GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
ADVANCED STUDIES IN TEACHING AND LEARNING PROGRAM

EDUC 612.6H4
INQUIRY INTO PRACTICE
2 Credits, Summer 2014
CRN 42866

Meeting Times/Days:
3:30 p.m. – 6:30 PM
Tues & Thurs, June 24 – July 25 (no class meeting on July 3)
Class Location: West Rm. 1004

[SPECIAL NOTE: Class One on 24 June will meet beginning at 4:30 due to the amended public school schedule – special location for this class ONLY is ENGR 1101(Nguyen Building)]
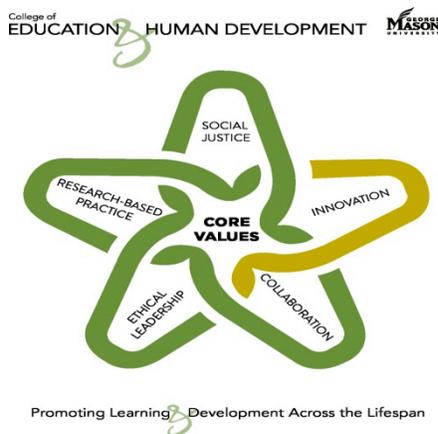
PROFESSOR
Corey R. Sell, Ph.D.
Office Hours: By appointment, and open time before or after class
Office Location: 1407 Thompson Hall
Office Phone: 703-993-3824
Email: csell1@gmu.edu

COURSE DESCRIPTION:

Provides experience using research skills to foster systematic and thoughtful inquiry into classroom practice. Explores relevant classroom practice issues through critical writing, action, and research. Emphasizes cultural diversity, language, and gender issues in research.

LEARNER OUTCOMES/OBJECTIVES:
As a result of EDUC 612, ASTL participants will be able to:

- identify and understand different approaches to educational inquiry (*ASTL Outcomes 3 & 4*),
- reflect systematically and critically about their teaching practice, individually and as members of learning communities (*ASTL Outcomes 4 & 5)*),
- examine the relationship between their own pedagogical actions and who they are as learner and individual, who they are as teacher, and who they are as teacher inquirer (*ASTL Outcome 4*),
- demonstrate an understanding of their role as teacher leaders and action researchers in their educational settings (*ASTL Outcome 4*),
- engage in critical reflection as a key element of their professional learning and educational practice (*ASTL Outcome 4*),
- explain the critical importance of incorporating multiple perspectives in their educational practice to meet the needs of all learners, including culturally, linguistically and ability diverse learners (*ASTL Outcomes 3 & 6),*
- develop research questions relevant to their classroom practice (*ASTL Outcome 4),*
- provide a rationale for researching their own practice and explore how action research informs the management and monitoring of student learning (*ASTL Outcomes 3 & 4),*
- identify, comprehend and express the ethical and moral issues connected to classroom-based research (*ASTL Outcomes 3, 4, and 7).*

RELATIONSHIP TO PROFESSIONAL STANDARDS:

The purpose of this course is to provide participants with: a) a foundation for implementing critically reflective, systematic, and thoughtful inquiry into classroom practice, b) a developing perspective on the cultural, linguistic, and ability diverse learner variables in 21st century classrooms, c) opportunities to understand and augment research skills, and d) emergent knowledge on how critical reflection and teacher professional knowledge and dispositions frame their classroom practice. Practitioners explore relevant classroom practice issues through writing, reflections, exploring and experimenting with action research approaches, and sharing their work in a collaborative setting. Through the critical examination of action research and experimentation with action research strategies and approaches, teachers come to recognize the value of classroom inquiry as a way to make more informed decisions about their educational practice. Participants give special attention to cultural and linguistic diversity and their own cultural backgrounds as they inform their approaches to teaching and learning, begin to explore other cultural dimensions in the consideration of research questions, puzzlements, and the conduct of research.

EDUC 612 is aligned with the NBPTS propositions, specifically:
- Proposition 3: Teachers are responsible for managing and monitoring student learning;
- Proposition 4: Teachers think systematically about their practice and learn from experience; and
- Proposition 5: Teachers are members of learning communities.

EDUC 612 is also aligned the three additional principles that guide the ASTL Core:
- Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners; and

- Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues
- Principle 8: Teachers use technology effectively to facilitate student learning and their own professional development.

REQUIRED TEXTS

Falk, B., & Blumenreich, M., (2005). *The power of questions: A guide to teacher and student research.* Portsmouth, NH: Heinemann.

Fecho, B. (2004). *Is this English? Race, language, and culture in the classroom.* New York: Teachers College Press.

Note: The Falk & Blumenreich will be used throughout the Core for the incorporation of action research, most particularly in EDUC 613 and EDUC 606.

RELATED RESOURCES

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

ASTL Community & Course Websites: http://mymason.gmu.edu. 1) For course-specific information, kindly refer to the Blackboard Course site located under the Courses tab. 2) For program-related resources, kindly access the Organizations tab to the upper right of your Bb screen and click on the indicator for the ASTL Fairfax Core 2014 - 2015. *Program files, such as the Portfolio Guidelines and related articles will be housed on the Core Organization site. This site will be the central location for all cohort information and communication from now through the completion of the Core coursework.* Your course syllabi and other related course documents, including daily agendas, related PowerPoint presentations and announcements will be posted regularly on the specific Course site.

Articles

Following is a representative list of articles to support teachers' growth of inquiry and professional development (some of these will be directly applicable to class discussion while others are provided for your additional resources, some with discipline-specific application):

Brookfield, S. (1995). What it means to be a critically reflective teacher. *Becoming a critically reflective teacher* (pp. 1 – 27). San Francisco, CA: Jossey-Bass.

Brookfield, S. (1995). Becoming critically reflective: A process of learning and change. *Becoming a critically reflective teacher* (pp. 28-48). San Francisco, CA: Jossey-Bass.

Brookfield, S. (1995). Learning to know ourselves: The value of autobiography. *Becoming a critically reflective teacher* (pp. 49-70). San Francisco, CA: Jossey-Bass.

Dewey, J. (1933). What is thinking? *How we think* (pp. 3 –23). Boston, MA: D.C. Heath & Company.

Dewey, J. (1938). Criteria of experience. *Experience and education* (pp. 33-50). New York, NY: Collier Books.

Dewey, J. (1938). The meaning of purpose. *Experience and education* (pp. 67-72). New York, NY: Collier Books.

Dewey, J. (1944). Experience in thinking. *Democracy in education* (pp. 139-151). New York, NY: The Free Press.

Farrell, T. S. C. (2012). Reflecting on reflective practice: (Re)visiting Dewey and Schön. *TESOL Journal, 3*(1), 7-16.

Fox, R. (2012). The critical role of language in international classrooms. In B. D. Shaklee & S. Baily (Eds.), *Internationalizing teacher education in the United States* (pp. 59-76). Lanham, MA: Rowman and Littlefield.

Goldenberg, C. (2008, Summer). Teaching English Language Learners: What the research does- and does not-say. *American Educator*, 8-23, 42-44.

Hole, S., & McEntee, G. (1999). Reflection is at the heart of practice. *Educational Leadership, 56*(8), 34-37.

Kohl, H. (2002). Topsy-turvies: Teacher talk and student talk. In L. Delpit & J. K. Dowdy (Eds.), *The skin that we speak* (pp. 145-161). New York, NY: The New Press.

Nieto, S. (1999). *The light in their eyes: Creating multicultural learning communities.* New York, NY: Teachers College Press.

Osterling, J., & Fox, R. (2004). The power of perspectives: Building a cross-cultural community of learners. *International Journal of Bilingual Education and Bilingualism, 7*(6), 489-505.

Purcell-Gates, V. (2008). "...As soon as she opened her mouth!": Issues of language, literacy, and power. In L. Delpit & J. K. Dowdy (Eds.), *The skin that we speak* (pp. 121-144). New York, NY: The New Press.

Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teacher's College Record, 104*(4), 842-866.

Schön, D. (1983). Professional knowledge and reflection-in-action. *The reflective practitioner* (pp. 49-69). New York, NY: Basic Books.

Servage, L. (2006). Making space for critical reflection in professional learning communities. *Education Canada, 47*(1), 14-17.

COURSE REQUIREMENTS AND ASSIGNMENTS

Course Delivery
To meet course objectives, the delivery of EDUC 612 is accomplished through a combination of experiential learning activities, in-class collaborative work groups, dialogic discussions, interactive on-line discussion strands, and mini-lectures designed to help meet the needs of all learners and learning styles. These include:
- *Presentations* (i.e., mini-lectures/lecturettes, often assisted by Power Point and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group structure emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Guest lectures;*
- *Student sharing and mini-presentations;*
- *Online learning tools*
- *Blackboard* web-based course management and portal system.

ASSIGNMENTS

1. Critical Reflections (30 points)- the following reflections will serve as a scaffold for the larger Autobiographical Study, the course performance-based assessment.

   A. *Teacher Beliefs Statement* (*10 points*) concerning your beliefs on instructional practices, student learning, and use of inquiry and action research to inform educational decisions. This is a Performance-Based assessment

   B. *Reflective Journal Entries (20 points)*. Participants in the Core will maintain a reflective journal throughout EDUC 612, as explained at the orientation. This journal process is designed to help participants develop a habit of mind of putting thoughts to paper and scaffolding learning. Systematic and regular journaling will be used to provide evidence of growth as a reflective educator and will provide experience in reflection as a data collection source for the Autobiographical study and forthcoming research in the Core. Each class period will involve reflective writing.

   Due date: Please see class schedule for dates of oral or written reflective journal entries to be shared in class. Also refer to the class schedule for **submission dates for the Teacher Beliefs Statement, and the Reflective Journal Entries.** Excerpts of all these various forms of critical reflection will be incorporated into the Autobiographical Study.

2. Class Participation and Professionalism (30 points)

   Class participation and professionalism include multiple aspects of engagement in our course content, including: the in-class experiences incorporating reflective practice, critical inquiry, posing potential research questions, and action research procedures; critical discussion of scholarly research studies from required readings with a focus on developing critical reflective capacity. In addition to being present in each class, this part of your grade also includes quality participation in class discussions and professionalism in all

communication with your professor and your peers.

3. Autobiographical Study (40 points)

Core participants will draw from their narratives, teaching and research experiences, course materials, and focused reflections to provide the rationale and foundation for their autobiographical study. Participants are encouraged to incorporate a variety of genres (e.g. narratives, poems, images, videos, etc.) within their Autobiographical Study that capture their experiences as individuals, learners and teachers. The purpose of this study is to provide an avenue to examine one's own learning experiences and teaching practices and focus on how these and their growing understanding of new dimensions, such as culture, language and critical reflection, relate to the practices they adhere to in their teaching. The Autobiographical study emphasizes and incorporates critical reflective practice. Examples will be provided in class.

Due: no later than Thursday, *July 24th*. Electronic submission should be posted to TaskStream. Your Autobiographical Study will be created using a Web 2.0 tool, Prezi, or a web site. [Note: If your product is created online, please copy the URL to a Word document before uploading to TaskStream, *and* remember to include the password if using a protected site.]

ASTL PORTFOLIO

The portfolio is a program level performance-based document that provides concrete evidence of teacher learning and knowledge development throughout the Advanced Studies in Teaching and Learning Program while it links the ASTL program requirements with national, state, and institutional professional standards. A component of the portfolio requires that you write a Reflection that connects the knowledge gained from the preceding Core courses and course products to the NBPTS Propositions and program learning outcomes. To prepare you for this we ask that by the end of this class you complete the Reflection Point 1, which is described in detail below. This reflection point is due on Friday, 25 July, 2014 and should be submitted to the ASTL Core Organization site on Blackboard.

> **PROMPT FOR ASTL PORTFOLIO REFLECTION POINT 1**
> **Teacher as Researcher with a Cultural Perspective**
> In this section, you will focus on how coursework, related readings, and products in EDUC 612 have led you to think more deeply about critical reflective practice and who you are as a learner and educator. Please reflect on your own learning and your perceived growth and change at this point in the Core. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included thus far in the Core provide evidence of your knowledge.
>
> *Suggested course products to be used as evidence of knowledge:*
> * Autobiographical Study (EDUC 612)
> * Teacher Beliefs Statement (EDUC 612)
> * Personal reflection on cultural understanding (Cultural Understanding reflection prompt for 612)
> * Other, as selected by individual (such as excerpts from reflective journal)
>
> ## Guidelines and suggested format for each of the Reflection Points
> **Length:** Aim to limit your response to two well written pages (may be single spaced)
> **Focus:** Each Reflection Point should include a short description, but will focus on *interpretation* and *analysis* of learning by synthesizing knowledge attained from that learning component of the Core coursework.
> **Format:** Each reflection point *describes*, *interprets*, and *examines* why and how the course product(s) provide evidence of the ASTL principles addressed in that learning module. Here you should also discuss the impact of this course/learning module on your teaching practice *and* its impact on P-12 student learning.

EVALUATION CRITERIA

Criteria for evaluation: Expectations for EDUC 612 include regular attendance in class, active participation in all in-class and on-line discussions and in small group activities, completion of all readings, exercises, and papers, active and ongoing engagement with journaling as a growth of reflective practice.

In addition, all written work should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect APA-style (6th edition).

EDUC 612 Grading Scale

Rating	Course Points
A	95-100
A-	90-94
B+	86-89
B	83-85
B-	80-82
C	70-79
F	<70

TASKSTREAM REQUIREMENTS

Every student registered for EDUC 612, Advanced Studies in Teaching and Learning Program, is required to submit to TaskStream the following two performance-based assessments: 1) the *Teacher Beliefs Statement* and 2) the *ASTL Autobiographical Study*. Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/]

b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/]

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experiences and academic performance [See http://caps.gmu.edu/]

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/]

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/]

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. ASTL will distribute the program's Statement of Dispositions at the outset of the program, which all participants are expected to sign as an indication of their commitment to them as professionals.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration.* Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values]

GRADUATE SCHOOL OF EDUCATION

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

COURSE SCHEDULE: *Class by class topics, readings, and assignments*

Date	Class Topic	Assignments For this Class

Class One
 	
June 24
Core Orientation &
EDUC 612
Class One)
 	
4:30—6:30
PM
start time for this class only Location: ENGR 1101
	• Part I: Core Orientation
	And an overview of each of the five Core courses and ASTL Portfolio General Requirements Technology access and email
	
	• Part II: EDUC 612 - Introduction and overview of the Course, EDUC 612, *Inquiry Into Practice*
	  * Review of Syllabus
	  * Pre-Assessments
	  * *Opening Reflection*: What does reflection mean to you? How can reflection be used to influence your teaching practice? What does critical reflective practice mean to you?
		Read the course syllabus as posted on the EDUC 612 course *Blackboard* site
		
		Bring on Thursday (class 2)– an artifact that represents you as an individual

Class Two June 26 **3:30 - 6:30** PM	• Syllabus Review • **Who You Are as an Individual:** Artifact sharing • Autobiographical Study: Overview of this designated performance-based assessment for Inquiry into Practice. • Exploration of Reflection and what it means to you as an educator – complete Reflective Thinking Pyramid; Levels of Reflection • Power Point & Reflective practice self-assessment and discussion • Discussion of Rodgers and Farrell articles • Assign Jig Saw Readings as assigned for Class 3 – (Dewey & Schön, all will read Brookfield) • DEAR Reflection – Reflection on Self -Assessment Reflection	**Due before class 2:** Submit Bb Journal Entry begun in class 1: What Reflection Means to Me **Bring** artifact to class this evening that represents you as an individual. **Read:** "Defining Reflection: Another look at John Dewey & Reflective Thinking" by Carol Rodgers **Read**: Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön" by Thomas Farrell
Class Three July 1 3:30 – 6:30 PM	• Understanding what it means to be a critically reflective teacher (Jigsaw with the Dewey, Brookfield, Schön chapters) – *Closing:* Quick Write on growing Reflection Knowledge (revisit class 1 prompt) • ASTL Portfolio and Website set up	**Due before class 3:** Submit Bb Journal Entry begun in Class Two **Read** Jig Saw Chapters, as assigned, for Brookfield, Dewey, Schön **Find:** Portfolio Guidelines on

	• D.E.A.R. In-class (begin) Reflection on ASTL Concentration/Content coursework and how it relates to your teaching practice now. KEEP THIS FOR FURTHER REVIEW AND REVISION – it will ultimately be uploaded to your ASTL Portfolio • Opening Discussion on Culture – Think/Pair/Share	Bb Organization site we will be introducing the ASTL Portfolio in class this evening and will revisit periodically during the Core. You will present your ASTL portfolio at the conclusion of the capstone, EDUC 615.
Class Four July 8 3:30– 6:30 PM	• Myself as a cultural being • Role of culture in the classroom setting and how it relates to you and your educational practice. • Begin Cultural Understanding Reflection in class – to be completed for Class Five • Portfolio - short discussion	**Due before class 4:** Submit Bb Journal Entry begun in class 3: Reflection on Content Knowledge **Submit Portfolio Website URL** you have created **Read:** Nieto chapter
Class Five July 10 3:30 – 6:30 PM	• Touching Base with Cultural Understanding Reflection draft – small group • Role of Language and Second Language Acquisition in the classroom (power point) • Discussion of the Kohl, Purcell-Gates, and Goldenberg readings • Teacher Beliefs Statement development – Quick Write • The components and process of teacher research. • Understanding the influences literature can have in the teacher research process *Discuss how theory serves as an analytical and interpretive framework for teachers trying to make sense of what goes on in the classroom. • What are some research questions you have in your educational practice?	**Due before class 5:** Bring draft of your Cultural Understanding Reflection (begun in class 4) to class on 7/10 **Submit Bb Journal Entry begun in class 4: Cultural Understanding Reflection by Sunday, July 13** **All Read:** Goldenberg SLA article **Read:** "Topsy-Turvies" by Kohl *OR* **Read:** Purcell-Gates: ". . . As Soon as She Opened her Mouth?": Issues of Language, Literacy and Power. **Looking ahead**: Fecho *Is This English?* To be discussed in Classes Seven and Eight
Class Six July 15	• Review components of the Autobiographical Study, consider **genres** that will help you demonstrate who you are as an individual, as a teacher and as a teacher researcher.	**Due before class 6:** Bring draft of your Teacher Beliefs Statement (begun in class 5) to class.

3:30—6:30 PM	• Work to develop the outline of your Autobiographical Study • ***Who You Are As an Inquirer:*** Continue discussion on teacher inquiry by addressing the influence literature and other research has on your teaching. 　• What are some questions that are emerging from your experiences • Quick write: Key Influences Journal Entry	**Reflect** on potential components and a variety of genres you will use in your Autobiographical Study **Read:** Brookfield, Chapter 3 on Autobiography **Read**: Servage: "Making Space for Critical Reflection in Professional Learning Communities"
Class Seven July 17 3:30- 6:30 PM	• Opening Fecho Discussion, Part 1 • Review components of the Autobiographical Study, consider a deeper dimension, or theme, that is emerging from your outline that will help you demonstrate who you are (as a learner and as an individual), as a teacher and as a teacher inquirer. • ***Who You Are As an Inquirer***: Generating questions for classroom research. What questions do you seek answers for about your teaching practice, your learners? • *Q*uick-Write: Cultural & Linguistic Influences in the Classroom	**Due before class 7:** <mark>**Upload your Teacher Beliefs Statement** to TaskStream.</mark> <mark>Submit Bb Journal Entry</mark> begun in class 6: Key Influences **Read:** Fecho, read the first half of the book
Class Eight July 22 3:30 – 6:30 PM	• Fecho Discussion, Part 2 • Autobiographical Studies – final questions, review of rubric and sharing of Study, to date • EDUC 612 Course Synthesis: Pulling it All Together (Word Splash) • Considering your role as a critical reflective educator and leader in your school • Begin to draft your Final Reflection Point for EDUC 612 • Course Evaluations	**Due before class 8:** <mark>**Bring draft**</mark> of your Cultural Autobiography to class. <mark>Submit Bb Journal Entry</mark> begun in class 7: Cultural & Linguistic Influences in the Classroom **Fecho Reading** – complete
Class Nine **July 24**	Time for final edits on Autobiographical Studies. Submit your Study electronically to TaskStream today – *URLs should be copied into a Word document and the Word file uploaded to TS.*	<mark>**Final Autobiographical Study due to TaskStream no later than Thursday, July 24, 2014**</mark>

	ALSO, Please remember that you must **upload AND submit** (two steps) your Autobiographical Study to **TaskStream** – availability on Task Stream is required before your grade can be posted on Patriot Web	
July 25	• Submit Final EDUC 612 Portfolio *Reflection Point One* Today. Please post in two places: 1) to Bb Org site AND 2) post to your in-progress ASTL Portfolio	<mark>**Final EDUC 612 Reflection Point One Due to Blackboard Org Site by July 25, 2014**</mark>

PARTICIPATION AND PROFESSIONALISM RUBRIC EDUC 612

30 points total	Unsatisfactory	Basic	Proficient	Distinguished
Participation and Professionalism	The student is chronically late for class; absences are not documented by following the procedures outlined in the syllabus; The student is often unprepared for class; Student does not actively participate in discussions; The student's communications with professor and peers is usually unprofessional *< 15 pts.*	The student may be late or miss class more than once; follows outlined procedures in case of absence; Student may be unprepared for class more than once; Student participates at least peripherally in group and class discussions; The student is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers' thinking; Student may occasionally demonstrate unprofessionalism in communications with professor and peers *15 pts.*	The student is engaged in all classes; is on time; is prepared; follows outlined procedures in case of absence; the student makes active contributions to the learning group and class; The student may usually, but not always, critically consider content and/or pose questions; demonstrates professionalism in all communications with professor and peers *20 pts.*	The student is engaged in all classes- is on time to every class; is prepared for every class; follows outlined procedures in case of absence; The student actively participates in small and/or whole group class meetings by meaningfully contributing to each class session; Student critically considers class content and poses questions to push their own thinking and that of their peers; demonstrates professionalism in all communications with professor and peers *25 pts.*
ASTL Portfolio Reflection Point 1	May not completely or thoroughly respond to the prompt; May not have been completed on time or at all; may not have been submitted to Core Organization site on Blackboard *0 pts.*			Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Core Organization site on Blackboard *5 pts.*

REFLECTIVE JOURNAL ENTRIES RUBRIC

20 points	**Evolving**	**Competent**	**Accomplished**
Overall Participation	Fewer than 6 journal entries are completed on time and submitted via the Blackboard Journal tool. Drafts of journal entries are not brought to class when directed (see Course Schedule) *0 points*	At least 6 journal entries are completed on time and submitted via the Blackboard Journal tool. Drafts of journal entries are brought to class when directed (see Course Schedule). *3 points*	All journal entries are completed on time and submitted via the Blackboard Journal tool. Drafts of journal entries are brought to class when directed (see Course Schedule). *5 points*
Structure of Journal Entries	The student did not articulate answers/responses to all the journal prompts and includes lots of information off topic. A clear lack of coherence in thought is evident in the journal entries The entries lack evidence of substantial thought and were only addressed brieflly during class time. *0 points*	The student articulated their answers/responses to the journal in a somewhat clear manner with occasional information off topic. A lack of coherence in thought is evident at times in the journal entries. The entries demonstrates some evidence of revisions but the majority of the writing was not revised or further reflected upon. *3 points*	The student clearly and concisely articulated their answers/responses to the journal prompt. Student thoughts are expressed in a coherent and logical manner. The entries are substantive and demonstrate evidence of revisions (i.e. time was spent further reflecting on thoughts written in class). *5 points*
Reflection on Experiences	The student does not attempt to question his/her own work as an educator as well as her/her own biases, stereotypes, preconceptions, and/or assumptions. *0 points*	The student begins to question his/her own work as an educator as well as his/her own biases, stereotypes, preconceptions, and/or assumptions with limited emphasis on past experiences, course readings, theory, and/or class discussions. *3 points*	The student clearly *questions* their own work as an educator as well as their personal biases and preconceptions in light of past experience, course readings, theory, and/or class discussions and defines new modes of thinking as a result. *5 points*

Reflection into the Future	The student does not place emphasis on developing their understanding of themselves, others, and/or the course objectives. There is a lack of issues described from which the student can reflect upon their work as an educator. *0 points*	The student begins to place emphasis on developing their understanding of themselves, others, and/or the course objectives. Issues are often described instead of critically reflected upon in terms of themselves, others, and the course objectives. The student *reflects* on practices within his/her own work using situational context and some theory. Emphasis is placed on analysis, clarification, and validation of teaching practices instead of on bringing moral, ethical, and sociopolitical issues to bear on their education practices. *3 points*	The student places clear emphasis on developing their understanding of themselves, others, and/or the course objectives. The student makes clear and specific connections between the course and their classroom teaching. The student *critically reflects* by bringing moral, ethical, and sociopolitical issues to bear on their educational practices and shows confidence in their ability to be 'uncertain'. *5 points*

Teacher Beliefs Statement – Reflection
ASTL NCATE-CAEP Assessment #7

Course Performance-based Assessment -- To be uploaded to TaskStream

	Points	*No evidence (Little or no evidence)*	*Beginning (Limited evidence)*	*Developing (Clear evidence)*	*Accomplished (Clear convincing and substantial evidence)*
Teacher Beliefs Statement *Learning Outcomes 3 and 4*	10	*Teacher Beliefs statement* provides little to no discussion about the teacher's beliefs regarding one or more of the following areas: • PK-12 Students, Teaching and learning, • Using inquiry to improve practice, • Focus on managing and monitoring student learning, or • Role of reflection, which may remain at the superficial level or not yet exhibit thinking systematically about your practice. • Beliefs statement is abbreviated in length and/or content, or • *More than two of the above mentioned key elements may be missing.*	*Teacher Beliefs statement* provides *limited* discussion about the teacher's beliefs regarding the following areas: • PK-12 Students, Teaching and learning, • Using inquiry to improve practice, • Focus on managing and monitoring student learning, • Role of reflection but this may be developing to the level of a critical lens – thinking systematically about your practice. • *Beliefs statement is brief or two of the key elements may be missing.*	*Teacher Beliefs statement* provides clear evidence about the teacher's beliefs regarding: • PK-12 Students, Teaching and learning, • Using an inquiry approach and the examination of student data to improve practice, • Focus on student learning, • Role of critical reflection in educational practice – thinking systematically about your practice. • *One of the elements may be missing but this does not detract from the overall message of the statement.*	*Teacher Beliefs statement* provides clear and convincing evidence about the teacher's beliefs regarding: • PK-12 Students, Teaching and learning, • Using inquiry and systematic data collection and careful examination to improve practice, • Focus on student learning, • Role of critical reflection in educational practice – thinking systematically about your practice. • The statement is clearly written and provides an overall robust statement about the teacher.

Course Performance-based Assessment -- To be uploaded to TaskStream

	Points	*No evidence* (Little or no evidence)	*Beginning* (Limited evidence)	*Developing* (Clear evidence)	*Accomplished* (Clear convincing and substantial evidence)
Autobiographical Study	**40**	**F: < 28**	**C: 28-31**	**B: 32-35**	**A: 36-40**
Introduction *ASTL Learning Outcome 4*	2	• ***No introduction*** is included • No thematic element is present.	• ***Brief Introduction*** is included that presents the autobiographical study; • Includes a theme but does not elaborate on its relationship to the individual, or may not be carried through the sections.	• ***Introduction*** is included that clearly presents the autobiographical study but may not elaborate on one or more of the key pieces. • Includes a brief rationale for a thematic element that is included in and woven through the sections.	• ***Introduction*** is included that clearly and substantially presents the key pieces of the autobiographical study, which provides a ***roadmap*** for the learning journey. • Includes the rationale for a carefully selected ***thematic element*** that is woven through and takes form in each of the sections
Section 1: Who You Are as a Learner and an Individual					
Key Influences *ASTL Learning Outcome 5*	4	Project provides limited description or limited support of ***key influences (events/people)*** who shaped you as a learner.	Project creates a focus around ***key influences (events/people)*** who shaped you as a learner with a limited or cursory discussion	Project creates a focus around ***key influences (events/ people)*** who shaped you as a learner with a short discussion of each	Project creates a focus around ***key influences (events/people)*** who shaped you as a learner with a thorough discussion of each
Cultural Influences on Self *ASTL Learning Outcome 6*	4	Does not include cultural influences, or refers to language, culture, and/or diversity in a limited fashion	Refers briefly to one's cultural and linguistic background; provides limited information regarding language, culture, and/or diversity	Refers to aspects of one's cultural and linguistic background and provides some examples of language, culture, and/or diversity	Clearly refers to aspects of one's cultural and linguistic background and provides clear examples of language, culture, and/or diversity that apply to self.

	Points	*No evidence* (Little or no evidence)	*Beginning* (Limited evidence)	*Developing* (Clear evidence)	*Accomplished* (Clear convincing and substantial evidence)
Section 2: Who You Are as a Teacher and Educational Professional					
Teacher Beliefs Statement *ASTL Learning Outcomes 3 and 4*		***Teacher Beliefs Statement*** (submitted to TaskStream earlier in the semester) should be included in this section			
Teacher Experiences and Classroom Actions *ASTL Learning Outcome 4*	4	Brief or minimal reflection is included that focuses on teaching experiences and classroom actions.	Reflects on teaching experiences and classroom interactions in the classroom setting, but may lack some clarity or depth of criticality.	Critically reflects on teaching experiences and classroom interactions within the classroom setting	Clearly and critically reflects on one's teaching experiences and classroom interactions with substantial depth**.**
Content Knowledge and Individual Teacher Knowledge and its role in your Classroom Practice *ASTL Learning Outcome 4*	4	Lacks a demonstration of one's acquired content knowledge either through their concentration courses or their teaching careers.	Demonstrates one's acquired content knowledge either through their concentration courses or their teaching careers in a cursory manner. Provides no discussion on how it relates to classroom practice with limited evidence.	Clearly demonstrates one's acquired content knowledge either through their concentration courses or their teaching careers. Provides a discussion on how it relates to classroom practice with limited evidence.	Clearly and convincingly demonstrates one's acquired content knowledge either through their concentration courses or their teaching careers. Provides a thorough discussion on how it relates to classroom practice with evidence.
Cultural and Linguistic Influences in the Classroom	4	Minimally addresses, or does not address, cultural and linguistic influences on learning. Minimally, or does not, describe changes that might be made to improve culturally responsive educational practices.	Addresses cultural and linguistic influences on learning in a cursory manner. Articulates, or only minimally articulates, ideas surrounding changes that the teacher could incorporate in his/her teaching practice to improve culturally responsive educational practices.	Addresses some cultural and linguistic influences on learning present in your classroom and teaching practice. Articulates some ideas surrounding changes or updates that the teacher could incorporate in an effort to achieve culturally responsive educational practices.	Clearly addresses cultural and linguistic influences on learning present in your classroom & practices. Articulates specific ideas surrounding changes that could be made that incorporate culturally responsive educational practices to positively impact learners.
Section 3: Who You Are as an Inquirer					

	Points	*No evidence* (Little or no evidence)	*Beginning* (Limited evidence)	*Developing* (Clear evidence)	*Accomplished* (Clear convincing and substantial evidence)
Teacher as Inquirer *ASTL Learning Outcome 4*	4	Limited or no future teacher inquiry/research ideas are included, or lists fewer than two research questions	Project includes limited ideas for future teacher inquiry/research; lists two potential questions for research; may not show purposeful connection to course content.	Project includes potential ideas for future teacher inquiry/research; lists three potential questions for research that exhibit purposeful connection to course content.	Project includes explicitly stated, potential ideas for future teacher inquiry/research; includes list of four or more potential questions that exhibit purposeful connection to course content.

Overall Areas for Inclusion in the Autobiographical Study

	Points	*No evidence*	*Beginning*	*Developing*	*Accomplished*
Application of EDUC 612 Readings **AND** **Referencing Style** *ASTL Learning Outcomes 4 & 5*	4	Limited references to EDUC 612 readings only. Minimal to no connections articulated between the readings and classroom practice. References do not follow *APA (6th edition)* style.	Incorporates readings to articulate & support the reflections and elements included in the study. References include four (4) EDUC 612 readings; no additional professional literature included. Makes minimal connections to classroom practice. References contain multiple *APA (6th edition)* errors.	Incorporates readings to articulate & support the reflections and elements included in the study. References include five (5) EDUC 612 readings; some additional professional literature included. Makes some connections to current classroom practice. References may contain minor *APA (6th edition)* errors.	Clearly incorporates readings to articulate & support the reflections and elements included within the study. References include a minimum of six (6) EDUC 612 readings; additional professional literature included. References make clear connections to current classroom practice. References adhere to *APA style (6th edition).*
Genres—Technology *ASTL Learning Outcome 8*	2	The presentation of the genres does not demonstrate that **technology** was effectively used.	The presentation of the genres demonstrates limited to little use of **technology**.	The presentation of the genres demonstrates effective or varied use of **technology**.	The presentation of the genres demonstrates effective and varied use of **technology**.
Genres—Quantity	2	Paper contains two or fewer genres, or limited to no excerpts	Paper contains three genres one of which is multiple excerpts from the personal	Paper contains four genres, one of which is multiple excerpts from the personal reflective	Paper contains **at least five genres**, one of which is multiple excerpts from the personal

	Points	*No evidence* (Little or no evidence)	*Beginning* (Limited evidence)	*Developing* (Clear evidence)	*Accomplished* (Clear convincing and substantial evidence)
ASTL Learning Outcome 4		from the personal reflective journal (two or fewer journal excerpts).	reflective journal (minimum of three journal excerpts).	journal (minimum of four journal excerpts).	reflective journal (minimum of five journal excerpts).
Overall Style *ASTL Learning Outcome 4*	2	Contains many grammatical errors or error patterns.	Lacks in grammatical or stylistic form OR contains many errors or error patterns.	Grammatically and stylistically written, but contains some errors or error patterns.	Grammatically and stylistically well written with few errors and no error patterns.
Concluding Reflection *(included at the end of the Autobiographical Study)* *ASTL Learning Outcome 4*	4	**Concluding Reflection:** Reflection provides minimal connections to what was learned in creating the study, or a concluding Reflection is not included.	**Concluding Reflection:** Provides a *reflection* about what the author has learned in creating the study. ***Few connections of own learning to classroom practice***	**Concluding Reflection:** Provides a critical *reflection* about what the author has learned in creating the study. ***Connects own learning to classroom practice***	**Concluding Reflection:** Provides a clearly articulated critical *reflection* about what the author has learned in creating the study. ***Connects own learning to classroom practice***

RUBRIC KEY:

Section 1: Who You Are as a Learner and an Individual
Section 2: Who You Are as a Teacher
Section 3: Who You Are as an Inquirer