



**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 <b>EDAM 5046</b>		Course Title <b>Creating an Effective Classroom Environment</b>	
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:**

Encourages learners to reexamine their current routines and procedures and how they are developed, maintained, and adjusted in order to support a positive classroom climate. Learners will focus on creating conditions for effective relationships with their students through cooperation, concern, and empathy for students as well as appropriate levels of objectivity, guidance, and control.

**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):**

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.

**Required Readings (No purchase required)**

Kuglar, E. G. (2011). *Is anyone listening to families’ dreams*. Alexandria, VA: ASCD.

Henke, L. (2011). *Connecting with parents at home*. Alexandria, VA: ASCD.

Marzano, R. (2011). *The inner world of teaching*. Alexandria, VA: ASCD.

**Required Reference:**

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

*Association* (6<sup>th</sup> ed.). Washington, DC: Author.

**Recommended Texts:**

Marzano, J. S., Marzano, R. J., Pickering, D. J. (2003). *Classroom management strategies that work: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.

Foseid, M. C., Gaddy, B. B., Marzano, R. J. (2005). *Handbook on classroom management that works*. Alexandria, VA: Association for Supervision and Curriculum Development.

**Recommended Websites:**

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

International Literacy Association  
[www.reading.org](http://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 and effective teacher-student relationship including concern, cooperation, guidance, and control
9. The student will demonstrate evidence of learning and competency across components of the art and science of teaching through the collection and analysis of course artifacts and self-reflection

### Student Learning Objectives & Evidence of Student Learning

The students will:	Alignment to Outcomes	Evidence of Learning*
1. Organize the classroom environment to manage instruction and facilitate high levels of student learning.	SELO 1, 2, 3, 5 GEPO 1, 2, 3 ASTPO 1, 7, 9	<ul style="list-style-type: none"> <li>• Sync Point Discussion on Access and Traffic Patterns</li> <li>• Sync Point Discussion on Importance of Decorating</li> <li>• Sync Point Discussion on Preparing and Organizing Materials</li> <li>• Sync Point Discussion on</li> <li>• Reflection on Classroom Seating</li> <li>• Written Assignment on Redesigning Classroom Organizations</li> </ul>
2. Promote student understanding and ownership of classroom rules and procedures necessary to maximize learning.	SELO 1, 2, 3, 5, 6, 7 GEPO 1, 2, 3, 5 ASTPO 1, 7, 9	<ul style="list-style-type: none"> <li>• Learning Log on Differentiate Between Rules and Procedures</li> <li>• Sync Point Discussion on Revisit a Classroom Scenario</li> <li>• Sync Point Discussion on Student Survey Reflection</li> <li>• Sync Point Discussion on Interacting Reflection</li> <li>• Mini-Study on Rules and Procedures</li> </ul>
3. Periodically utilize classroom meetings to review classroom rules and procedures, making changes as necessary.	SELO 1, 2, 3, 5, 7 GEPO 1, 2, 3, 5 ASTPO 1, 7, 9	<ul style="list-style-type: none"> <li>• Sync Point Discussion on Interacting Reflection</li> <li>• Sync Point Discussion on Class Meeting Reflection</li> <li>• Mini-Study on Rules and Procedures</li> </ul>
4. Use simple verbal and nonverbal acknowledgment as positive reinforcement for	SELO 1, 2, 3, 5, 6 GEPO 1, 2, 3, 4 ASTPO 1, 7, 9	<ul style="list-style-type: none"> <li>• Sync Point Discussion on Self Awareness Reflection</li> </ul>

student adherence to rules and procedures.		
5. Use tangible recognition of student adherence to rules and procedures when appropriate.	SELO 1, 2, 3, 5 GEPO 1, 2, 3, 4 ASTPO 1, 7, 9	<ul style="list-style-type: none"> <li>• Sync Point Discussion on Viewpoint on “Token Economy”</li> <li>• Sync Point Discussion on Make a Connection Reflection</li> <li>• Learning Log on A Connection Plan</li> </ul>
6. Use strategies to acknowledge student’s lack of adherence to rules and procedures.	SELO 1, 2, 3, 5 GEPO 1, 2, 3, 4 ASTPO 1, 7, 9	<ul style="list-style-type: none"> <li>• Sync Point Discussion on Challenges with “Withitness”</li> <li>• Learning Log on Evaluating “Withitness” Success</li> <li>• Sync Point Discussion on Classroom Experiences</li> <li>• Learning Log on Contingency Plan Reflection</li> </ul>
7. Design and implement an overall disciplinary plan, including a clearly defined strategy for high-intensity situations.	SELO 1, 2, 3, 5 GEPO 1, 2, 3 ASTPO 1, 7, 9	<ul style="list-style-type: none"> <li>• Experience with High-intensity Situations</li> <li>• Learning Log on Action Plan for High-intensity Situations</li> <li>• Sync Point Discussion on Relationships and Discipline</li> <li>• Learning Log on Design a Disciplinary Plan</li> <li>• Disciplinary Plan Reflection</li> </ul>

\*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: Access and Traffic Patterns:** In this activity, participate in an online discussion on the following prompt: When designing your classroom with a focus on access and traffic patterns explain how you ensure that the flexible grouping component of differentiated instruction is considered and implemented.

**Sync Point Discussion: Importance of Decorating:** In this activity, participate in an online discussion in response to the following prompt: Why is it important for students to see themselves reflected in their classroom and how do they benefit from samples of effective student work and visual artifacts?

**Sync Point Discussion: Preparing and Organizing Materials:** In this activity, participate in an online discussion on the following prompt: In regards to preparing and organizing materials, what are you good at and what challenges you? Share a time when your preparation and organization aided the instructional flow and students’ learning. In addition, share a time when your preparation and organization could have been better.

**Sync Point Discussion: Reflection on Classroom Seating:** In this activity, participate in an online discussion on the following prompt: In reference to the student and teacher desks identify trouble area(s) that may lead to student confusion, congestion, off-task behavior, or frustration. What concerns remain, what improvements would you like to see and how can that be achieved?

**Written Assignment: Redesigning Classroom Organizations:** In this activity, redesign at least two components of the current classroom organization. Submit a written analysis regarding key aspects of the room redesign including photographs of before and after the redesign.

**Learning Log: Differentiate Between Rules and Procedures:** In this activity, differentiate between a rule and a procedure and how these components of classroom management can enhance or hinder learning.

**Sync Point Discussion: Revisit a Classroom Scenario:** In this activity, participate in an online discussion based upon the following prompt: Discuss a time when you experienced personally or witnessed in another classroom an obvious lack of classroom rules or procedures. How was the instructional integrity interrupted? What was your immediate reaction and what could you or did you do to change it?

**Sync Point Discussion: Student Survey Reflection:** In this activity, participate in an online discussion based upon the following prompt: Analyze the recently completed student survey responses, your reaction to the student survey results, and what action you plan to take to assist students in understanding the classroom rules and procedures.

**Sync Point Discussion: Interacting Reflection** In this activity, participate in an online discussion based upon the following prompt: What did you find difficult for students when you interacted with them concerning the rules and procedures? Did this surprise you? Why or why not? How does this change how you interact or review rules and/or procedures?

**Sync Point Discussion: Class Meeting Reflection:** In this activity, participate in an online discussion based upon the following prompt: What was difficult about the class meeting and what surprised you? How will you include the class meeting strategy on a routine basis?

**Mini-Study on Rules and Procedures:** In this activity, conduct a mini-study concentrated on rules and procedures. The submission of a videotape and an analysis is part of the mini-study.

**Sync Point Discussion: Self Awareness Reflection:** In this activity, participate in an online discussion based upon the following prompt: What surprised you most about your own classroom practice in the recently completed videotaping and self awareness activity on acknowledging positive student behavior? Which is more challenging for you, verbal or nonverbal acknowledgements? Why do you think that is and how could you change it?

**Sync Point Discussion: Viewpoint on “Token Economy”:** In this activity, participate in an online discussion based upon the following prompt: What is your experience with a “token economy”? Compare your new insight on a “token economy” to what you have experienced. What lingering questions do you have?

**Sync Point Discussion: Make a Connection Reflection:** In this activity, participate in an online discussion based upon the following prompt: What surprised you the most about connecting positively to a parent and/or guardian? How has this experience changed you and how you handle home recognition?

**Learning Log: A Connection Plan:** In this activity, devise a plan to reach out to ALL parents or guardians of students currently taught with a positive message. Included in the plan is a system to document and track the communications.

**Sync Point Discussion: Challenges with “Withitness”:** In this activity, participate in an online discussion based upon the following prompt: What is challenging for you concerning withitness? Why do you think that is and how could you change it?

**Learning Log: Evaluating “Withitness” Success:** In this activity, on a continuum rate success with “withitness” strategies. Include a description of the “withitness” strategy implemented, what was successful, and how it might be changed up for the next time.

**Sync Point Discussion: Classroom Experiences:** In this activity, participate in an online discussion based upon the following prompt: What is your experience with “time out” or “overcorrection” direct-cost consequences?

**Learning Log: Contingency Plan Reflection:** In this activity, implement and reflect upon the contingency plan that was recently designed.

**Sync Point Discussion: Experience With High-intensity Situations:** In this activity, participate in an online discussion based upon the following prompt: Describe a high-intensity situation that you experienced in your classroom or witnessed in another’s, how it was handled, and what you would have done or liked to have seen done different.

**Learning Log: Action Plan for High-intensity Situations:** In this activity, create a clearly defined strategy for high-intensity situations.

**Sync Point Discussion: Relationships and Discipline:** In this activity, participate in an online discussion based upon the following prompt: Do you see a correlation between building a relationship with students and discipline? How could building a relationship with students improve discipline?

**Learning Log: Design a Disciplinary Plan:** In this activity, create a disciplinary plan based on enhancing your relationship with your student(s)

**Written Assignment: Disciplinary Plan Reflection:** In this activity, complete a written analysis of the implementation of the disciplinary plan.

**Culminating Written Analysis:** In this activity, 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, lingering questions that remain, and to develop an action step that is a direct reflection of the course.

### Rubrics

Work Habit Rubric	
Score	Criteria
4	<p><b>All work submitted</b> is original work free of plagiarism, collusion, and cheating.</p> <p><b>Exhibits professional and respectful behaviors</b> in all communications and in all work that is submitted.</p> <p><b>When participating in Sync Point Discussions</b>, 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><b>No grammatical, spelling, and/or punctuation errors</b> 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><b>All work submitted</b> is original work free of plagiarism, collusion, and cheating.</p> <p><b>Exhibits professional and respectful behaviors in all communications and in all work that is submitted.</b></p> <p><b>When participating in Sync Point Discussions</b>, 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><b>Almost no grammatical</b>, 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><b>All work submitted</b> is original work free of plagiarism, collusion, and cheating.</p> <p><b>Exhibits professional</b> and respectful behaviors in most communications and in most work that is submitted.</p> <p><b>When participating in Sync Point Discussions</b>, 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><b>A few grammatical</b>, spelling, and/or punctuation errors in any work that is submitted.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	<p><b>With help, all work submitted</b> is original work free of plagiarism, collusion, and cheating.</p> <p><b>With help, exhibits professional</b> and respectful behaviors in all communications and in all work that is submitted.</p> <p><b>With help, when participating in Sync Point Discussions</b>, 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><b>With help, there are few grammatical</b>, spelling, and/or punctuation errors in any work that is submitted.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	<p>Even with help, <b>work submitted has evidence</b> of plagiarism, collusion, or cheating.</p> <p>Even with help, <b>does not exhibit professional and respectful</b> behaviors in all communications and in all work that is submitted.</p> <p>Even with help, <b>no postings are</b> made to sync point discussions.</p> <p>Even with help, <b>work is Incomprehensible</b> due to grammatical, spelling, and/or punctuation errors.</p>
Note: This will be used as a holistic rubric.	

<b>2.1.1 Sync Point Discussion: Access and Traffic Patterns</b>	
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 how you ensure that the flexible grouping component of differentiated instruction is considered and implemented, as well as a personal reflection on how this arrangement will impact students.  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 how you ensure that the flexible grouping component of differentiated instruction is considered and implemented, but lacks a personal reflection on how this arrangement will impact students.  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 a rationale on how you ensure that the flexible grouping component of differentiated instruction is considered and implemented, as well as a personal reflection on how this arrangement will impact students.  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.	

<b>2.2.1 Sync Point Discussion: Importance of Decorating</b>	
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 it is important for students to see themselves reflected in their classroom as well as a personal reflection on how students benefit from samples of effective student work and/or visual artifacts?  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 it is important for students to see themselves reflected in their classroom but lacks a personal reflection on how students benefit from samples of effective student work and/or visual artifacts?  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 why it is important for students to see themselves reflected in their classroom as well as a personal reflection on how students benefit from samples of effective student work and/or visual artifacts?  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.	

**2.3.1 Sync Point Discussion: Preparing and Organizing Materials**

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 description of a time when preparation and organization aided the instructional flow and students' learning as well as a time when preparation and organization could have been better.  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 description of a time when preparation and organization aided the instructional flow and students' learning but lacks an example of when preparation and organization could have been better.  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 a description of a time when preparation and organization aided the instructional flow and students' learning as well as a time when preparation and organization could have been better.  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.

**2.4.1 Sync Point Discussion: Reflection on Classroom Seating**

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 in regards to seating trouble area(s) that either have or may lead to student confusion, congestion, off-task behavior, or frustration as well as personal reflection on, what improvements could be made and how they can be achieved.  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 in regards to seating trouble area(s) that either have or may lead to student confusion, congestion, off-task behavior, or frustration but lacks the personal reflection on, what improvements could be made and how they can be achieved.  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 in regards to seating trouble area(s) that either have or may lead to student confusion, congestion, off-task behavior, or frustration as well as personal reflection on, what improvements could be made and how they can be achieved.  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.

<b>2.4.1 Written Assignment: Redesigning Classroom Organizations</b>	
Score	Criteria
4	<p>Identifies and provides a detailed written response for all of the required elements of each section; title, examination, description, and personal response.</p> <p><b>Demonstrates an open, non-defensive ability to self-appraise</b> the understanding of and interpretations of classroom organization, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to <b>demonstrate in-depth inferences and applications</b> that go beyond what was taught.</p> <p>Reflective personal response <b>conveys insight and the ability to make inferences</b> 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>Provides a written response for all of the required elements for each of the following sections; title, examination, description, and personal response.</p> <p><b>Seeks to understand concepts by openly examining interpretation</b> of classroom organization, including specific evidence and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p><b>Identifies and describes the classroom redesign</b> that introduced <b>two of the following</b>; access, traffic patterns, decorating, preparing and organizing, and/or student and teacher desk arrangements. Analysis includes how and why these two components were included for redesign.</p> <p>Conveys a <b>personal response</b> to the issues raised and new insight gained as a result of the self-assessment and redesign, including initial impact, student reaction, and concrete changes yet to be made.</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, examination, description, OR personal response.</p> <p><b>Seeks to understand by cautiously examining interpretation</b> of classroom organization, including specific evidence and/or examples that support the analysis but <b>does not</b> generate conclusions.</p> <p><b>Identifies and describes the classroom redesign</b> that introduced <b>two of the following</b>; access, traffic patterns, decorating, preparing and organizing, and/or student and teacher desk arrangements. Analysis <b>does not include</b> how and why these two components were included for redesign.</p> <p>Conveys a <b>personal response</b> to the issues raised and new insight gained as a result of the self-assessment and redesign, including initial impact and student reaction, but the ability to <b>reflect on or apply</b> concrete changes is not demonstrated.</p>

1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1	<p>With help, written response includes all of the required elements for each of the following sections; title, examination, description, and personal response.</p> <p>With help, <b>openly examines interpretation</b> of classroom organization, including specific evidence and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>With help, <b>identifies and describes the classroom redesign</b> that introduced <b>two of the following</b>; access, traffic patterns, decorating, preparing and organizing, and/or student and teacher desk arrangements. Analysis includes how and why these two components were included for redesign.</p> <p>With help, conveys a <b>personal response</b> to the issues raised and new insight gained as a result of the self-assessment and redesign, including initial impact, student reaction, and concrete changes yet to be made.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	<p>Even with help, does not include written responses for all of the required elements in the following sections; title, examination, description, and personal response.</p> <p>Even with help, <b>missing interpretations</b> of classroom organization. Does not include specific evidence and/or examples or conclusions.</p> <p>Even with help, missing the <b>identification and description of the classroom redesign</b>. Does not include analysis.</p> <p>Even with help, missing a <b>personal response</b> to the issues raised. There is no evidence of concrete changes being planned.</p>
Note: This will be used as a holistic rubric.	

<b>3.1.1 Learning Log: Differentiate Between Rules and Procedures</b>	
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 rules and procedures. Includes reflective points concerning how rules and procedures enhance and hinder learning.</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 rules and procedures. Includes one of the two reflective points concerning how rules and procedures enhance or hinder learning.</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 rules and procedures. Includes reflective points concerning how rules and procedures enhance and hinder learning.</p> <p>With help, the content of the 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>
.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.	

3.1.1 Sync Point Discussion: Revisit a Classroom Scenario	
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 for how the instructional integrity was interrupted in either a personal classroom experience or one witnessed in another classroom where an obvious lack of classroom rules or procedure was evident as well as personal reflection on, what could have been done differently.  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 for how the instructional integrity was interrupted in either a personal classroom experience or one witnessed in another classroom where an obvious lack of classroom rules or procedure was evident but lacked a personal reflection on, what could have been done differently.  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 a rationale for how the instructional integrity was interrupted in either a personal classroom experience or one witnessed in another classroom where an obvious lack of classroom rules or procedure was evident as well as personal reflection on, what could have been done differently.  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.	

### 3.1.1 Sync Point Discussion: Student Survey Reflection

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 recently completed student survey, the reaction to the student survey results, as well as a personal reflection on what action will assist students in understanding the classroom rules and procedures.  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 recently completed student survey, the reaction to the student survey results, but lacks a personal reflection on what action will assist students in understanding the classroom rules and procedures.  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 analysis of the recently completed student survey, the reaction to the student survey results, as well as a personal reflection on what action will assist students in understanding the classroom rules and procedures.  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.

<b>3.2.1 Sync Point Discussion: Interaction Reflection</b>	
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 challenges for students when interacting with the rules and procedures as well as a personal reflection on the new insights gained concerning how to interact or review rules and/or procedures with students.  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 challenges for students when interacting with the rules and procedures but lacks a personal reflection on the new insights gained concerning how to interact or review rules and/or procedures with students.  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 analysis of the challenges for students when interacting with the rules and procedures as well as a personal reflection on the new insights gained concerning how to interact or review rules and/or procedures with students.  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: Class Meeting Reflection

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 challenges for students about the class meeting as well as a personal reflection on the how to include the class meeting strategy on a routine basis.  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 challenges for students about the class meeting but lacks a personal reflection on the how to include the class meeting strategy on a routine basis.  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 analysis of the challenges for students about the class meeting as well as a personal reflection on the how to include the class meeting strategy on a routine basis.  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 Mini-Study on Rules and Procedures

Score	Criteria
4	<p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to <b>demonstrate in-depth inferences</b> and applications that go beyond what was taught.</p> <p>Demonstrates an <b>open, non-defensive ability to self-appraise</b> 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 <b>conveys insight and the ability to make inferences</b> 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><b>Describes the lesson plan</b> that introduced the <b>rules and procedures</b>, including the properly-aligned learning goal, task, assessment, and scale. Analysis includes if the goal was accomplished and the effect that rules and procedures had in meeting the goal.</p> <p>Seeks to understand concepts by <b>openly examining interpretations</b> 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 <b>personal response</b> to the issues raised and demonstrates the ability to <b>reflect critically</b> 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><b>Describes the lesson plan</b> that introduced the <b>rules and procedures</b>, 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 <b>cautiously examining interpretations</b> 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 <b>personal response</b> to the issues and concepts raised from the self-assessment results of the observation and feedback protocol is present, but the ability to <b>reflect on or apply</b> 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.

1	<p>With help, describes the lesson plan that introduced the <b>rules and procedures</b>, including the properly-aligned learning goal, task, assessment, and scale. Analysis includes if the goal was accomplished and the effect that rules and procedures 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>
.5	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
0	<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>	

**4.1.1 Sync Point Discussion: Self Awareness Reflection**

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 classroom patterns evident in the recently completed videotaping and self awareness activity on acknowledging positive student behavior as well as personal reflection on which is more challenging, verbal or nonverbal acknowledgements, including why that might be and how it could be 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 analysis of classroom patterns evident in the recently completed videotaping and self awareness activity on acknowledging positive student behavior but lacks a personal reflection on which is more challenging, verbal or nonverbal acknowledgements, including why that might be and how it could be 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, the initial posting includes an analysis of classroom patterns evident in the recently completed videotaping and self awareness activity on acknowledging positive student behavior as well as personal reflection on which is more challenging, verbal or nonverbal acknowledgements, including why that might be and how it could be 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.

4.2.1 Sync Point Discussion: Viewpoint on “Token Economy”	
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 current experience with a “token economy” as well as a personal reflection on new insight gained on a “token economy” including any lingering questions.  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 current experience with a “token economy” but lacks a personal reflection on new insight gained on a “token economy” including any lingering questions.  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 analysis of current experience with a “token economy” as well as a personal reflection on new insight gained on a “token economy” including any lingering questions.  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 Sync Point Discussion: Make a Connection Reflection

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 hidden benefits reaped by connecting positively to a parent and/or guardian and any changes witnessed in students as a well as a personal reflection on how this experience has changed how home recognition is handled 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 analysis of the hidden benefits reaped by connecting positively to a parent and/or guardian and any changes witnessed in students but lacks a personal reflection on how this experience has changed how home recognition is handled 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, the initial posting includes an analysis of the hidden benefits reaped by connecting positively to a parent and/or guardian and any changes witnessed in students as a well as a personal reflection on how this experience has changed how home recognition is handled 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.

4.3.1 Learning Log: A Connection Plan	
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 designed plan for connecting positively to parents/guardians <b>including all</b> of the following; the method of communication, the time frame for communicating, as well as a design for documenting and tracking the communications.</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 designed plan for connecting positively to parents/guardians but is <b>missing one</b> of the following items; the method of communication, the time frame for communicating, as well as a design for documenting and tracking the communications.</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 designed plan for connecting positively to parents/guardians <b>including all</b> of the following; the method of communication, the time frame for communicating, as well as a design for documenting and tracking the communications.</p> <p>With help, the content of the 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>
.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: Challenges with “Withitness”**

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 your experience with “withitness” or lack thereof, including what is challenging as well as a personal reflection of why that is and how it could be 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 analysis of your experience with “withitness” or lack thereof, including what is challenging but lacks a personal reflection of why that is and how it could be 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, the initial posting includes an analysis of your experience with “withitness” or lack thereof, including what is challenging as well as a personal reflection of why that is and how it could be 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.	

5.1.1 Learning Log: Evaluating “Withitness” Success	
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 implemented “withitness” strategy <b>including all</b> of the following items; the “withitness” strategy, the success rating including the evidence for the success rating, as well as what changes are planned for moving forward.</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 implemented “withitness” strategy but is <b>missing one</b> of the following items; the “withitness” strategy, the success rating including the evidence for the success rating, as well as what changes are planned for moving forward.</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 implemented “withitness” strategy <b>including all</b> of the following items; the “withitness” strategy, the success rating including the evidence for the success rating, as well as what changes are planned for moving forward.</p> <p>With help, the content of the 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>
.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.

**5.2.1 Sync Point Discussion: Classroom Experiences**

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 description of classroom experience with “time out” or “overcorrection” direct-cost consequences as well as personal reflection on what worked successfully.  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 description of classroom experience with “time out” or “overcorrection” direct-cost consequences but lacked personal reflection on what worked successfully.  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 a description of classroom experience with “time out” or “overcorrection” direct-cost consequences as well as personal reflection on what worked successfully.  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.

5.3.1 Learning Log: Contingency Plan 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 learner summarizes the designed and implemented contingency plan <b>including all</b> of the following items; the purpose and type of contingency plan, the outcome of the implemented plan, as well as what changes are planned for the next contingency plan or planning process.</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 designed and implemented contingency plan but is <b>missing one</b> of the following items; the purpose and type of contingency plan, the outcome of the implemented plan, as well as what changes are planned for the next contingency plan or planning process.</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 designed and implemented contingency plan <b>including all</b> of the following items; the purpose and type of contingency plan, the outcome of the implemented plan, as well as what changes are planned for the next contingency plan or planning process.</p> <p>With help, the content of the 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>
.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.	

<b>5.4.1 Sync Point Discussion: Experience with High-intensity Situations</b>	
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 description of a high-intensity situation that you either experienced in your classroom or witnessed in another's, include details of how it was handled as well as personal reflection on what you would have done or liked to have seen done differently.  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 description of a high-intensity situation that you either experienced in your classroom or witnessed in another's, include details of how it was handled but lacks a personal reflection on what you would have done or liked to have seen done differently.  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 a description of a high-intensity situation that you either experienced in your classroom or witnessed in another's, include details of how it was handled as well as personal reflection on what you would have done or liked to have seen done differently.  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.	

5.4.1 Learning Log: Action Plan for High-intensity Situations	
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 action plan for a high-intensity situation <b>including all</b> of the following items; description of an identified potential high-intensity student(s) or situation(s) and clearly defined steps for defusing the high-intensity situation including recognition of student out of control, self-calming action, active listening techniques, and simple verbal requests.</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 action plan for a high-intensity situation but is <b>missing one</b> of the following items; description of an identified potential high-intensity student(s) or situation(s) and clearly defined steps for defusing the high-intensity situation including recognition of student out of control, self-calming action, active listening techniques, and simple verbal requests.</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 action plan for a high-intensity situation <b>including all</b> of the following items; description of an identified potential high-intensity student(s) or situation(s) and clearly defined steps for defusing the high-intensity situation, including recognition of student out of control, self-calming action, active listening techniques, and simple verbal requests.</p> <p>With help, the content of the 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>
.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.	

<b>5.5.1 Sync Point Discussion: Relationships and Discipline</b>	
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 correlation between building a relationship with students and discipline as well a personal reflection on a time when you experienced or witnessed the positive correlation between building a relationship and improved behavior.  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 correlation between building a relationship with students and discipline but lacks a personal reflection on a time when you experienced or witnessed the positive correlation between building a relationship and improved behavior.  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 analysis of the correlation between building a relationship with students and discipline as well a personal reflection on a time when you experienced or witnessed the positive correlation between building a relationship and improved behavior.  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.	

<b>5.5.1 Learning Log: Design a Disciplinary Plan</b>	
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 design of a disciplinary plan <b>focused on one</b> of the following situations; (1) design a plan to improve the student/teacher relationship, include details of student(s), behavior concerns, and proposed solution, (2) design a “withit” plan of action, include details of student(s), behavior concerns, and proposed solution, <b>or</b> (3) design a plan to ensure consistency with positive/negative consequences, include details of student(s), behavior concerns, and proposed solution.</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 design of a disciplinary plan <b>focused on one</b> of the following situations but is <b>missing one of the three components in the plan</b>; (1) design a plan to improve the student/teacher relationship, include details of student(s), behavior concerns, and proposed solution, (2) design a “withit” plan of action, include details of student(s), behavior concerns, and proposed solution, <b>or</b> (3) design a plan to ensure consistency with positive/negative consequences, include details of student(s), behavior concerns, and proposed solution.</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 design of a disciplinary plan <b>focused on one</b> of the following situations; (1) design a plan to improve the student/teacher relationship, include details of student(s), behavior concerns, and proposed solution, (2) design a “withit” plan of action, include details of student(s), behavior concerns, and proposed solution, <b>or</b> (3) design a plan to ensure consistency with positive/negative consequences, include details of student(s), behavior concerns, and proposed solution.</p> <p>With help, the content of the 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>
.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.	

5.5.1 Written Assignment: Disciplinary Plan Reflection	
Score	Criteria
4	<p>Identifies and provides a detailed written response for all of the required elements of each sections; title, description, examination, and personal response.</p> <p>In addition to the requirements indicated in level 3 of this rubric, the learner will be able to <b>demonstrate in-depth inferences and applications</b> that go beyond what was taught.</p> <p><b>Demonstrates an open, non-defensive ability to self-appraise</b> the understanding of and interpretations of disciplinary plan, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>Reflective personal response <b>conveys insight and the ability to make inferences</b> 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>Provides a written response for all of the required elements for each of the following sections; title, description, examination, and personal response.</p> <p><b>Identifies and describes the details of the disciplinary plan</b> including; student(s) academic, personal, and/or social factors, disciplinary issue or situation, and disciplinary action steps. Analysis of disciplinary steps includes details of how and why they were designed.</p> <p><b>Seeks to understand concepts by openly examining interpretation</b> of disciplinary plan, including specific evidence and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>Conveys a <b>personal response</b> to the issues raised and new insight gained as a result of the self-assessment and redesign, including initial impact, student reaction, and concrete changes yet to be made.</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, description, examination, OR personal response.</p> <p><b>Identifies and describes the details of the disciplinary plan</b> including; student(s) academic, personal, and/or social factors, disciplinary issue or situation, and disciplinary action steps. Analysis <b>does not include</b> how and why they were designed..</p> <p><b>Seeks to understand by cautiously examining interpretation</b> of disciplinary plan, including specific evidence and/or examples that support the analysis but <b>does not</b> generate conclusions.</p> <p>Conveys a <b>personal response</b> to the issues raised and new insight gained as a result of the self-assessment and redesign, including initial impact and student reaction, but the ability to <b>reflect on or apply</b> concrete changes is not demonstrated.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content

1	<p>With help, written response includes all of the required elements for each of the following sections; title, description, examination, and personal response.</p> <p>With help, <b>Identifies and describes the details of the disciplinary plan</b> including; student(s) academic, personal, and/or social factors, disciplinary issue or situation, and disciplinary action steps. Analysis of disciplinary steps includes details of how and why they were designed.</p> <p>With help, <b>openly examines interpretation</b> of disciplinary plan, 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 <b>personal response</b> to the issues raised and new insight gained as a result of the self-assessment and redesign, including initial impact, student reaction, and concrete changes yet to be made.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	<p>Even with help, does not include written responses for all of the required elements in the following sections; title, description, examination, and personal response.</p> <p>Even with help, missing the <b>identification and description of the disciplinary plan</b>. Does not include analysis.</p> <p>Even with help, <b>missing interpretations</b> of disciplinary plan. Does not include specific evidence and/or examples or conclusions.</p> <p>Even with help, missing a <b>personal response</b> to the issues raised. There is no evidence of concrete changes being planned.</p>
Note: This will be used as a holistic rubric.	

<b>6.3 Written Analysis Rubric</b>	
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, 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. But 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

1	<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>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	<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>
Note: This will be used as a holistic rubric.	

<b>Mini-study Video Submission</b>	
Score	Criteria
4	<p>Video is uploaded by the deadline and is in one of the compatible formats.</p> <p>Permissions for everyone in the video are postmarked by the deadline.</p> <p>Video is at least 10 minutes and no longer than 15 minutes in length. Video is unedited, with a clear picture and sound.</p> <p>The main focus of the video is on the teacher giving a lesson in a classroom.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Video is uploaded by the deadline and is in one of the compatible formats. Permissions for everyone in the video are postmarked by the deadline.</p> <p>Video is at least 8 minutes in length OR is between 16 and 17 minutes in length.</p> <p>Video is unedited, but the picture OR the sound is not clear.</p> <p>The main focus of the video is on the teacher giving a lesson in a classroom.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>Video is uploaded by the deadline and is in one of the compatible formats. 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 uploaded 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"> <li>• Sync Point Discussion on Access and Traffic Patterns</li> <li>• Sync Point Discussion on Importance of Decorating</li> <li>• Sync Point Discussion on Preparing and Organizing Materials</li> <li>• Sync Point Discussion on Reflection on Classroom Seating</li> <li>• Written Assignment on Redesigning Classroom Organizations</li> </ul>	0-4	15%
Objective #2 <ul style="list-style-type: none"> <li>• Learning Log on Differentiate Between Rules and Procedures</li> <li>• Sync Point Discussion on Revisit a Classroom Scenario</li> <li>• Sync Point Discussion on Student Survey Reflection</li> <li>• Sync Point Discussion on Interacting Reflection</li> <li>• Mini-Study on Rules and Procedures</li> </ul>	0-4	15%
Objective #3 <ul style="list-style-type: none"> <li>• Sync Point Discussion on Interacting Reflection</li> <li>• Sync Point Discussion on Class Meeting Reflection</li> <li>• Mini-Study on Rules and Procedures</li> </ul>	0-4	10%
Objective #4 <ul style="list-style-type: none"> <li>• Sync Point Discussion on Self Awareness Reflection</li> </ul>	0-4	10%
Objective #5 <ul style="list-style-type: none"> <li>• Sync Point Discussion on Viewpoint on</li> </ul>	0-4	10%

“Token Economy” <ul style="list-style-type: none"> <li>• Sync Point Discussion on Make a Connection Reflection</li> <li>• Learning Log on A Connection Plan</li> </ul>		
Objective #6 <ul style="list-style-type: none"> <li>• Sync Point Discussion on Challenges with “Withitness”</li> <li>• Learning Log on Evaluating “Withitness” Success</li> <li>• Sync Point Discussion on Classroom Experiences</li> <li>• Learning Log on Contingency Plan Reflection</li> </ul>	0-4	10%
Objective #7 <ul style="list-style-type: none"> <li>• Experience with High-intensity Situations</li> <li>• Learning Log on Action Plan for High-intensity Situations</li> <li>• Sync Point Discussion on Relationships and Discipline</li> <li>• Learning Log on Design a Disciplinary Plan</li> <li>• Disciplinary Plan Reflection</li> </ul>	0-4	20%
Work Habit	0-4	10%

### Graduate Education Grading Scale (MS Level):

Grading Scale			
4.0	A	94-100%	Academic achievement of superior quality
3.5	B+	87-93%	Academic achievement of good quality
3.0	B	80-86%	Academic achievement of acceptable quality in meeting graduation requirements
2.5	C+	75-79%	Academic achievement of adequate quality but below the average required for graduation
2.0	C	70-74%	Academic achievement below the average required for graduation
0.0	F	Below 70%	Failure. No graduate course credit

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

## Graduate Education Policies

### Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University

through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

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

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

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

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

**Online courses or asynchronous sessions:** Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussion deadlines are set by the instructor/facilitator. **Late discussions are not accepted for partial credit after the dates set for each discussion.**

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

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

### **Graduate Course Expectations**

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

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

#### **Reference Text:**

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

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

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

### **Course Technology Integration**

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn. The National Institute for Professional Practice uses its own proprietary learning management system.

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

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

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

### **Academic Supports**

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

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

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

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

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

**Disability Accommodations:** Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical,

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

### **Wilkes Graduate Education Program**

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

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

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

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

### **Class Schedule for the Semester**

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

## 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 to 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](http://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](http://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](mailto: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/>