



School of Education
Master of Science in Education
Course Syllabus

Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

ED Number EDAM 5047		Course Title Developing Relationships and High Expectations for Student Learning	
Section/Semester	Location Online	Meeting Times	

Instructor/Facilitator Contact Information

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

Course Description from Graduate Bulletin:

The teacher-student relationship provides foundational support for effective instruction. This course enables learners to examine the often hidden dynamic of personal beliefs and expectations and their impact on student achievement.

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

Marzano, R. J. (2011). *Teaching and Assessing 21st Century Skills*. Alexandria, VA: Association for Supervision and Curriculum Development.

Required Readings (No purchase required)

Marzano, Robert. (2011). *It’s What You Do That Counts*. Alexandria, VA: ASCD.

Thomlinson, Carol. (2011). *Respecting Students*. Alexandria, VA: ASCD.

(2011). *Tell Me About...A Time When You Turned Disrespect into Respect*. Alexandria, VA: ASCD.

Marzano, Robert. (2010). *High Expectations For All Students*. Alexandria, VA: ASCD.

Required Reference:

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

Recommended Texts:

Marzano, R. J., & Simms, J. A. (2014). *Questioning Sequences in the Classroom*. Marzano Research Lab.

Recommended Websites:

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

International Literacy Association
www.reading.org

Course Pre-requisites:

EDAM 5040: Foundations of the Art & Science of Teaching

School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Program Specific Student Learning Outcomes

Art and Science of Teaching Program Outcomes (ASTPO)

1. Students will synthesize the research findings on effective teaching strategies

2. Students will develop a learning goal representing four levels of difficulty demonstrating a progression from simple to complex thinking as a framework for differentiating instruction for the topic or unit of study
3. Students will monitor and measure student progress by developing, implementing, and analyzing a formative assessment strategy with instructional feedback for one learning goal
4. Students will identify and create critical-input experiences along a continuum from simple to complex levels of knowledge aligned to the learning goal
5. Students will develop and implement a lesson plan that incorporates strategies and techniques that support hypothesis generating and testing
6. Students will develop and implement a lesson plan that incorporates strategies and techniques that foster high levels of student engagement
7. Students will design and implement an overall disciplinary plan, including a clearly defined strategy for high intensity situations
8. Students will analyze the research findings that provide an in-depth understanding of the dynamics that constitute 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. Analyze the research findings that provide an in-depth understanding of the dynamics that constitute an effective teacher-student relationship including concern, cooperation, guidance, and control.	SELO 1, 2, 3 GEPO 1, 2 ASTPO 1, 8, 9	<ul style="list-style-type: none"> • Written Assignment: Research and Theory on Teacher-Student Relationships
2. Develop a culture that communicates an appropriate level of concern, cooperation and mutual respect in which each child is seen as a valued part of a community of learners.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 8, 9	<ul style="list-style-type: none"> • Sync Point Discussion on Revisiting Student Interest Inventory • Learning Log: Student Interest Inventory • Sync Point Discussion on Reflection on Student Interest Lesson • Learning Log: Student Survey, Part 1 • Sync Point Discussion: Teacher-Student Interactions • Mini-Study on Concern and Cooperation
3. Develop and support expectations that foster student success in maintaining and controlling their own behaviors.	SELO 1, 2, 3 GEPO 1, 2, 4 ASTPO 1, 8, 9	<ul style="list-style-type: none"> • Learning Log: Interpretations and Misperceptions • Sync Point Discussion: Useful Ways of Thinking • Learning Log: Responsible Interactions • Sync Point Discussion: Resolution Comparison
4. Develop a culture that	SELO 1, 2, 3, 5, 6, 7	<ul style="list-style-type: none"> • Learning Log: Student Survey, Part 3

communicates an appropriate level of guidance and control in which a sense of emotional objectivity and a consistent demeanor is evident.	GEPO 1, 2, 3, 4, 5 ASTPO 1, 8, 9	<ul style="list-style-type: none"> • Sync Point Discussion: Accountability for Thoughts, Feelings, and Actions • Learning Log: Reframing
5. Analyze the research findings that provide an in-depth understanding of the effect of teacher expectations on student achievement.	SELO 1, 2, 3 GEPO 1, 2 ASTPO 1, 8, 9	<ul style="list-style-type: none"> • Sync Point Discussion on Research & Theory
6. Examine own beliefs about student's ability to succeed and how these beliefs impact the way in which they teach.	SELO 1, 2, 6 GEPO 1, 2 ASTPO 1, 8, 9	<ul style="list-style-type: none"> • Learning Log: Personal Bias • Sync Point Discussion on Reflection on Differentiated Treatment
7. Demonstrate value and respect to low-expectancy students by communicating a positive affective tone.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 8, 9	<ul style="list-style-type: none"> • Sync Point Discussion on Student Impact • Mini-Study on Value and Respect
8. Design strategies for asking questions of and probing incorrect answers with high and low expectancy students.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 8, 9	<ul style="list-style-type: none"> • Sync Point Discussion on Differentiated Questioning • Learning Log: Strategies for Asking Questions • Sync Point Discussion on Personal Experience • Learning Log: Strategies for Probing • Mini-Study on Asking Questions and Probing Incorrect Answers

*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.

Written Assignment: Research and Theory on Teacher-Student Relationships: In this activity, students will conduct and write a response to a formal scientific reasoning review based upon the research and theory of establishing and maintaining effective relationships with students.

Sync Point Discussion: Revisiting Student Interest Inventory: In this activity, students will participate in an online discussion on the following prompt: Typically, a student interest inventory would be conducted at the beginning of a school year or semester. When and how often is a student interest inventory conducted? Make a prediction, how would revisiting or incorporating periodically a new student interest inventory or activity help deepen and broaden the relationship with students?

Learning Log: Student Interests Inventory: In this activity, students will design and implement a new student interest inventory that takes into account what they already know about their students and what additional information they want or would like to have. Students will share the results in a reflective response.

Sync Point Discussion: Reflection on Student Interest Lesson: In this activity, students will participate in an online discussion on the following prompt: How did the recently implemented lesson that incorporated student interest go, what went well and what could be done different? How did incorporating student interest and/or background information into the lesson help deepen student engagement and understanding while fostering concern, cooperation, and mutual respect?

Learning Log: Student Survey, Part 1: In this activity, students will conduct a student survey with a focus on whether their students feel that the classroom is a place of concern, cooperation, and mutual respect. Students will share the results in a reflective response.

Sync Point Discussion: Teacher-Student Interactions: In this activity, students will participate in an online discussion on the following prompt: Do you communicate with students at social networking sites, like Facebook? Why or why not? What limitations (verbally and nonverbally) are consciously observed to ensure an appropriate teacher-student relationship, both online and in-person, while still demonstrating concern, cooperation, and respect?

Mini-Study on Concern and Cooperation: In this activity, students will conduct a mini-study engaging students in activities that demonstrate concern and cooperation. The submission of a videotape and an analysis is part of the mini-study.

Learning Log: Interpretations and Misperceptions: In this activity, students will design and implement a lesson using optical illusions as the basis for conversation with students on interpretations and misperceptions. Students will share the results in a reflective response.

Sync Point Discussion: Useful Ways of Thinking: In this activity, students will participate in an online discussion on the following prompt: What unique ways do you maintain a focus on the subject content while cultivating the value of effort that help students better understand and control themselves? What is challenging?

Learning Log: Responsible Interactions: In this activity, students will design and implement a lesson that introduces students to the four major types of exhibited behaviors; including passive behavior, aggressive behavior, passive-aggressive behavior, and assertive behavior. Students will share the results in a reflective response.

Sync Point Discussion: Resolution Comparison In this activity, students will participate in an online discussion in response to the following prompt: What challenges are present in the current controversy and conflict resolution strategies and/or techniques?

Learning Log: Student Survey, Part 3: In this activity, conduct a student survey to gain insight into student's perception of the teacher's demeanor. Students will share the results in a reflective response.

Sync Point Discussion: Accountability for Thoughts, Feelings, and Actions: In this activity, students will participate in an online discussion in response to the following prompt: Human nature is such that one is not accountable for their thoughts and feelings; however, a teacher is accountable for how they treat students? How does one maintain a separation between their thoughts and feelings towards a student and how they behave towards a student? How can they guard and monitor their own behaviors?

Learning Log: Reframing: In this activity, students will keep a daily journal for a few days or a week documenting and reflecting at the end of the class, period, or day on any lapses that occurred in maintaining emotional objectivity or a cool demeanor. Students will share the results in a reflective response.

Sync Point Discussion: Research & Theory: In this activity, students will participate in an online discussion on the following prompt: Based upon the data that indicates that US students are falling behind the world in academic standings, would you consider this a reflection of a lowering of expectations and standards for all students? What has been your experience with this issue, have you seen a lowering of standards and thus expectations for all students?

Learning Log: Personal Bias In this activity, students will reflect upon why certain students create a generalized low expectation reaction and what action can be taken to change that. Students will share the results in a reflective response.

Sync Point Discussion: Reflection on Differentiated Treatment: In this activity, students will participate in an online discussion on the following prompt: What did you learn about yourself and what is the projected or potential impact on your teaching? As a result, what changes are you prepared to make that will foster high expectations for all students?

Sync Point Discussion: Student Impact: In this activity, students will participate in an online discussion on the following prompt: What has been the impact on low expectancy students as a result of consciously expressing value and respect through a positive affective tone? What changes are evident and how has the teacher-student relationship changed?

Mini-Study on Value and Respect: In this activity, students will conduct a mini-study concentrated on strategies that demonstrate student value and respect. The submission of a videotape and an analysis is part of the mini-study.

Sync Point Discussion: Differentiated Questioning: In this activity, students will participate in an online discussion on the following prompt: What did you learn about questioning techniques and/or patterns? How do you differentiate your questioning of specific students in response to unsolicited questions and to teacher posed questions to students? What changes are needed?

Learning Log: Strategies for Asking Questions In this activity, students will design strategies that ensure that all students will be asked challenging questions. They will plan to implement and track student questioning using the data management system provided. Students will share the results in a reflective response.

Sync Point Discussion: Personal Experience In this activity, students will participate in an online discussion on the following prompt: Compare your new insight on probing incorrect answers to personal classroom experiences. Do you move quickly on from an incorrect answer or do you made an attempt to “unpack” the students thinking? What can be learned and what added value is evident when student understanding is “unpacked”?

Learning Log: Strategies for Probing In this activity, students will design content relevant probing questions/strategies that make student thinking visual, communicating what students understand and don't understand. They will plan to implement and track student probing using the data management system provided. Students will share the results in a reflective response.

Mini-Study on Asking Questions of and Probing Incorrect Answers: In this activity, students will conduct a mini-study concentrated on strategies for asking questions and probing incorrect answers. The submission of a videotape and an analysis is part of the mini-study.

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 need by identifying new insight, lingering questions that remain, and to develop an action step that is a direct reflection of the course and aligned to the specific area of need.

Rubrics

Work Habit Rubric	
Score	Criteria
4	<p>All work submitted is original work free of plagiarism, collusion, and cheating.</p> <p>Exhibits professional and respectful behaviors in all communications and in all work that is submitted.</p> <p>When participating in Sync Point Discussions, the response goes beyond level 3 of this rubric by extending the conversations to in-depth inferences and applications to the initial posting and other group members' postings.</p> <p>No grammatical, spelling, and/or punctuation errors in any work that is submitted.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>All work submitted is original work free of plagiarism, collusion, and cheating.</p> <p>Exhibits professional and respectful behaviors in all communications and in all work that is submitted.</p> <p>When participating in Sync Point Discussions, posting indicates thoughtful ideas and/or explicit suggestions to the initial prompt or analysis as well as thoughtful ideas and/or explicit suggestions to at least 3 other group members' postings.</p> <p>Almost no grammatical, spelling, and/or punctuation errors in any work that is submitted.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content.
2	<p>All work submitted is original work free of plagiarism, collusion, and cheating.</p> <p>Exhibits professional and respectful behaviors in most communications and in most work that is submitted.</p> <p>When participating in Sync Point Discussions, posting indicates thoughtful ideas and/or explicit suggestions to the initial prompt or analysis and to at least one other group members' posting, but is limited in the scope and details shared concerning the topic or possible suggestions or solutions.</p> <p>A few grammatical, spelling, and/or punctuation errors in any work that is submitted.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	<p>With help, all work submitted is original work free of plagiarism, collusion, and cheating.</p> <p>With help, exhibits professional and respectful behaviors in all communications and in all work that is submitted.</p> <p>With help, when participating in Sync Point Discussions, posting indicates thoughtful ideas and/or explicit suggestions to the initial prompt or analysis as well as thoughtful ideas and/or explicit suggestions to at least 3 other group members' postings.</p> <p>With help, there are few grammatical, spelling, and/or punctuation errors in any work that is submitted.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	Even with help, work submitted has evidence of plagiarism, collusion, or cheating.

	<p>Even with help, does not exhibit professional and respectful behaviors in all communications and in all work that is submitted.</p> <p>Even with help, no postings are made to sync point discussions.</p> <p>Even with help, work is Incomprehensible due to grammatical, spelling, and/or punctuation errors.</p>
<p>Note: This will be used as a holistic rubric.</p>	

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

Method: <i>Article Review</i>	Summarizes methods of all articles effectively	Summarizes all but one method effectively	Summarizes only one method effectively	Method section for each article not summarized		
<i>Data Gathering Assignment</i>	<i>All components of methods section present; procedures explained using research terminology consistently</i>	<i>All components of methods section present; procedures explained using research terminology frequently</i>	<i>At least one component missing; procedures explained using research terminology occasionally</i>	<i>At least one component missing; procedures explained using research terminology occasionally</i>		

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

2.1.1 Sync Point Discussion Rubric: Revisiting Student Interest Inventory	
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 postings 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 when and how often student interest inventories are utilized. Includes a well-supported prediction on how revisiting or incorporating a new student inventory or activity can deepen and broaden the teacher-student relationship. Responses to other postings 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 when and how often student interest inventories are utilized, but does not include a well-supported prediction on how revisiting or incorporating a new student inventory or activity can deepen and broaden the teacher-student relationship. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of when and how often student interest inventories are utilized. Includes a well-supported prediction on how revisiting or incorporating a new student inventory or activity can deepen and broaden the teacher-student relationship. With help, responses to other postings relate to the topic and their own experiences.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated..
Note: This will be used as a holistic rubric.	

2.1.1 Learning Log: Student Interest Inventory	
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 an analysis of how accurate the prediction was and the new insight gained on student inventory activity. Includes reflective points concerning how revisiting the student interest inventory fosters a culture that communicates concern, cooperation, and mutual respect.</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 an analysis of how accurate the projected prediction was and the new insight gained on student inventory activity. Includes limited or no reflective points concerning how revisiting the student interest inventory fosters a culture that communicates concern, cooperation, and mutual respect.</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	With help, the learner summarizes an analysis of how accurate the projected prediction was and the new insight gained on student inventory activity.. Includes reflective points concerning how revisiting
	<p>the student interest inventory fosters a culture that communicates concern, cooperation, and mutual respect.</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.	

2.1.1 Sync Point Discussion Rubric: Reflection on Student Interest Lesson	
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 postings 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 implemented lesson that incorporated student interest and a well-supported response to how incorporating student interest and/or background information into the lesson helps deepen student engagement and understanding while fostering concern, cooperation, and mutual respect. Responses to other postings 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 implemented lesson that incorporated student interest but does not include a well-supported response to how incorporating student interest and/or background information into the lesson helps deepen student engagement and understanding while fostering concern, cooperation, and mutual respect. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of the implemented lesson that incorporated student interest and a well-supported response to how incorporating student interest and/or background information into the lesson helps deepen student engagement and understanding while fostering concern, cooperation, and mutual respect. With help, responses to other postings relate to the topic and their own experiences.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.
Note: This will be used as a holistic rubric.	

2.2.1 Learning Log: Student Survey, Part 1

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	<p>In addition to score 3.0 performance, partial success at score 4.0 content.</p>
3	<p>The learner summarizes the key points of comparison between the teacher and student perspective. Includes reflective points concerning changes needed to communicate an appropriate level of concern, cooperation, and mutual respect.</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	<p>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.</p>
2	<p>The learner summarizes the key points of comparison between the teacher and student perspective. Includes limited reflective points concerning changes needed to communicate an appropriate level of concern, cooperation, and mutual respect.</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	<p>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.</p>
1	<p>With help, the learner summarizes the key points of comparison between the teacher and student perspective. Includes reflective points concerning changes needed to communicate an appropriate level of concern, cooperation, and mutual respect.</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	<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>

Note: This will be used as a holistic rubric.

2.2.1 Sync Point Discussion Rubric: Teacher-Student Interactions	
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 postings 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 participating with students at social networking sites, like Facebook and a well-supported response to what limitations are observed to ensure appropriate teacher-student relationships both online and in person. Responses to other postings 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 participating with students at social networking sites, like Facebook but does not include a well-supported response to what limitations are observed to ensure appropriate teacher-student relationships both online and in person. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of participating with students at social networking sites, like Facebook and a well-supported response to what limitations are observed to ensure appropriate teacher-student relationships both online and in person. With help, responses to other postings relate to the topic and their own experiences.
.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 Learning Log: Interpretations and Misperceptions

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 new insight gained through observing student reactions and responses to interpretations and misperceptions. Includes reflective points concerning what changes are planned for instructional methodology as a result of the new insight.</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 new insight gained through observing student reactions and responses to interpretations and misperceptions. Includes limited reflective points concerning what changes are planned for instructional methodology as a result of the new insight.</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 new insight gained through observing student reactions and responses to interpretations and misperceptions. Includes reflective points concerning what changes are planned for instructional methodology as a result of the new insight.</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 Rubric: Useful Ways of Thinking

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 postings 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 ways to maintain a focus on the subject content while cultivating the value of effort that helps students better understand and control themselves as well as reflective response to what has been challenging. Responses to other postings 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 ways to maintain a focus on the subject content while cultivating the value of effort that helps students better understand and control themselves but does not include a reflective response to what has been challenging. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of the ways to maintain a focus on the subject content while cultivating the value of effort that helps students better understand and control themselves as well as reflective response to what has been challenging. With help, responses to other postings relate to the topic and their own experiences.
.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.

3.2.1 Learning Log: Responsible Interactions

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 analysis of student reaction to the introduction of the types of behaviors and a well supported response to next steps in supporting student ownership.</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 analysis of student reaction to the introduction of the types of behaviors but does not include next steps in supporting student ownership.</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 analysis of student reaction to the introduction of the types of behaviors and a well supported response to next steps in supporting student ownership.</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.

3.2.1 Sync Point Discussion Rubric: Resolution Comparison

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 postings 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 present in current controversy and conflict resolution strategies and/or techniques as well as reflective response on possible solutions. Responses to other postings 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 present in current controversy and conflict resolution strategies and/or techniques but does not include reflective response on possible solutions. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of the challenges present in current controversy and conflict resolution strategies and/or techniques as well as reflective response on possible solutions. With help, responses to other postings relate to the topic and their own experiences.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.

Note: This will be used as a holistic rubric.

3.3.1 Learning Log: Student Survey, Part3

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 key points of comparison between the teacher and student perspective. Includes reflective points concerning what astounded you the most and changes that are needed to communicate emotional objectivity and a cool demeanor.</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 key points of comparison between the teacher and student perspective. Includes reflective points concerning what astounded you the most but does not include changes that are needed to communicate emotional objectivity and a cool demeanor.</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 key points of comparison between the teacher and student perspective. Includes reflective points concerning what astounded you the most and changes that are needed to communicate emotional objectivity and a cool demeanor.</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.
<p>Note: This will be used as a holistic rubric.</p>	

3.3.1 Sync Point Discussion Rubric: Accountability for Thoughts, Feelings, and Actions

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 postings 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 how to maintain a separation between thoughts, feelings and actions towards students, including a well-supported response to how to guard and monitor personal behavior. Responses to other postings 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 how to maintain a separation between thoughts, feelings and actions towards students, but does not include a well-supported response to how to guard and monitor personal behavior. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of how to maintain a separation between thoughts, feelings and actions towards students, including a well-supported response to how to guard and monitor personal behavior. With help, responses to other postings relate to the topic and their own experiences.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.

Note: This will be used as a holistic rubric.

3.3.1 Learning Log: Reframing	
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 possible reframing scenario(s) for student behavior based upon the student's perspective. Includes reflective points concerning the implications for how this situation could have been handled differently and strategies for maintaining emotional objectivity while managing the classroom environment.</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 possible reframing scenario(s) for student behavior based upon the student's perspective. Does not include both reflective points concerning the implications for how this situation could have been handled differently and strategies for maintaining emotional objectivity while managing the classroom environment.</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 possible reframing scenario(s) for student behavior based upon the student's perspective. Includes reflective points concerning the implications for how this situation could have been handled differently and strategies for maintaining emotional objectivity while managing the classroom environment.</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.	

4.1.1 Sync Point Discussion Rubric: Research & Theory	
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 postings 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 reflective response to any possible connection between the lowered US academic world standing and lower expectations for all students including personal experience in buildings and/or districts. Responses to other postings 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 reflective response to any possible connection between the lowered US academic world standing and lower expectations for all students but does not include personal experience in buildings and/or districts. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes a reflective response to any possible connection between the lowered US academic world standing and lower expectations for all students including personal experience in buildings and/or districts. With help, responses to other postings relate to the topic and their own experiences.
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	Even with help, no understanding or skill is demonstrated.
Note: This will be used as a holistic rubric.	

4.2.1 Learning Log: Personal Bias

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 openly evaluates patterns in personal bias, identifying specific evidence present in feelings and/or behavior about student's ability to succeed based upon ethnicity, appearance, verbal patterns, socioeconomic status, or another personal criterion. Includes a well supported response to the impact these bias have on teaching and interacting with students.</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 openly evaluates patterns in personal bias, identifying specific evidence present in feelings and/or behavior about student's ability to succeed based upon ethnicity, appearance, verbal patterns, socioeconomic status, or another personal criterion. Does not include a well supported response to the impact these bias have on teaching and interacting with students.</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 openly evaluates patterns in personal bias, identifying specific evidence present in feelings and/or behavior about student's ability to succeed based upon ethnicity, appearance, verbal patterns, socioeconomic status, or another personal criterion. Includes a well supported response to the impact these bias have on teaching and interacting with students.</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.

4.2.1 Sync Point Discussion Rubric: Reflection on Differentiated Treatment	
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 postings 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 what was learning based upon the self examination of beliefs about students ability to succeed, including a well-supported response to the projected or potential impact on teaching and what changes are planned to foster high expectations for all students Responses to other postings 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 what was learning based upon the self examination of beliefs about students ability to succeed, but does not include a well-supported response to the projected or potential impact on teaching and what changes are planned to foster high expectations for all students Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of what was learning based upon the self examination of beliefs about students ability to succeed, including a well-supported response to the projected or potential impact on teaching and what changes are planned to foster high expectations for all students With help, responses to other postings relate to the topic and their own experiences.
.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.	

5.1.1 Sync Point Discussion Rubric: Student Impact

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 postings 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 impact on low expectancy students as a result of consciously expressing value and respect through positive affective tone, including a well-supported response to what changes are evident and how the teacher-student relationship has changed. Responses to other postings 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 impact on low expectancy students as a result of consciously expressing value and respect through positive affective tone, but does not include a well-supported response to what changes are evident and how the teacher-student relationship has changed. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of the impact on low expectancy students as a result of consciously expressing value and respect through positive affective tone, including a well-supported response to what changes are evident and how the teacher-student relationship has changed. With help, responses to other postings relate to the topic and their own experiences.
.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 Rubric: Differentiated Questioning

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 postings 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 self observation on questioning techniques and/or patterns, including any differentiation in response to unsolicited student questions and to teacher posed questions. Include a well supported response to what instructional changes are needed. Responses to other postings 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 self observation on questioning techniques and/or patterns, including any differentiation in response to unsolicited student questions and to teacher posed questions. Does not include a well supported response to what instructional changes are needed. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes an analysis of the recently completed self observation on questioning techniques and/or patterns, including any differentiation in response to unsolicited student questions and to teacher posed questions. Include a well supported response to what instructional changes are needed. With help, responses to other postings relate to the topic and their own experiences.
.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 Learning Log: Strategies for Asking Questions	
Score	Criteria
4	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. 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.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	The learner summarizes the implications of the patterns identified in the data management chart. Includes reflective points concerning both the type of questioning currently posed and what new strategies are needed to ensure all students are questioned at a complex level. 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.
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	The learner summarizes the implications of the patterns identified in the data management chart. Does not include reflective points concerning both the type of questioning currently posed and what new strategies are needed to ensure all students are questioned at a complex level. 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.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, the learner summarizes the implications of the patterns identified in the data management chart. Includes reflective points concerning both the type of questioning currently posed and what new strategies are needed to ensure all students are questioned at a complex level. 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.
.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.	

5.3.1 Sync Point Discussion Rubric: Personal Experience

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 postings 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 comparison analysis of new insight on probing incorrect answers to personal classroom experience, including what can be learned and what value is evident when student understandings are “unpacked”. Responses to other postings 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 comparison analysis of new insight on probing incorrect answers to personal classroom experience, but does not include what can be learned and what value is evident when student understandings are “unpacked”. Responses to other postings relate to the topic, but do not relate to their own experiences and do not suggest a solution or provide additional information.
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	With help, initial posting includes a comparison analysis of new insight on probing incorrect answers to personal classroom experience, including what can be learned and what value is evident when student understandings are “unpacked”. With help, responses to other postings relate to the topic and their own experiences.
.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.

5.3.1 Learning Log: Strategies for Probing

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 implications of the patterns identified in the data management chart. Includes reflective points concerning both what was learned about student understanding through the probing of incorrect answers and how this new information changed your opinion of student ability.</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 implications of the patterns identified in the data management chart. Does not include reflective points concerning both what was learned about student understanding through the probing of incorrect answers and how this new information changed your opinion of student ability.</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 implications of the patterns identified in the data management chart. Includes reflective points concerning both what was learned about student understanding through the probing of incorrect answers and how this new information changed your opinion of student ability.</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.

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

Online course instructors, enter comments in comment box.

Oral Communication Points Earned in this Assignment _____

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

▲ Data: recorded facts gathered from direct observation or experimentation

◀ Well-formed: data clustered together with correct form, construction, composition or structuring

► Meaningful: data that become useful information when organized for analysis, to reason, or make decisions

▼ See APA Manual for formats addressed by this statement in the rubric (e.g., tables, graphs, etc.) This statement does not apply to visual presentations of data not addressed in the manual.

Online instructors, enter comments in comment box

Quantitative Reasoning Points Earned in this Assignment _____

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

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

Formal Writing Points Earned in this Assignment _____

Mini-study Video Submission	
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	Even with help, no video is submitted OR the video is submitted in an unacceptable format OR the

<p>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"> • Written Assignment: Research and Theory on Teacher-Student Relationships 	0-4	5%
Objective #2 <ul style="list-style-type: none"> • Sync Point Discussion on Revisiting Student Interest Inventory • Learning Log: Student Interest Inventory • Sync Point Discussion on Reflection on Student Interest Lesson • Learning Log: Student Survey, Part 1 • Sync Point Discussion: Teacher-Student Interactions • Mini-Study on Concern and Cooperation 	0-4	15%
Objective #3 <ul style="list-style-type: none"> • Learning Log: Interpretations and Misperceptions • Sync Point Discussion: Useful Ways of Thinking • Learning Log: Responsible Interactions • Sync Point Discussion: Resolution Comparison 	0-4	15%
Objective #4 <ul style="list-style-type: none"> • Learning Log: Student Survey, Part 3 • Sync Point Discussion: Accountability for Thoughts, Feelings, and Actions • Learning Log: Reframing 	0-4	10%
Objective #5 <ul style="list-style-type: none"> • Sync Point Discussion on Research & Theory 	0-4	5%
Objective #6 <ul style="list-style-type: none"> • Learning Log: Personal Bias • Sync Point Discussion on Reflection on Differentiated Treatment 	0-4	10%
Objective #7	0-4	15%

<ul style="list-style-type: none"> • Sync Point Discussion on Student Impact • Mini-Study on Value and Respect 		
Objective #8 <ul style="list-style-type: none"> • Sync Point Discussion on Differentiated Questioning • Learning Log: Strategies for Asking Questions • Sync Point Discussion on Personal Experience • Learning Log: Strategies for Probing • Mini-Study on Asking Questions and Probing Incorrect Answers 	0-4	15%
Work Habit	0-4	10%

Graduate Education Grading Scale (MS Level):

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

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

Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

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

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

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

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

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

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

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

Graduate Course Expectations

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

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

Reference Text:

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

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

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

Course Technology Integration

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course

management system that Wilkes University uses for online courses is Desire2Learn. the National Institute for Professional Practice uses its own proprietary learning management system.

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

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

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

Academic Supports

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

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

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

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

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

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

Wilkes Graduate Education Program

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

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

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

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

Class Schedule for the Semester

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

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

Uploading to Dropbox

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

1. Right click the Dropbox icon on your desktop and click **Launch Dropbox Website**. Or go to www.dropbox.com and sign-in to your account.
2. Create a new folder by clicking the icon that looks like a folder with a green plus sign located at the

top of the page.

3. Name this folder: Course code_Last name. For example, **5004_Smith**.
4. Save your video in this folder by clicking the icon that looks like a document with an upward arrow located at the top of the page.
5. Select **Choose Files**.
6. Find your video file and click **Open**. It may take up to 30 minutes to sync your video to the Dropbox website. You will know it has finished syncing when the blue circle turns to a green checkmark.
7. Click the **Done** button.
8. From the Dropbox home page click on the icon that looks like a folder with a rainbow on it located at the top of the page. (Note you may receive a message to verify your email address. If so, follow the instructions.)
9. Select the **I'd like to share an existing folder** option.
10. Select the folder with your course code and file name.
11. Enter your facilitator's email address and the National Institute's email (contact@professionalpractice.org) to invite them to view your video
12. In the message field include a message stating that you have uploaded your video and it is ready to be viewed and graded
13. Click the **Share Folder** button.
14. Once your facilitator and the advisor at the National Institute have accepted this invitation, you will receive notification in the email account you provided to Dropbox.

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

VIDEO CHECKLIST

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

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

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

Dear Parent/Guardian:

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

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

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

Sincerely, _____
(Teacher Signature)

STUDENT RELEASE FORM

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

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

(Please check the appropriate box below)

- I DO** give permission for my child to be videotaped as he/she participates in a lesson that will be used as part of an instructional evaluation.

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

Name of Parent/Legal Guardian: _____
(Print)

Signature of Parent/Legal Guardian: _____
(Sign)

Date: _____

ADULT RELEASE FORM

Name: _____
School: _____
Teacher Name: _____

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

(Please check the appropriate box below)

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

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

Name: _____ (Print)

Signature: _____ (Sign)

Date: _____

eFolio Instructions

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

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

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

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