step, and references.</p> <p>Demonstrates an open, non-defensive ability to self-appraise understanding and interpretations of 3 major insights, including specific evidence and/or examples that demonstrate how the new insight has changed instructional practice.</p> <p>Openly examines two lingering questions that conveys insight and makes inferences extending beyond the information gained, including potential sources that could assist in answering, clarifying, or understanding the proposed questions.</p> <p>Conveys a clear action step priority, including in-depth, logical reason(s) for the selection. There is strong, concise evidence that the action step includes components of the course content that will improve instructional practice.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3	<p>Provides a written response for all of the required elements for each of the following sections: title, insights, questions, one action step, and references.</p> <p>Openly examines interpretations of three major insights, including specific evidence and/or examples that demonstrate how the new insight has changed instructional practice.</p> <p>Openly examines two lingering questions, including potential sources that could assist in answering, clarifying, or understanding the proposed questions.</p> <p>Conveys a clear action step priority, including the reason(s) for the selection. There is evidence that the action step includes components of the course content that will improve instructional practice.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>Written response is missing a section, either on title, insights, questions, action step, OR references.</p> <p>Cautiously examines interpretations of three major insights. Includes specific evidence and/or examples, but does not demonstrate how the new insight has changed instructional practice.</p> <p>Cautiously examines two lingering questions, but does not include potential sources that could assist in answering, clarifying, or understanding the proposed questions.</p> <p>Conveys a clear action step priority, including the reason(s) for the selection. There is limited evidence that the action step includes components of the course content that will improve instructional practice.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.

<p>1</p>	<p>With help, written response includes all of the required elements for each of the following sections: title, insights, questions, action step, and references.</p> <p>With help, examines interpretations of three major insights, including specific evidence and/or examples that demonstrate how the new insight has changed instructional practice.</p> <p>With help, examines two lingering questions. Includes potential sources that could assist in answering, clarifying, or understanding the proposed questions.</p> <p>With help, provides clear action step priority, including the reason(s) for the selection. There is evidence that the action step includes components of the course content that will improve instructional practice.</p>
<p>.5</p>	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
<p>0</p>	<p>Even with help, does not include written responses for all of the required elements in the following sections: title, insights, questions, action step, and references.</p> <p>Even with help, missing interpretations of three major insights. Does not include specific evidence and/or examples that demonstrate how the new insight has changed instructional practice.</p> <p>Even with help, missing two lingering questions. Does not include potential sources that could assist in answering, clarifying, or understanding the proposed questions.</p> <p>Even with help, missing a clear action step priority, including the reason(s) for the selection. There is no evidence that the action step includes components of the course content that will improve instructional practice.</p>
<p>Note: This will be used as a holistic rubric.</p>	

Mini-Study Video Submission	
Score	Criteria
4	<p>Video is postmarked by the deadline and is in one of the compatible formats.</p> <p>Permissions for everyone in the video are postmarked by the deadline. Video is at least 10 minutes, and no longer than 15 minutes, in length.</p> <p>Video is unedited, with 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 postmarked by the deadline and is in one of the compatible formats. 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 postmarked by the deadline and is in one of the compatible formats. 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 are 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 postmarked by the deadline and is in one of the compatible formats. 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 are 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	<p>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.</p> <p>No permissions for ANY video participants are submitted.</p> <p>Video is less than 4 minutes in length OR is greater than 21 minutes in length.</p> <p>Video is edited, AND the picture AND the sound are not clear throughout the entire video.</p> <p>The video is not of a lesson in a classroom.</p>
<p>Note: This will be used as a holistic rubric.</p>	

Course Grading

Assessments	Point Value	Weight (% out of 100)
Objective #1 <ul style="list-style-type: none"> • Sync Point Discussion: Research and Theory, Part 1 • Learning Log: Reasoning Processes Comparison Matrix • Sync Point Discussion: Research and Theory, Part 2 	0-4	5%
Objective #2 <ul style="list-style-type: none"> • Sync Point Discussion: Framework for Effective Support 	0-4	5%
Objective #3 <ul style="list-style-type: none"> • Sync Point Discussion: Debriefing on Experimental Inquiry • Sync Point Discussion: Role of the Teacher • Learning Log on Experimental Inquiry Results Template • Mini-Study on Experimental Inquiry 	0-4	10%
Objective #4 <ul style="list-style-type: none"> • Sync Point Discussion: Challenges of Problem Solving Lessons • Sync Point Discussion: Debriefing on Problem Solving • Learning Log: Processing Reflection • Learning Log: Problem Solving Results Template • Mini-Study on Problem Solving 	0-4	10%
Objective #5 <ul style="list-style-type: none"> • Sync Point Discussion: Challenges of Decision Making Lessons • Sync Point Discussion: Debriefing on Decision Making • Learning Log: Decision Making Results Template • Mini-Study on Decision Making 	0-4	10%
Objective #6 <ul style="list-style-type: none"> • Sync Point Discussion: Debriefing on Investigation • Learning Log: Investigation Results Template • Mini-Study on Investigation 	0-4	10%
Objective #7 <ul style="list-style-type: none"> • Sync Point Discussion: Effective Supports • Essay on Identifying Effective Supports for Student Designed Tasks 	0-4	10%
Objective #8 <ul style="list-style-type: none"> • Mini-Study on Experimental Inquiry 	0-4	30%

<ul style="list-style-type: none"> • Mini-Study on Problem Solving • Mini-Study on Decision Making • Mini-Study on Investigation 		
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/gradededucation>

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.

Instructions for Video Submission, Release Forms, Dropbox, and eFolio

Video Submission Instructions

Introduction

The submission of a videotape and analysis of your instructional practice is a required element of this course. The purpose of this submission is to provide an authentic view of your classroom climate, your relationship with your students, and the effectiveness of your instructional techniques. The videotape provides a means to self-reflect and analyze your 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 your instructional practices with your students.

You may manage the actual videotaping process yourself, or you may elect to ask a peer to assist and operate the camera for you. Please review the following details to ensure a smooth and efficient videotaping experience.

Obtaining Student and Adult Permission for the Video

This assignment requires that you make a video of a 10-15 minute segment of a lesson that you are teaching to K-12 students. You must have signed permission from the parent/guardian of each K-12 student who will appear in the video, as well as signed permission from any adult—including any K-12 students who are legally adults—who will appear in the video, before these individuals can be included in the video process. Permission must be obtained ahead of time, prior to making the video.

Each local K-12 public school district and/or county office of education has its own requirements and process for obtaining permission for students and adults. Some may use a “blanket” permission process whereby a parent/guardian/adult signs one form that suffices for all activities during that school year, while others may require a new form for each different activity that takes place during the school year. It is your responsibility to review your district and school videotaping policies, including release forms that may be available.

A sample letter and permission form for this type of activity is provided at the end of this document. Please note, however, that these are only a model and may or may not be usable in your specific teaching context. You should always comply with the policies and practices of the K-12 setting in which you are working.

Maintaining Student and Adult Privacy

Completing this assignment requires you to interact with K-12 students, teachers, and others in the school setting. You are responsible for maintaining the privacy of each of these individuals.

To maintain student and adult privacy:

- Secure and distribute Student Release Forms and Adult Release Forms (for all in video) with the confirmed date for returning to classroom.
- Ensure that students whose parents refused permission are not videotaped (either out of camera range or out of the room for the time of the videotaping).
- Do not make more copies of this video than required by the assignment.
- Do not share the video with your family, friends, or any other person or organization.

- Do not post the video anywhere online, unless it serves an educational purpose.

Violation of any of these privacy requirements with respect of the video can have serious consequences that could affect your career as a teacher.

Choosing a Lesson

The first step in conducting a classroom videotaping session is to choose a lesson. Your lesson topic must be unique to this course and must be a lesson that relates to a goal that you set for yourself in this course. Below are some tips that will aid you in choosing a lesson focus:

- Determine a time or class period to record your lesson.
- Consider:
 - What is the learning goal for the lesson?
 - What do you want students to be able to do or understand?
 - What state or district mandates must be considered?
 - What technology is available?

Securing Video Equipment

Prior to completing this assignment, you must secure the following video equipment. You may choose to use personal video equipment or speak with your building principal about using your school's video equipment.

- Video camera
- Data storage
- Microphones (if available)
- Headphones, to ensure the sound being recorded
- Tripod

When choosing video equipment, keep in mind that you must be able to upload the video into your Dropbox account and share it with the National Institute and your facilitator (Instructions for creating a Dropbox account are listed under the **Video Upload** instructions. If a video is submitted in a format that is not supported, you will be asked to format the video and resubmit it. We prefer any of the following formats for your video submission:

- .WMV
- .AVI
- .MOV
- .MP4
- .MPEG
- .FLV

Tips and Suggestions for a High Quality Video

- Use the best video-recording equipment available when making your recordings.
- Purchase a few new tapes to use for recording or alternate media storage.
- Become familiar with the operation of the video camera and microphones.
- Check all cables and connections prior to the videotaping.
- Complete a practice recording to monitor sound quality of the teacher and student microphones.
- Please be aware that students are often difficult to hear. You may want to direct the students to speak loudly and clearly during the videotaping.
- Based upon your test recording, you may need to secure external microphones.
- An Omnidirectional microphone (*capable of transmitting or receiving signals in all directions*) is to be placed near students and connected to the camera at some distance from the group. (If such a microphone is not available with your video-recording equipment, consult a local audio retailer or search the Internet for more information.)
- Eliminate as much extraneous noise as possible. For example, fans, heating or air conditioning units, and open windows may cause audible noise in the classroom.
- Place the microphones as close to conversations as possible.
- Be aware that students may react to the presence of a video camera. Talk to the students about the videotaping, its purpose, and their role. A better solution might be to have the video camera in position for a few class periods, so that students forget it is there.
- Strategically position the camera on the tripod to ensure the optimal audio and visual capturing.
- You may want to videotape more than one class period, in case you have technical issues. However, as a reminder, the completed video submission cannot be a combination of video sessions—it must be one unedited video within the required timeframe

Video Upload instructions

Create a Dropbox Account

If you already have a Dropbox account, please skip this section and move on to the Uploading to Dropbox section.

1. Visit www.dropbox.com and download the FREE version of Dropbox.
2. After downloading, you will be prompted to create an account.
3. Create a FREE account. You are not required to buy space on Dropbox.
4. Follow the prompts in order to complete the download.
5. Dropbox will install an icon on your desktop that looks like an open box.
6. Write down your username and password and keep in a safe place. The National Institute will NOT be able to provide you with this information if it is lost.

Uploading to Dropbox

Reminder: *Although you will be copying your files to Dropbox it is important to keep a copy of your course files on your personal computer as a backup in case a file is lost or accidentally deleted.*

1. Right click the Dropbox icon on your desktop and click **Launch Dropbox Website**. Or go to www.dropbox.com and sign-in to your account.
2. Create a new folder by clicking the icon that looks like a folder with a green plus sign located at the top of the page.
3. Name this folder: Course code_Last name. For example, **5004_Smith**.
4. Save your video in this folder by clicking the icon that looks like a document with an upward arrow located at the top of the page.

5. Select **Choose Files**.
6. Find your video file and click **Open**. It may take up to 30 minutes to sync your video to the Dropbox website. You will know it has finished syncing when the blue circle turns to a green checkmark.
7. Click the **Done** button.
8. From the Dropbox home page click on the icon that looks like a folder with a rainbow on it located at the top of the page. (Note you may receive a message to verify your email address. If so, follow the instructions.)
9. Select the **I'd like to share an existing folder** option.
10. Select the folder with your course code and file name.
11. Enter your facilitator's email address and the National Institute's email (contact@professionalpractice.org) to invite them to view your video
12. In the message field include a message stating that you have uploaded your video and it is ready to be viewed and graded
13. Click the **Share Folder** button.
14. Once your facilitator and the advisor at the National Institute have accepted this invitation, you will receive notification in the email account you provided to Dropbox.

Dropbox help center: <https://www.dropbox.com/help>

VIDEO CHECKLIST

- Confirm meeting space, date, and time with participants.
- Secure all permissions. Permissions are required if people other than yourself will be shown on the video. This includes students and adults.
- Scan and save copies of all permission slips to your computer. Upload copies of permission slips to your Dropbox account in the course folder where your video will be uploaded. *
- Prior to the start of your presentation, position the camera to film unmanned or ask a peer to manage the camera for you. Keep the focus of the video camera on yourself.
- Your presentation should be between 5-15 minutes. Allow a few minutes at the end for Q&A.
- Your presentation must include visual components either via PowerPoint or printed materials. The visual components must appear in the video recording and must be legible.
- The completed video cannot be a combination of video sessions—it must be one unedited video within the required timeframe.
- The completed video cannot be edited in any manner. Editing is defined to include elimination of unwanted footage, additions of footage, any stopping or starting of the camera, fade-in and fade-outs, and/or blurring of faces.
- In private and alone, use the Observation and Feedback Protocol to self-assess your video. Begin by identifying the lesson segment that was videotaped.
- Save the video onto your computer and make sure that you can view it. Supported file types are listed earlier in this document and you are responsible for ensuring that your video can be viewed.
- Upload the video to your Dropbox account by the due date set by your facilitator. Videos not uploaded by this time will be marked late and your grade will reflect the actual submission date.
- Notify your facilitator and the National Institute that you have uploaded your video and it is ready to be viewed. You can do this directly through Dropbox.
- Send original copies of your permission slips to the National Institute for Professional Practice if you did not upload them to Dropbox directly. *

* Permission slips must be received by the National Institute in order to receive your final grade.

Address for the National Institute for Professional Practice:
P.O. Box 441
Mount Joy, PA 7522

Dear Parent/Guardian:

I am currently pursuing my Masters of Science in Education (MSEd) with a major in The Art & Science of Teaching offered by the National Institute for Professional Practice, Wilkes University, and Marzano Research Laboratory. One of the primary purposes of this program is to enhance student learning and encourage excellence in teaching.

All candidates in this program are required to complete a self-observation of their teaching strategies by recording a 10-15 minute video of a lesson being delivered in your child's classroom. Although the videotape involves both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of taping, your child may appear on the videotape, but your child's performance will not be evaluated and his/her name will not appear on any material that may be submitted. For research and instructional purposes, this video will only be shared with the faculty and staff at The National Institute for Professional Practice, Wilkes University, and Marzano Research Laboratory.

The enclosed form will be used to document your permission for these activities.

Sincerely, _____
(Teacher Signature)

STUDENT RELEASE FORM

Student _____ Name: _____
School: _____
Teacher Name: _____

I am the parent/legal guardian of the child named above. I have received and read your letter regarding a self-observation assignment required for the MEd with a major in the Art & Science of Teaching. I understand that my child's performance is not being evaluated by this project and that my child's name will not appear on any material that may be submitted. I understand that this video will be shared with the faculty and staff at The National Institute for Professional Practice, Wilkes University, and Marzano Research Laboratory.

(Please check the appropriate box below)

- I DO** give permission for my child to be videotaped as he/she participates in a lesson that will be used as part of an instructional evaluation.
- I DO NOT** give permission for my child to be videotaped as he/she participates in a lesson that will be used as part of an instructional evaluation.

Name of Parent/Legal Guardian: _____
(Print)

Signature of Parent/Legal Guardian: _____
(Sign)

Date: _____

ADULT RELEASE FORM

Name: _____
School: _____
Teacher Name: _____

I am the person named above and I am 18 years of age or older. I have received and read your letter regarding a self-observation assignment required for the MSED with a major in the Art & Science of Teaching. I understand that my performance is not being evaluated by this project and that my name will not appear on any material that may be submitted. I also understand that this video will be shared with the faculty and staff at The National Institute for Professional Practice, Wilkes University, and Marzano Research Laboratory.

(Please check the appropriate box below)

- IDO** give permission for myself to be videotaped as I participate in a lesson that will be used as part of an instructional evaluation.

- IDO NOT** give permission for myself to be videotaped as I participate in a lesson that will be used as part of an instructional evaluation.

Name: _____ (Print)

Signature: _____ (Sign)

Date: _____

eFolio Instructions

A component of the competency-based Master of Science in Education with a major in the Art and Science of Teaching series is the creation of a portfolio to house the artifacts collected as you grow as an expert in both the art and science of teaching. In the final course of this program, you will be responsible for submitting an electronic portfolio, referred to as an ePortfolio or eFolio. As you progress through each course, artifacts that document and demonstrate mastery in the series will be collected and housed in the eFolio. Key artifacts to include in the eFolio will be indicated as they are completed in each course.

Please note that you are responsible for creating and managing your personal electronic portfolio, or eFolio.

A few of the vast number of available free electronic portfolio services are listed here for your convenience:

1. Wikispaces (sponsored by the National Institute for Professional Practice): <http://www.professionalpractice.wikispaces.net/>
2. eFolioPA (sponsored by the Pennsylvania Department of Labor and Industry): <http://www.efoliopa.com/>
3. Professional Portfolio Development: <http://www.edulink.org/portfolio/>
4. Electronic Portfolios: <http://electronicportfolios.com/>