



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 5048		Course Title Applying the Art and Science of Teaching	
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:

This capstone course engages learners in a formal action research project to determine the impact on student learning or specific instructional, curricular, and management strategies used in the classroom. Learners will reflect upon the knowledge acquired throughout the previous courses in the degree program to conduct an action research project where they will apply theory and practice directly to their classrooms.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: <http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx>. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:

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

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

Required Readings (No purchase required)

Dana Fitchman, Nancy. (2007). *Effective Use of Assessment Data in Action Research*. Blairsville, PA: Learning Sciences International.

Dana Fitchman, Nancy. (2007). *Instructional Implications of Student Data Assessment*. Blairsville, PA: Learning Sciences International.

Dana Fitchman, Nancy. (2007). *Connecting Action Research to Individual Student Needs*. Blairsville, PA: Learning Sciences International.

Dana Fitchman, Nancy. (2007). *Progress Monitoring and Post Assessment*. Blairsville, PA: Learning Sciences International.

Dana Fitchman, Nancy. (2007). *How Do I Determine Instructional Implications?* Blairsville, PA: Learning Sciences International.

Dana Fitchman, Nancy. (2007). *Study Group Protocols for Sharing Action Research*. Blairsville, PA: Learning Sciences International.

Marzano, Robert, Haystead, Mark W. (2009). *Meta-Analytic Synthesis of Studies Conducted at Marzano Research Laboratory on Instructional Strategies*. Englewood, CO: Solution Tree. Marzano Research Laboratory, Instructions for Participating in Action Research. Retrieved February 2, 2012, from http://marzanoresearch.com/research/submit_research2.aspx

Required Reference:

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

Recommended Texts:

Marzano, R. J., Kendall, John S. (2008). *Designing & Assessing Educational Objectives*. Bloomington, IN: Marzano Research Laboratory.

Marzano, R. J. (2009). *Designing & Teaching Learning Goals & Objectives*. Bloomington, IN: Marzano Research Laboratory.

Marzano, R. J. (2010). *Formative Assessment & Standards-Based Grading*. Bloomington, IN: Marzano Research Laboratory.

Marzano, R. J., Heflebower, T. (2011). *The Highly Engaged Classroom*. Bloomington, IN: Marzano Research Laboratory.

Marzano, R. J., Heflebower, T. (2011). *Teaching & Assessing 21st Century Skills*. Bloomington, IN: Marzano Research Laboratory.

Recommended Websites:

The Pennsylvania Department of Education Standards-Aligned System Website

<http://www.pdesas.org/>

International Literacy Association

www.reading.org

Course Pre-requisites:

EDAM 5040: Foundations of the Art & Science of Teaching

EDAM 5041: Establishing Learning Goals to Support Learning & Instructional Design

EDAM 5042: Monitoring & Measuring Student Progress

EDAM 5043: Actively Processing New Content

EDAM 5044: Extending Student Learning

EDAM 5045: Designing Instruction for Student Engagement

EDAM 5046: Creating an Effective Classroom Environment

EDAM 5047: Developing Relationships and High Expectations for Student Learning

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. Identify the focus and learning goals for a unit of instruction.	SELO 1, 2 GEPO 1, 2 ASTPO 1, 2, 9	<ul style="list-style-type: none"> • Discussion: Reflect and Focus • Learning Log: Focus • Learning Log: Unit Focus and Learning Goals • Discussion: Concerns, Issues, Challenges • Written Assignment: Planning Process
2. Plan for lesson segments that will be routine components of every lesson.	SELO 1, 2, 3, 4, 7 GEPO 1, 2, 4, 5 ASTPO 1, 2, 9	<ul style="list-style-type: none"> • Learning Log: Routine Components • Discussion: Concerns, Issues, Challenges • Written Assignment: Planning Process
3. Plan for content-specific lesson segments.	SELO 1, 2, 3, 4, 7 GEPO 1, 2, 4, 5 ASTPO 1, 2, 9	<ul style="list-style-type: none"> • Learning Log: Content Specific Components • Discussion: Concerns, Issues, Challenges • Written Assignment: Planning Process
4. Plan for actions that must be taken on the spot during a lesson.	SELO 1, 2 GEPO 1, 2, 4, 5 ASTPO 1, 2, 9	<ul style="list-style-type: none"> • Learning Log: Enacted on the Spot • Written Assignment: Planning Process
5. Develop a flexible draft of daily activities for a unit.	SELO 1, 2, 3, 4, 7 GEPO 1, 2, 4 ASTPO 1, 4, 9	<ul style="list-style-type: none"> • Discussion: Flexible Daily Format • Written Assignment: Planning Process
6. Review and reflect on the critical aspects of effective teaching daily, as well as his/her performance relative to them	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 9	<ul style="list-style-type: none"> • Learning Log: Collection Data Revised • Mini-Study: Implement Action Research Lesson • Discussion: Analysis of Action Research Lesson
7. Apply and deepen the content knowledge, skills, and dispositions related to “The Art and Science of Teaching” that he/she has acquired in prior courses in the program.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 4, 5 ASTPO 1, 9	<ul style="list-style-type: none"> • Learning Log: Collection Data Revised • Mini-Study: Implement Action Research Lesson • Discussion: Analysis of Action Research Lesson
8. Gather and analyze student evidence of achievement through action research.	SELO 1, 2, 5, 7 GEPO 1, 2, 3, 5 ASTPO 1, 3, 9	<ul style="list-style-type: none"> • Learning Log: Reflecting on Assessment Data Analysis • Discussion on Collaboration Evaluation
9. Use student evidence to adjust and implement instructional strategies to enable all students to achieve.	SELO 1, 2, 5, 6, 7 GEPO 1, 2, 3, 5 ASTPO 1, 3, 9	<ul style="list-style-type: none"> • Learning Log: Adjust and Implement • Discussion on Student Evidence • Written Assignment: Action Research Instructional Implications • Learning Log: Taking Action
10. Establish a professional learning community that can continue to function after the learner has completed the program.	SELO 1, 2, 3, 4, 5, 6, 7 GEPO 1, 2, 3, 5 ASTPO 9	<ul style="list-style-type: none"> • Discussion: Submitting to MRL • Discussion: Reflect and Focus • Learning Log: Unit Focus and Learning Goals • Learning Log: Routine Components

		<ul style="list-style-type: none"> • Discussion: Concerns, Issues, Challenges • Discussion: Collaboration Evaluation • Discussion: Final Word
11. Document his/her growth as a teacher through portfolio and video submissions.	SELO 1, 2, 5 GEPO 1, 2, 3 ASTPO 1, 9	<ul style="list-style-type: none"> • Culminating Written Analysis

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

Course Requirements & Assessments

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

Sync Point Discussion on Submitting to MRL: In this activity, students will participate in an online discussion on the following prompt: What would you consider the pros and cons to submitting an action research project to MRL for formal review. Are you planning on submitting your action research? Why or if not what would hold you back from submitting?

Sync Point Discussion on Reflect and Focus: In this activity, students will participate in an online discussion on the following prompt: Decide what to investigate in the action research or specifically what you want to improve. Select a target strategy from the following; achievement, attitudes, alignment, strategies, technology integration, or climate and explain your reasoning for the selection.

Learning Log: Focus: In this activity, students will finalize an instructional area to improve by confirming the focus, specifically the target strategy and the action research question(s). Including the rationale for why this area was selected, a clear measurable action research question(s) and the effect of peer collaboration on refining this stage of the action research process.

Learning Log: Unit Focus and Learning Goals: In this activity, students will finalize the content unit of study and learning goals including the rationale for why this unit of study (content) was selected and how the learning goals will answer the research question. Include any perspective changes that occurred as a result of collaborating with peers.

Learning Log: Routine Components: In this activity, students will revise and finalize the routine lesson components that compliment the action research. Include responses to the following; what will you do to establish learning goals, track student progress, celebrate success, as well as establish and maintain classroom rules and procedures?

Learning Log: Content Specific Components: In this activity, students will design content-specific lesson components that compliment the action research unit. Include responses to the following; will students be interacting with new knowledge, practice and deepen their understanding, or generate and test hypothesis about new knowledge?

Sync Point Discussion: Concerns, Issues, And Challenges: In this activity, students will participate in an online discussion on the following prompt: Decide what to investigate in the action research or specifically what you want to improve. Select a target strategy from the following; achievement, attitudes, alignment, strategies, technology integration, or climate and explain your reasoning for the selection.

Learning Log: Enacted on the Spot Components: In this activity, students will revise and finalize the enacted on the spot lesson components that compliment the action research unit. Include responses to the following; how will you engage, acknowledge adherence or lack of adherence to rules/procedures, establish and maintain effective relationships, and communicate high expectations for all students?

Sync Point Discussion: Flexible Daily Format: In this activity, students will participate in an online discussion on the following prompt: What are the pros and cons to the flexible daily format? How does it help coordinate and manage the daily goals with the overall unit goals?

Written Assignment: Planning Process: In this activity, students will complete a written analysis focused on the following prompt: Compare and contrast the design elements of the treatment lesson and the control lesson. What new insight have you gained concerning changes in how you focus and plan units, learning goals, activities, and assessments that address all three lesson segments?

Learning Log: Collection Data Revised: In this activity, students will revisit and revise the Assessment Data Collection Chart based upon the expert commentary and the pretest results. Be prepared to reflect on the critical aspects of the changes made and teacher performance relative to them.

Mini-Study: Implement Action Research Lesson: In this activity, students will implement the action research lesson plan. The submission of a series of three videotape sessions and a written analysis is required.

Sync Point Discussion: Analysis of Action Research Lesson: In this activity, students will participate in an online discussion on the following prompt: What is the initial reaction to the action research lesson; did you get the predicted answer or an answer to the action research questions(s)? What evidence of effective teaching is reflected in the lesson and how would you assess your instructional practice?

Learning Log: Reflecting on Assessment Data Analysis: In this activity, students will reflect upon the process of analyzing the data collection, including what was the most challenging aspect of the data analysis process, and how the student results were similar and/or different than what was expected to be seen in student achievement.

Sync Point Discussion: Collaboration Evaluation: In this activity, students will participate in an online discussion on the following prompt: What new insight was gained from reviewing student work collaboratively? How could it assist in improving student achievement?

Learning Log: Adjust and Implement: In this activity, students will redesign and implement the lesson to enable students who have not mastered the content to improve upon their understanding and achievement. Collect, analyze the new data, and be prepared to complete a reflective summary of the proposed changes implemented and the results.

Sync Point Discussion: Student Evidence: In this activity, students will participate in an online discussion on the following prompt: What changes do you see in student achievement based upon the revised lesson? How has the student's general attitude towards school and/or class changed? Are students more engaged, more willing to try again, and if so what do you contribute this to?

Written Assignment: Action Research Instructional Implications: In this activity, students will complete an inquiry write-up; include background or purpose of the action research project, the design of the project, what has been learned with supporting data, concluding thoughts, and references.

Learning Log: Take Action In this activity, students will reflect upon the action research and how you will take action moving forward. Will you continue the current action research innovation, disband the innovation, modify the innovation, and/or share your results (if so, with whom)?

Sync Point Discussion: Final Word: In this activity, students will participate in an online discussion on the following prompt: What effect has the collaborative wiki had on improving and/or deepening instructional practice? What new insight was gained by being a member of an online community and what role will it have in for professional practice moving forward?

Culminating Written Analysis: In this activity, submit a final written analysis based upon an evaluation of the series e-Folio, a probe of e-Folio artifacts, and a reflective response of the changes in instructional practice.

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

Rubrics

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

RUBRIC: 1.2.1 Sync Point Discussion: Submitting to MRL

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 pros and cons of submitting an action research project to Marzano Research Laboratory for formal review. Includes a well-supported rationale for why they will or why they will not submit their action research project. 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 pros and cons of submitting an action research project to Marzano Research Laboratory for formal review. But does not include a well-supported rationale for why they will or why they will not submit their action research project. 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 pros and cons of submitting an action research project to Marzano Research Laboratory for formal review. Including a well-supported rationale for why they will or why they will not submit their action research project. 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.

RUBRIC: 2.1.1 Sync Point Discussion: Reflect and Focus

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 descriptive analysis of the focus of the investigation, including the target strategy and any apprehension or uncertainty in the focus selection. 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 descriptive analysis of the focus of the investigation, but does not include the target strategy and any apprehension or uncertainty in the focus selection. 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 descriptive analysis of the focus of the investigation, including the target strategy and any apprehension or uncertainty in the focus selection. 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.	

RUBRIC: 2.1.1 Learning Log: Focus	
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 finalizes the action research focus, target strategy and the action research question(s). Includes the rationale for why this area was selected, a clear measurable action research question(s) and the effect of peer collaboration on refining this stage of the action research process. 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 finalizes the action research focus, target strategy and the action research question(s). Includes the rationale for why this area was selected, a clear measurable action research question(s) but is missing the effect of peer collaboration on refining this stage of the action research process. 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 finalizes the action research focus, target strategy and the action research question(s). Includes the rationale for why this area was selected, a clear measurable action research question(s) and the effect of peer collaboration on refining this stage of the action research process. 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.	

RUBRIC: 2.1.1 Learning Log: Unit Focus and Learning Goals

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 finalizes the content unit of study and learning goals including the rationale for why this unit of study (content) was selected, how the learning goals are aligned to the content and how they connect to the research question. Include any perspective changes that occurred as a result of collaborating with peers.</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 finalizes the content unit of study and learning goals including the rationale for why this unit of study (content) was selected, how the learning goals are aligned to the content but misses how they connect to the research question. May or may not include any perspective changes that occurred</p> <p>as a result of collaborating with peers.</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 finalizes the content unit of study and learning goals including the rationale for why this unit of study (content) was selected, how the learning goals are aligned to the content and how they connect to the research question. Include any perspective changes that occurred as a result of collaborating with peers.</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.

RUBRIC: 2.2.1 Learning Log: Routine Components	
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 planning for routine activities. Includes reflective points concerning communicating learning goals, tracking student progress, celebrating success, establishing and maintaining rules and procedures. 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 planning for routine activities. Missing reflective point's on one of the following: communicating learning goals, tracking student progress, celebrating success, establishing and maintaining rules and procedures. 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 planning for routine activities. Includes reflective points concerning communicating learning goals, tracking student progress, celebrating success, establishing and maintaining rules and procedures. 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.	

RUBRIC: 2.2.1 Learning Log: Content-Specific Components	
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 planning for content specific lesson. Includes all reflective points concerning either interacting with new knowledge, practice and deepening understanding, or generate and test hypothesis about new knowledge.</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 planning for content specific lesson. Does not Include responses to the majority of the reflective points concerning either interacting with new knowledge, practice and deepening understanding, or generate and test hypothesis about new knowledge.</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 planning for content specific lesson. Includes all reflective points concerning either interacting with new knowledge, practice and deepening understanding, or generate and test hypothesis about new knowledge.</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.	

RUBRIC: 2.2.1 Sync Point Discussion: Concerns, Issues, Challenges

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 open and honest analysis of concerns, problems, or questions including challenges presented in the action research process. Includes how the collaboration and peer review has assisted. 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 limited and reserved analysis of concerns, problems, or questions including challenges presented in the action research process. May or may not Include how the collaboration and peer review has assisted. 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 open and honest analysis of concerns, problems, or questions including challenges presented in the action research process. Includes how the collaboration and peer review has assisted. 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.	

RUBRIC: 2.2.1 Learning Log: Enacted on the Spot and Daily Components	
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.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	The learner summarizes the planning for enacted on the spot activities. Includes reflective points concerning engaging students, recognizing and acknowledging adherence and lack of adherence to classroom rules and procedures, establishing and maintaining effective relationships with students, and communicating high expectations for all students. 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 planning for enacted on the spot activities. Missing reflective point's on one of the following: engaging students, recognizing and acknowledging adherence and lack of adherence to classroom rules and procedures, establishing and maintaining effective relationships with students, and communicating high expectations for all students. 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 planning for enacted on the spot activities. Includes reflective points concerning engaging students, recognizing and acknowledging adherence and lack of adherence to classroom rules and procedures, establishing and maintaining effective relationships with students, and communicating high expectations for all students. 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.	

RUBRIC: 2.2.1 Sync Point Discussion: Flexible Daily Format	
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 analyzes the pros and cons of the flexible daily format. Includes how flexible daily format could help coordinate and manage the daily goals with the overall unit goals. 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 analyzes the pros and cons of the flexible daily format. Does not include how flexible daily format could help coordinate and manage the daily goals with the overall unit goals. 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 analyzes the pros and cons of the flexible daily format. Includes how flexible daily format could help coordinate and manage the daily goals with the overall unit goals. 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.	

RUBRIC: 2.2.1 Written Assignment: Planning Process	
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 similarities and differences between the designing elements for a treatment lesson and a control lesson. Include new insight gained concerning changes in how to focus and plan units, learning goals, activities, and assessments that address all three lesson segments. 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 similarities and differences between designing elements for a treatment lesson and a control lesson. Does not include new insight gained concerning all of the following: changes in how to focus and plan units, learning goals, activities, and assessments that address all three lesson segments. 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 similarities and differences between the designing elements for a treatment lesson and a control lesson. Include new insight gained concerning changes in how to focus and plan units, learning goals, activities, and assessments that address all three lesson segments. 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.	

RUBRIC: 3.1.1 Learning Log: Collection Data Revised	
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 new insight gained through expert commentary and pretest data. Includes reflective points concerning what changes are planned for instructional methodology as a result of the new insight. 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 new insight gained through expert commentary and pretest data. Includes limited reflective points concerning what changes are planned for instructional methodology as a result of the new insight. 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 new insight gained through expert commentary and pretest data. Includes reflective points concerning what changes are planned for instructional methodology as a result of the new insight. 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.	

RUBRIC: 3.1.1 Mini-study: Written Analysis	
Score	Criteria
4	<p>Demonstrates an open, non-defensive ability to self-appraise understanding and interpretations of what happened during the lesson and its results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol.</p> <p>Reflective analysis conveys insight and the ability to make inferences extending beyond the information gleaned from the self-assessment results of the observation and feedback protocol, personal experience, and classroom practice.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Seeks to understand concepts by openly examining interpretations of what happened during the routine lesson segment and their results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol, applying the art and science of teaching, including proposals for instructional changes.</p> <p>Seeks to understand concepts by openly examining interpretations of what happened during the content-specific lesson segment and their results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol, applying the art and science of teaching, including proposals for instructional changes.</p> <p>Seeks to understand concepts by openly examining interpretations of what happened during the enacted on the spot lesson segment and their results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol, applying the art and science of teaching, including proposals for instructional changes.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>Seeks to understand concepts by openly examining interpretations of what happened during the routine lesson segment and their results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol but does not indicate application components for the art and science of teaching, nor proposes instructional changes.</p> <p>Seeks to understand concepts by openly examining interpretations of what happened during the content-specific lesson segment and their results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol but does not indicate application components for the art and science of teaching, nor proposes instructional changes.</p> <p>Seeks to understand concepts by openly examining interpretations of what happened during the enacted on the spot lesson segment and their results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol but does not indicate application components for the art and science of teaching, nor proposes instructional changes.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.

<p>1</p>	<p>With help, seeks to understand concepts by openly examining interpretations of what happened during the routine lesson segment and their results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol, applying the art and science of teaching, including proposals for instructional changes.</p> <p>With help, seeks to understand concepts by openly examining interpretations of what happened during the content-specific lesson segment and their results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol, applying the art and science of teaching, including proposals for instructional changes.</p> <p>With help, seeks to understand concepts by openly examining interpretations of what happened during the enacted on the spot lesson segment and their results, including specific evidences and/or examples that support the analysis and conclusions as generated by the observation and feedback protocol. Demonstrates the ability to reflect critically upon the self-assessment results of the observation and feedback protocol, applying the art and science of teaching, including proposals for instructional changes.</p>
<p>.5</p>	<p>With help, partial success at score 2.0 content, but not at score 3.0 content.</p>
<p>0</p>	<p>Even with help:</p> <ul style="list-style-type: none"> • analysis does not contain a title page, abstract, introduction, method, results, discussion, or references section. • no understanding or skill is demonstrated. • no self-disclosure or risk is exemplified in analyzing the connection between the observation and feedback protocol and personal classroom experience. • no personal reflective response is included.
<p>Note: This will be used as a holistic rubric.</p>	

Rubric: 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. 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.</p> <p>Permissions for everyone in the video are postmarked by the deadline.</p> <p>Video is at least 8 minutes in length OR is between 16 and 17 minutes in length. 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. 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. 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. The video is not of a lesson in a classroom.</p>
Note: This will be used as a holistic rubric.	

RUBRIC: 3.1.1 Sync Point Discussion: Analysis of Action Research 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	An analysis of the initial reaction to the action research lesson; detailing response received to the action research question, what if any new questions materialized or how the focus might have changed and includes a well-supported evidence of how effective teaching was reflected in the lesson as well as a personal reflective assessment of the instructional practice. 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	An analysis of the initial reaction to the action research lesson; detailing response received to the action research question, what if any new questions materialized or how the focus might have changed and includes a well-supported evidence of how effective teaching was reflected in the lesson but is missing a personal reflective assessment of the instructional practice. 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, an analysis of the initial reaction to the action research lesson; detailing response received to the action research question, what if any new questions materialized or how the focus might have changed and includes a well-supported evidence of how effective teaching was reflected in the lesson as well as a personal reflective assessment of the instructional practice. 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.	

RUBRIC: 3.2.1 Learning Log: Reflecting on Assessment Data Analysis

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 process of analyzing the data collection, including what was the most challenging aspect of the data analysis process, how the student results were similar and/or different than what was expected, and what individual student needs have been identified.</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 process of analyzing the data collection, including what was the most challenging aspect of the data analysis process, how the student results were similar and/or different than what was expected, but is missing what individual student needs have been identified.</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 process of analyzing the data collection, including what was the most challenging aspect of the data analysis process, how the student results were similar and/or different than what was expected, and what individual student needs have been identified.</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>
<p>Note: This will be used as a holistic rubric.</p>	

RUBRIC: 3.3.1 Sync Point Discussion: Collaboration Evaluation

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 new insight gained from reviewing student work collaboratively, including how collaborative review assisted in identifying student challenges and methods for potentially improving student achievement. 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 new insight gained from reviewing student work collaboratively, including how collaborative review assisted in identifying student challenges but does not include methods for potentially improving student achievement. 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 new insight gained from reviewing student work collaboratively, including how collaborative review assisted in identifying student challenges and methods for potentially improving student achievement. 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.

RUBRIC: 4.1.1 Learning Log: Adjust and Implement	
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 redesign and implement of the action research lesson, including details of the resulting student data evidence and plans for next steps.</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 redesign and implement of the action research lesson, including details of the resulting student data evidence but lacks plans for next steps.</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 redesign and implement of the action research lesson, including details of the resulting student data evidence and plans for next steps.</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.	

RUBRIC: 4.1.1 Sync Point Discussion: Student Evidence	
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 changes witnessed in student achievement and affective attitude, general attitude towards school and/or class, engagement, and effort, including a rationale for these changes. 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 changes witnessed in student achievement and affective attitude, general attitude towards school and/or class, engagement, and effort, but does not include a rationale for these changes. 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 changes witnessed in student achievement and affective attitude, general attitude towards school and/or class, engagement, and effort, including a rationale for these changes. 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.	

RUBRIC: 4.1.1 Written Assignment: Action Research Instructional Implications	
Score	Criteria
4	<p>Analysis contains title page, project purpose, project design, project analysis, concluding thoughts, and references sections.</p> <p>Identifies and provides a detailed written response for all of the required elements of each section.</p> <p>Demonstrates an open, non-defensive ability to self-appraise the action research project, including the background or purpose, the design of the project, what has been learned with supporting data, concluding thoughts, and references.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content.
3	<p>Analysis contains title page, project purpose, project design, project analysis, concluding thoughts, and references sections.</p> <p>Provides a written response for all of the required elements of each section.</p> <p>Seeks to understand concepts by openly examining the action research project, including the purpose, the design of the project, what has been learned with supporting data, concluding thoughts, and references.</p>
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.
2	<p>Analysis is missing one of the following; title page, project purpose, project design, project analysis, concluding thoughts, and references sections.</p> <p>Provides a written response to some of the required elements of each section.</p> <p>Seeks to understand concepts by cautiously examining the action project, including the purpose, the design of the project, what has been learned with supporting data, concluding thoughts, and references. Includes specific evidences and/or examples that support the analysis, but does not generate conclusions.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	<p>With help, analysis contains title page, project purpose, project design, project analysis, concluding thoughts, and references sections.</p> <p>With help, missing one or more of required elements of each section.</p> <p>With help, little self-disclosure and minimal risk are present in connecting action research project with, the purpose, the design of the project, what has been learned with supporting data, concluding thoughts, and references.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content.
0	<p>Even with help, analysis does not contain a title page, abstract, introduction, method, results, discussion, or references section.</p> <p>Even with help, no understanding or skill is demonstrated.</p> <p>Even with help, no self-disclosure or risk is exemplified in analyzing the connection between the observation and feedback protocol and personal classroom experience.</p>
	Even with help, no personal reflective response is included.
Note: This will be used as a holistic rubric.	

RUBRIC: 4.1.1 Learning Log: Take Action	
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 elaborates on their plan for taking action moving forward from the following choices; will continue the current action research innovation, disband the innovation, modify the innovation, and/or share the results including if shared with whom. 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 their plan for taking action moving forward from the following choices; will continue the current action research innovation, disband the innovation, modify the innovation, and/or share the results including if shared with whom. 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 elaborates on their plan for taking action moving forward from the following choices; will continue the current action research innovation, disband the innovation, modify the innovation, and/or share the results including if shared with whom. 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.	

RUBRIC: 4.1.1 Sync Point Discussion: Final Word	
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 the effect the collaborative wiki has produced on improving and/or deepening instructional practice, including new insight gained by being a member of an online community and what role it will have on professional practice moving forward. 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 the effect the collaborative wiki has produced on improving and/or deepening instructional practice, including new insight gained by being a member of an online community but is missing the role it will have on professional practice moving forward. 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 the effect the collaborative wiki has produced on improving and/or deepening instructional practice including new insight gained by being a member of an online community and what role it will have on professional practice moving forward. 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.	

RUBRIC: 5.1.1 Written Assignment: Culminating Written Analysis

Score	Criteria
4	<p>Analysis contains title page, e-Folio evaluation, e-Folio probe response, e-Folio reflection, and references sections.</p> <p>Identifies and provides a detailed written response for all of the required elements of each section.</p> <p>Demonstrates in-depth analysis of the artifacts that offers insightful inferences of current and future application.</p> <p>Demonstrates an open, non-defensive ability to self-appraise, discussing both growth and frustrations as they related to learning. Risks asking probing questions about self and seeks to answer these</p> <p>Reflective analysis conveys insight and the ability to make inferences extending beyond their personal experience and classroom practice.</p>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content.</p>
3	<p>Analysis contains title page, e-Folio evaluation, e-Folio probe response, e-Folio reflection, and references sections.</p> <p>Provides a written response for all of the required elements of each section.</p> <p>Evaluates the e-Folio artifacts through a detailed analysis of all of the following; the best thing about the work in the e-Folio, the least satisfied component in the e-Folio, and includes a connection between the artifacts, continued growth and development with specific examples of how the content knowledge was extended beyond the series requirements.</p> <p>Openly probe e-Folio artifact(s) to convey depth of knowledge and growth. Select one of the following options: openly examine an e-Folio artifact that could be more effective if done in a different manner, redesign the lesson and provide a rationale for the redesign including the expected impact these changes will make and how success will be determined, OR openly examine an e-Folio artifact in which the learning goal did not turn out as planned or expected, including how and why it did not match the original plans, include a redesign plan, the expected outcome, and how success will be determined OR openly examine the relationship between e-Folio artifacts, including a redesign for combining two or more artifacts into a single new learning goal, the expected outcome and how success will be determined.</p> <p>Conveys a personal reflection on competency in the art and science of teaching through critical reflection about the biggest impact the art and science of teaching has had on your teaching philosophy, providing specific examples of changes in the instructional practice and student achievement.</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>Analysis is missing a title page, e-Folio evaluation, e-Folio probe response, e-Folio reflection, or references sections.</p> <p>Provides a written response to some of the required elements of each section.</p> <p>Evaluates the e-Folio artifacts through a detailed analysis of all of the following; the best thing about the work in the e-Folio, the least satisfied component in the e-Folio, and Includes the connection between the artifacts, continued growth and development but missing specific examples of how the content knowledge was extended beyond the series requirements.</p> <p>Cautiously probe e-Folio artifact(s) to convey depth of knowledge and growth. Select one of the following options: cautiously examine an e-Folio artifact that could be more effective if done in a different manner, redesign the lesson and provide a rationale for the redesign but does not include the expected impact these changes will make or how success will be determined, OR cautiously examine an e-Folio artifact in which the learning goal did not turn out as planned or expected, including how and why it did not match the original plans, include a redesign plan but does not include the expected outcome or how success will be determined OR cautiously examine the relationship between e-Folio artifacts, including a redesign for combining two or more artifacts into a single new learning goal but does not include expected outcome or how success will be determined.</p> <p>Conveys a personal reflection on competency in the art and science of teaching through critical reflection about the biggest impact the art and science of teaching has had on your teaching philosophy, but does not provide specific examples of changes in the instructional practice and/or student achievement.</p>
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content.
1	<p>With help, analysis contains title page, e-Folio evaluation, e-Folio probe response, e-Folio reflection, and references sections.</p> <p>With help, the required elements of each section are provided in a written response.</p> <p>With help, evaluates the e-Folio artifacts through a detailed analysis of all of the following; the best thing about the work in the e-Folio, the least satisfied component in the e-Folio, and Includes the connection between the artifacts, continued growth and development with specific examples of how the content knowledge was extended beyond the series requirements.</p> <p>With help, openly probe e-Folio artifact(s) to convey depth of knowledge and growth. Select one of the following options: openly examine an e-Folio artifact that could be more effective if done in a different manner, redesign the lesson and provide a rationale for the redesign including the expected impact these changes will make and how success will be determined, OR openly examine an e-Folio artifact in which the learning goal did not turn out as planned or expected, including how and why it did not match the original plans, include a redesign plan, the expected outcome and how success will be determined OR openly examine the relationship between e-Folio artifacts, including a redesign for combining two or more artifacts into a single new learning goal, the expected outcome and how success will be determined</p> <p>With help conveys a personal reflection on competency in the art and science of teaching through critical reflection about the biggest impact the art and science of teaching has had on your teaching philosophy, providing specific examples of changes in their instructional practice and student achievement.</p>
.5	With help, partial success at score 2.0 content, but not at score 3.0 content
0	<p>Even with help:</p> <ul style="list-style-type: none"> • analysis does not contain title page, e-Folio evaluation, e-Folio probe response, e-Folio reflection, and/or references sections. • no understanding or skill is demonstrated. • no evaluation of the e-Folio artifact(s) is evident. • the probe response does not demonstrate evidence of learning. • personal reflection does not demonstrate competency.

Course Grading

Assessments	Point Value	Weight (% out of 100)
Objective 1: <ul style="list-style-type: none"> • Discussion: Reflect and Focus • Learning Log: Focus • Learning Log: Unit Focus and Learning Goals • Discussion: Concerns, Issues, Challenges • Written Assignment: Planning Process 	0-4	5%
Objective 2: <ul style="list-style-type: none"> • Learning Log: Routine Components • Discussion: Concerns, Issues, Challenges • Written Assignment: Planning Process 	0-4	5%
Objective 3: <ul style="list-style-type: none"> • Learning Log: Content Specific Components • Discussion: Concerns, Issues, Challenges • Written Assignment: Planning Process 	0-4	5%
Objective 4: <ul style="list-style-type: none"> • Learning Log: Enacted on the Spot • Written Assignment: Planning Process 	0-4	5%
Objective 5: <ul style="list-style-type: none"> • Discussion: Flexible Daily Format • Written Assignment: Planning Process 	0-4	5%
Objective 6: <ul style="list-style-type: none"> • Learning Log: Collection Data Revised • Mini-Study: Implement Action Research Lesson • Discussion: Analysis of Action Research Lesson 	0-4	10%
Objective 7: <ul style="list-style-type: none"> • Learning Log: Collection Data Revised • Mini-Study: Implement Action Research Lesson • Discussion: Analysis of Action Research Lesson 	0-4	10%
Objective 8: <ul style="list-style-type: none"> • Learning Log: Reflecting on Assessment Data Analysis • Discussion on Collaboration Evaluation 	0-4	10%
Objective 9: <ul style="list-style-type: none"> • Learning Log: Adjust and Implement • Discussion on Student Evidence • Written Assignment: Action Research Instructional Implications • Learning Log: Taking Action 	0-4	10%
Objective 10: <ul style="list-style-type: none"> • Discussion: Submitting to MRL • Discussion: Reflect and Focus • Learning Log: Unit Focus and Learning Goals • Learning Log: Routine Components • Discussion: Concerns, Issues, Challenges • Discussion: Collaboration Evaluation 	0-4	10%

• Discussion: Final Word		
Objective 11: Culminating Written Analysis	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/gradeducation>

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

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

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

Wilkes Graduate Education Program

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

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university’s IT Security Policy (Appendix A: Security Guidelines for

Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

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

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

Class Schedule for the Semester

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