

George Mason University
College of Education and Human Development
Graduate School of Education

EDCI 559 Research and Assessment in Elementary Education, 3 credits

Sec. 002

Spring 2016

Thursdays, 4:30-7:10 PM

Thompson L019

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Course Description

Provides teacher candidates an understanding of research paradigms utilizing systematic evidence to improve practice and further skills in assessment of learning outcomes. Emphasizes linking research and practice, making instructional decisions based on systematically collected data. Prerequisite(s): Admission into elementary education graduate program; capstone course for degree must be taken last in programmatic sequence. Hours of Lecture or Seminar per week: 3

Nature of Course Delivery

This course includes multiple instructional strategies and formats including face to face and asynchronous online class sessions. Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored in group activities.

Standards

A. ACEI Standards:

Standard 3.1: Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community

Standard 3.2: Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students

Standard 3.3: Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving

Standard 3.4: Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level

to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments

Standard 4.0: Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Standard 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

B. INTASC:

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners,

families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

C. National Board for Professional Teaching Standards:

Proposition 1: Teachers are committed to students and learning

Proposition 3: Teachers are responsible for managing and monitoring student learning

Proposition 4: Teachers think systematically about their practice and learn from their experience.

D. National Technology Standards:

Standard IV: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Standard V: Teachers use technology to enhance their productivity and professional practice.

E. The [Virginia State Technology Standards for Instructional Personnel](#):

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.

Learning Outcomes

A. Students will be able to:

1. Articulate the role of systematic evidence in the improvement of teaching and learning.
2. Use educational research literature as a basis for reflecting on and improving their teaching practice.
3. Make explicit linkages between research and assessment practice.
4. Distinguish between the purposes and methods of theoretical, applied, and action research as well as quantitative and qualitative research.
5. Explain the fundamentals of validity and reliability, and articulate the potential threats to validity within various research paradigms.
6. Critique the quality of research studies within various paradigms.
7. Describe the purpose and cycle of action research, specifically in relationship to assessment of their learners.
8. Design appropriate and authentic assessments and analyze student data.
9. Design an action research study based on research and student assessments.
10. Use technology to assist in locating, using, conducting research, and analyzing data.

B. Outcomes and Standards

Learning Outcomes	NBPTS Propositions	NETS Standards	InTASC Standards	ACEI Standards
1	1, 3	V	2, 3, 4, 5, 6, 9, 10	3.1, 3.2, 3.3, 3.4, 4.0, 5.1
2	1, 3, 4	IV & V	9, 10	5.1
3	1, 3, 4	IV & V	6, 9	4.0, 5.1
4	4	V	6,	4.0
5	4	V	6	4.0
6	4	V	6, 9, 10	4.0, 5.1
7	1, 3, 4	IV & V	6, 7, 9	3.1, 4.0, 5.1
8	1, 3	IV & V	6	4.0
9	4	IV & V	6, 7, 9	3.1, 4.0, 5.1
10	4	V	4	2.1-2.6

Required Text

Mills, G. E. (2014). *Action research: A guide for the teacher researcher* (5th ed.). Boston, MA: Pearson.

TK20 Performance-Based Assessment Submission Requirement

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit these assessments, Action Research Report and Critical Incident Reflection, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Assignments

Assignment	Points
1. Readings and Activities (in-class and online) [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	20
2. Critical Incident Reflection [Outcomes 1, 8, 10]	20
3. Action Research Report (PBA) [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	35
4. Quantitative Data Analysis [Outcomes 4, 5, 6]	10
5. Qualitative Data Analysis [Outcomes 4, 5, 6]	10
6. Action Research Presentation [Outcomes 1, 2, 3, 7]	5
Total	100

1. Reading and Activities (In-Class and Online) (20 points)

I expect that you will complete all assigned readings and tasks each week. You also must be present during each class session by actively engaging with the content and your peers. Online discussions and activities must also clearly demonstrate your thoughtful completion of the readings and tasks. In the event of an emergency, I must be notified of your absence in advance of class.

2. Critical Incident Reflection (20 points)-a TK 20 Requirement

According to John Dewey (1933) reflection is an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds supporting it and future conclusions to which it tends. Critical reflection delves even more deeply. Critical reflection allows teachers to make teaching decisions on the basis of a conscious awareness and careful consideration of the assumptions on which the decisions are based, and the technical, educational, and ethical consequences of those decisions. The end result of critical reflection for the individual is cognitive change (Yost et al., 2011).

Van Manen (1977) describes three hierarchical levels of reflection:

- **Technical reflection** – focuses on effective application of skills and knowledge in the classroom so reflection focuses on analyzing the effects of strategies used.
- **Practical reflection** – focuses on the assumptions underlying a specific practice and the consequences of that practice on student learning. It implies the assessment of the educational implications of actions and beliefs.
- **Critical reflection** – includes emphases from technical and practical reflection and goes deeper. It focuses on questioning moral and ethical dimensions of decisions related, directly or indirectly, to the classroom. Teachers make connections between situations they encounter and the broader social, political, and economic forces that influence those events.

Video analysis

This assignment requires you to reflect at all three levels of reflection. During your internship you will record yourself teaching a lesson for which you have developed a detailed lesson plan. **Prior to recording, be sure to obtain appropriate permissions from school system, school, and families as needed in your specific context.**

This assignment consists of three parts: (a) a **lesson plan**, (b) **the holistic reflection**, and (c) **critical incident video clip and analysis**.

You will submit:

- **A Lesson Plan for the Recorded Lesson**
Develop a lesson plan using the standard lesson plan format for your program and/or school placement. Make arrangements to videotape the lesson for use in analyzing a “critical incident.” Teach the lesson. (After reflecting on the lesson you will be asked to identify a “critical incident” in the lesson and highlight that section of the lesson before submitting it for this assignment.)
- **Holistic Reflection of the Lesson**
After teaching the lesson, write a reflective statement about the teaching episode that includes each of the following levels of reflection: technical, practical, and critical.
- **Critical Incident Video Clip and Analysis**
After reflecting on the lesson, select a segment of the lesson video (~5-10 minutes in length) that contains a critical incident. Highlight the section of the lesson plan that you select as your critical incident.

The following should be used to guide your description and analysis of the critical teaching incident captured within your videotaped lesson:

- a. Provide a brief description of what is happening in the selected clip.
- b. Explain why this particular segment was selected.
- c. Briefly describe what went well and what aspects of the lesson you would like to revise.
- d. Propose alternative ways of handling the critical incident. You should draw upon your readings, knowledge of best practice, observations, and course work for support.
- e. Summarize what was learned and how it will impact your future teaching.

Students will turn in (a) the lesson plan for the recorded lesson, (b) the holistic reflection, (c) the critical incident video clip, and (d) critical incident video analysis.

3. Action Research Report (35 points) (Due: 5/10) – TK20 Requirement

This is the major assignment for this class and is the Performance Based Assessment (PBA) for the course. The final written report will include the seven sections below. These sections will be submitted throughout the semester for formative feedback from peers and your instructor. **These drafts MUST be submitted by their syllabus due dates.** Not doing so will affect your Readings and Activities (in class and online) grade. Points will also be earned for quality of writing and use of APA style. See attached rubric.

- Part One: Rationale and Research Question(s)
- Part Two: Annotated Bibliography Literature Review
- Part Three: Context and Instructional Change
 - Describe your school, community, classroom and student population; and
 - Describe the instructional change
- Part Four: Data Collection and Student Assessment
 - Describe how you collected data to answer your research question(s). This includes formative and summative assessments designed to gather that data.
- Part Five: Data Analysis
 - Describe how you analyzed your data
- Part Six: Findings
 - Describe your findings and their implications for teaching and learning
- Part Seven: Implications
 - Describe the implications of your study for your teaching

The final action research report must be submitted via TK20.

4. Quantitative Data Analysis (10 points)

Groups of students will develop a short survey instrument with 10-12 questions, collect data from at least 15 people each, analyze the data using descriptive statistics, and write up a short report. This does not have to be related to the focus of your Action Research Report. Typically students do better when the topic can be asked of non-school personnel- for example, you may ask parents about their views of schools, ask college students to identify top issues in education, etc. Your survey instrument must be workshopped with and approved by your critical friends.

5. Qualitative Data Analysis (10 points)

Individually, students will collect qualitative data through interviews, observation, or a focus group; code and interpret the data; and write a short report. This does not have to be related to

the focus of your Action Research Report. Your data collection protocol must be workshopped with and approved by your critical friends.

6. Action Research Presentation (5 points)

You will present your Action Research. This presentation will be based on your written report (see above). You will participate with other sections of EDCI 559 in a roundtable session. You will prepare a one-page handout for distribution to your audience.

Course Policies

All assignments must be written in Times New Roman 12 point font, double-spaced, and follow APA (6th edition) formatting guidelines (see <http://owl.english.purdue.edu/owl/resource/560/01/> for more information). **Assignments should be submitted electronically via email and are due by class time on the date indicated in an appropriate format (i.e., Word document).** Assignments turned in late or in an inappropriate format will be eligible for only 50% of the available points. If there is an emergency, contact me as soon as possible. **All assignments should be submitted with the following naming convention: student's last name and the title of the assignment.** For example: Sprague_Rational.

Absentee Policy: I understand that we all get sick and emergencies happen. However, you are expected to attend all face-to-face classes. If you need to be absent please notify me prior to the start of class. If you are absent more than once, I will deduct points from your class participation grade as a result. You cannot contribute to class if you do not attend.

Technology Policy: When you are using cell phones, laptops, tablets, etc., please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

Grading Scale

94-100 = A 90-93 = A- 88-89 = B+ 81-87 = B 70-80 = C Below 70 = F

GMU POLICIES AND RESOURCES FOR STUDENTS

Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).

Students must follow the university policy for Responsible Use of Computing (<http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

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.

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 experience and academic performance [See <http://caps.gmu.edu/>].

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, as soon as possible [See <http://ods.gmu.edu/>]. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See <http://ods.gmu.edu/>)

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

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/>).

PROFESSIONAL DISPOSITIONS

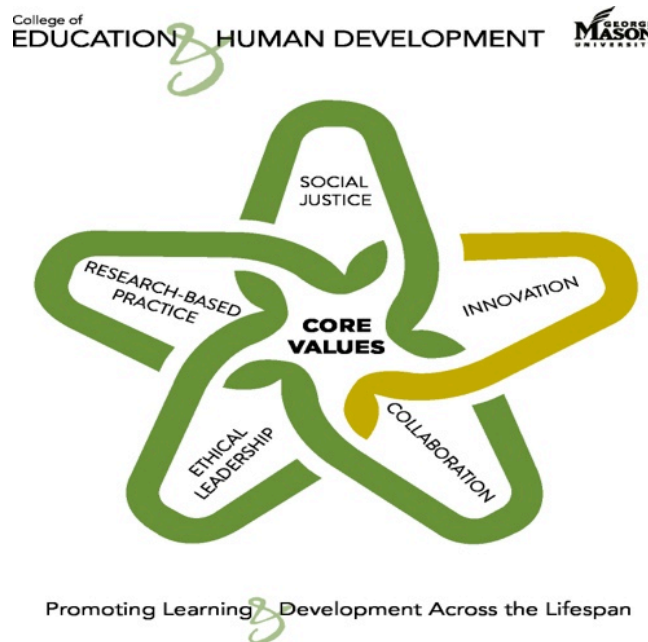
Students are expected to exhibit professional behaviors and dispositions at all times (See Elementary Education Program Handbook).

CORE VALUES COMMITMENT

Core Values Commitment

collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

The College 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/>].

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://gmu.edu/service/cert>

EDCI 559 Spring 2016 Course Calendar

Note: Calendar is tentative and may be modified in line with course needs.

Date	Readings	Topics and Activities	Assignments Due
1/7		<i>Students will complete two online modules prior to start of class in exchange for two face to face classes during independent teaching.</i>	To be completed by Thursday 1/21 before class Module 1 Online work: Searching for articles, APA, CBIT Training Module 2 Online Work: What is Action Research?
1/21	Mills Ch. 1	<i>Introducing Teacher Research</i> <ul style="list-style-type: none"> Inquiry as a part of teaching, not apart from it (surfacing potential benefits and challenges) How does academic research differ from action research? Critical Friends Groups	
1/28	Mills Ch. 3	Online Class <i>Crafting and reflecting on your teacher research</i> <ul style="list-style-type: none"> Wonderings and questions Writing your introduction and research question The 5 Whys <i>Reviewing the Literature</i> Connecting academic and action research	Due Tuesday 2/2 Part 1: Rationale and Research Question posted on Padlet View your critical friends' posting on Padlet and provide feedback by Wednesday 2/3
2/4		<ul style="list-style-type: none"> <i>Designing your study</i> Introduction: Types of Research Designs Developing the action plan 	Due Tuesday 2/9 Part 3: Context and Change posted on Padlet View your critical friends' posting on Padlet and provide feedback by Wednesday 2/10

2/11	Mills Ch. 2	<p><i>Ethics in Action Research</i> <i>Qualitative Data Collection and Analysis</i></p> <ul style="list-style-type: none"> • Matching methods to questions (chart) • Surfacing bias, being open 	<p>Due Tuesday 2/16 Part 2: Annotated Bibliography Summarize at least five and no more than ten research articles based on the chart provided in Blackboard. Submit this and a list of articles related to your action research topic in Blackboard, under Assessments.</p>
2/18	Mills Ch. 4, 5 (Qual)	<p><i>Quantitative Data Collection and Analysis</i></p> <ul style="list-style-type: none"> • Matching methods to questions (chart) 	<p>Due Tuesday 2/23 Part 4: Data Collection posted on Padlet</p> <p>View your critical friends' posting on Padlet and provide feedback by Wednesday 2/24</p> <p>Critical Incident Reflection from video analysis due. Submit to TK20 via Blackboard under Assessments.</p>
2/25	Mills Ch.4, 5 (Quant) App. B	<p><i>Designing Quantitative Trial</i></p> <ul style="list-style-type: none"> • What makes a good survey? <p>Have your group's survey approved before leaving class.</p>	<p>Once the data collection section is approved, begin collecting data for your action research study.</p> <p>Collect data for your group's quantitative trial.</p>
3/3	Mills Ch. 5, 6	<p><i>Analyzing data of Quantitative Trials</i></p> <ul style="list-style-type: none"> • Bring group data to class. <p><i>Evaluating the Quality of Action Research</i></p> <ul style="list-style-type: none"> • Is all action research "good" research? 	<p>Continue collecting data for your action research study.</p>
3/10		GMU Spring Break – No Class	
3/17	Mills Ch.7	<p><i>Designing Qualitative Trial</i></p> <ul style="list-style-type: none"> • Interviews and Focus Groups <p>Have your group's interview questions approved before leaving class.</p>	<p>Continue collecting data for your action research study.</p> <p>Collect data for your group's qualitative trial.</p>
3/24		Elementary School Districts Spring Break – No Class	
3/31	Mills Ch. 8, 9 App. C	<p><i>Organizing and Displaying Findings</i></p> <ul style="list-style-type: none"> • Summarizing data 	<p>Due Tuesday 4/5 Part 5: Data Analysis Due posted on Padlet</p>

		<i>Analyzing data of Qualitative Trials</i> <ul style="list-style-type: none"> Bring group data to class. 	View your critical friends' posting on Padlet and provide feedback by Wednesday 4/6
4/7		No Class – Due to January Online Class	
4/14		Online Class Work with your group to analyze qualitative results and write the results.	Due Tuesday 4/19 Qualitative and Quantitative Group Trial Results Due. One person per group should submit in Blackboard, under Assessments.
4/21		No Class – Due to January Online Class	
4/28		<i>In class Presentations of Qualitative and Quantitative Trials</i> <i>Drawing Implications from Findings</i> <ul style="list-style-type: none"> Parts a, b, c of Data Analysis section <i>Workshopping your presentation and handouts</i>	Due Tuesday 5/3 Part 6: Findings Due posted on Padlet Part 7: Implications Due posted on Padlet View your critical friends' posting on Padlet and provide feedback by Wednesday 5/4 Final Handout for presentation posted in Blackboard.
TBD		<i>Action Research Symposium</i>	Due Tuesday 5/10 Action Research Report Due (PBA) submitted to TK20 via Blackboard under Assessments.

Action Research Rubric

Levels/Criteria	3	2	1
Introduction: Describes the problem. Clear research question stated. Significance of problem is addressed. InTASC 9 ACEI 5.1	The problem is described in details. The description fully leads the reader to the research question. The research question is clear. It is measureable. The significance of the problem is addressed fully. It is clear why this is an important problem to study.	The problem is adequately described. The description partially leads the reader to the research question. The research question is vague. It is measureable. The significance of the problem is adequately addressed, but it is not clear as to why this is important.	The problem is not adequately described. It does not lead the reader to the research question. The research question is unclear. It is not measureable. The significance of the problem is unfocused and rambles. It is not clear why this is an important topic to study.

<p>Annotated Bibliography: Research studies are used. Studies relate to the research question.</p> <p><i>InTASC 9 ACEI 5.1</i></p>	<p>At least nine to ten research studies are used to support the literature review. These are from respectable journals. The studies are appropriate for the topic and research questions. Bibliography is in APA style with no errors.</p>	<p>Five to eight research studies are used. At least one of them is from a respectable journal. The studies are somewhat appropriate for the topic and research question. Bibliography follows APA style with no more than two errors.</p>	<p>Less than five research studies are used. The articles are not from respectable journals. The studies are not appropriate for the topic or research question.</p>
<p>Context and Intervention Provided: Setting Described. Population identified. Intervention.</p> <p><i>InTASC 9 ACEI 5.1</i></p>	<p>The setting is fully described. It includes, size of school, location, grade level, subject taught, etc. All pertinent information is included. The population is fully described. It includes number of students, gender and ethnic breakdown, grade levels, academic abilities, etc. Information relevant to the research is included. Intervention is fully described. It is clear what the intervention is and how it will be implemented. Intervention is realistic.</p>	<p>The setting is adequately described. Most information is included, but not all. The population is adequately described. Most information is included, but not all. Intervention is adequately described, but either the description of the intervention or the implementation is confusing.</p>	<p>Setting is not included or inadequately described. It is not clear where the research will be conducted. Population is not included or inadequately described. It is not clear who will be participating in the research study. There is no intervention or implementation explained or the intervention does not align with the research question.</p>
<p>Research Design: Design of study matches goals. Formative and Summative Assessments included. Data sources appropriate.</p>	<p>The methodology chosen (quantitative, qualitative, mixed methods) is appropriate for the research question. There is adequate time allowed for data collection. The treatment is reasonable and ethical. There is a mixture of formative and summative assessments included in the</p>	<p>Two of the three stated criteria are adequate. Formative and summative assessments are included in the design. Copies are not included and they are not well described. Most, but not all, of the data sources are appropriate.</p>	<p>None or one of the criteria is adequate. The research is not ethical. Either formative or summative assessments are included, but not both. Copies are not included and they are not well described. The majority of the data sources are not appropriate</p>

<p>InTASC 9 ACEI 5.1</p>	<p>design. They are well-described or a copy is included. All data sources are appropriate for the research question. The information collected will help answer the question.</p>		<p>for the research question. Data collected is not ethical.</p>
<p>Analysis of Data: Appropriate analysis for data collected.</p> <p>InTASC 9 ACEI 5.1</p>	<p>The entire analysis of the data is appropriate. The information gathered addresses the research question.</p>	<p>The majority of the analysis is appropriate. However, it is not clear how other parts were analyzed.</p>	<p>The analysis is inappropriate or not well-defined.</p>
<p>Findings and Implications: Findings are presented clearly. Implications from data proposed. Connects back to the findings.</p> <p>InTASC 9 ACEI 5.1</p>	<p>Findings are presented in a clear format. Key findings are thoroughly discussed. Implications from the data are well-developed and fully discussed. The implications are connected back to the results of the data analysis.</p>	<p>Findings are presented in an appropriate format, although they could be clearer. Key findings are discussed in general terms. Implications from the data are adequately discussed. It is clear the student is able to interpret the findings. However, the implications are not tied back to the results.</p>	<p>Findings are not presented in a clear format or are absent. Key findings are not adequately discussed. Implications from the data are inadequately discussed. It is not clear the student is able to interpret the findings. The implications are not tied back to the results.</p>
<p>Overall Style: Clear, concise writing. Grammar and punctuation. Multiple levels of headings used to organize ideas.</p>	<p>The writing is very clear and concise. The reader can understand what the problem is and how the research will address it. There are no grammar and punctuation errors. There is evidence of multiple levels of headings. These are used</p>	<p>The majority of the writing is clear and concise. There are one to three grammar and punctuation errors. There is evidence of multiple levels of headings. These are used</p>	<p>The majority of the reading is vague and unclear. The reader has difficulty seeing the connections between the various sections. There are four or more grammar and punctuation errors. There is no evidence of multiple levels of headings</p>

InTASC 9 ACEI 5.1	appropriately in all instances.	appropriately in the majority of instances.	or these are used inappropriately in the majority of instances.
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Critical Incident Reflection Rubric

Scoring Rubric
EDCI 559 Performance Based Assessment/ CEHD Common Assessment
Video Analysis Project

CRITERIA	Does Not Meet Standard 1	Approaches Standard 2	Meets Standard 3	Exceeds Standard 4
Lesson Plan and Teaching				
<p>The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enable each learner to advance and accelerate his/her learning.</p> <p><i>InTASC 1(b)</i> <i>ACEI 3.1</i> <i>CAEP 1b</i></p>	<p>The candidate's instruction does not take into account individual learners' strengths, interests, and needs and does not enable learners to advance and accelerate his/her learning.</p>	<p>The candidate creates instruction that takes into account some students' strengths, interests, and needs and that enables some learners to advance and accelerate his/her learning.</p>	<p>The candidate creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p>	<p>The candidate creates student-centered instruction that is developmentally appropriate and takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.</p>
<p>The candidate designs, adapts, and delivers instruction to address each student's diverse</p>	<p>The candidate does not design, adapt, or deliver instruction to address each student's diverse</p>	<p>The candidate designs, adapts, and delivers instruction to address some student's diverse</p>	<p>The candidate designs, adapts, and delivers instruction to address each student's diverse</p>	<p>The candidate designs, adapts, and delivers student-centered instruction that addresses each</p>

<p>learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p> <p><i>InTASC 2(a)</i> <i>ACEI 3.2</i> <i>CAEP 1b</i></p>	<p>learning strengths and needs and did not create opportunities for students to demonstrate their learning in different ways.</p>	<p>learning strengths and needs and creates few opportunities for some students to demonstrate their learning in different ways.</p>	<p>learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.</p>	<p>student's diverse learning strengths and needs and creates multiple opportunities for students to demonstrate their learning in different ways.</p>
<p>The candidate manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p> <p><i>InTASC 3(d)</i> <i>ACEI 3.4</i> <i>CAEP 3e</i></p>	<p>The candidate does not plan ways to manage the learning environment to actively and/or equitably engage learners. The candidate does not show evidence of organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to marginally manage the learning environment to actively and equitably engage some learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to effectively manage the learning environment to actively and equitably engage the majority of learners by organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>	<p>The candidate plans ways to effectively manage the learning environment to actively and equitably engage all learners by creatively organizing, allocating, and coordinating the resources of time, space, and learner's attention.</p>
<p>The candidate engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p><i>InTASC 4(c)</i> <i>ACEI 3.3</i> <i>CAEP 4b</i></p>	<p>The candidate does not engage learners in applying methods of inquiry and standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying methods of inquiry but disregards the standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying methods of inquiry and the appropriate standards of evidence used in the discipline.</p>	<p>The candidate engages learners in applying multiple methods of inquiry and appropriate standards of evidence used in the discipline by implementing authentic tasks.</p>

<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p><i>InTASC 4(d)</i> <i>ACEI 3.1</i> <i>CAEP 4c</i></p>	<p>The candidate does not stimulate learner reflection on prior content knowledge, does not link new concepts to familiar concepts, and does not make connections to learners' experiences.</p>	<p>The candidate stimulates learner reflection on prior content knowledge, but neither links new concepts to familiar concepts nor makes connections to learners' experiences.</p>	<p>The candidate stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p>	<p>The candidate creatively stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences using student-centered instruction.</p>
<p>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p><i>InTASC 8(a)</i> <i>ACEI 3.2</i> <i>CAEP 4a</i></p>	<p>The candidate does not adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate adapts instruction to the needs of some individuals and groups of learners but seldom incorporates appropriate strategies or resources.</p>	<p>The candidate uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p>	<p>The candidate uses appropriate and creative strategies and resources within authentic tasks to adapt instruction to the needs of individuals and groups of learners.</p>
<p>The candidate continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p>	<p>The candidate does not provide evidence of monitoring student learning, and/or does not engage learners in assessing their progress, and/or does not provide evidence of adjusting instruction in</p>	<p>The candidate provides minimal evidence of monitoring student learning and engaging learners in assessing their progress, but the candidate rarely adjusts instruction in response to</p>	<p>The candidate provides consistent evidence of monitoring student learning, engaging learners in assessing their progress, and adjusts instruction in response to</p>	<p>The candidate provides substantial evidence of continuously monitoring student learning, engaging learners in assessing their progress, and innovatively adjusts instruction in response to</p>

<p><i>InTASC 8(b)</i> <i>ACEI 4.0</i> <i>CAEP 3b</i></p>	<p>response to student learning needs.</p>	<p>student learning needs.</p>	<p>student learning needs.</p>	<p>student learning needs.</p>
<p>The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.</p> <p><i>InTASC 8(d)</i> <i>ACEI 3.5</i> <i>CAEP 4e, f, g</i></p>	<p>The candidate does not varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience).</p>	<p>The candidate sometimes varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) but it is in relation to neither the content nor the purpose of instruction nor the needs of learners.</p>	<p>The candidate varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.</p>	<p>The candidate consistently varies his/her role in engaging instructional processes (e.g. instructor, facilitator, coach, audience) in relation to the content and purpose of instruction and the needs of learners.</p>
<p>The candidate engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p><i>InTASC 8(f)</i> <i>ACEI 3.3</i> <i>CAEP 4a</i></p>	<p>The candidate does not engage learners in developing higher order questioning skills or metacognitive processes.</p>	<p>The candidate engages some learners in developing higher order questioning skills or metacognitive processes.</p>	<p>The candidate engages most learners in developing higher order questioning skills and metacognitive processes.</p>	<p>The candidate engages all learners in developing higher order questioning skills and metacognitive processes within authentic learning situations.</p>
<p>The candidate asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding,</p>	<p>The candidate does not asks questions to stimulate discussion.</p>	<p>The candidate asks questions to stimulate discussion but the purposes tend to be low level.</p>	<p>The candidate asks appropriate questions to stimulate discussion that serves different purposes (e.g., probing for learner</p>	<p>The candidate asks varied questions to stimulate discussion that serves different purposes (e.g., probing for learner</p>

<p>helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p> <p><i>InTASC 8(i)</i> <i>ACEI 3.5</i> <i>CAEO 4d</i></p>			<p>understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p>	<p>understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) within authentic learning situations.</p>
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Holistic Reflection

<p>The candidate engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.</p> <p><i>InTASC 9(b)</i> <i>ACEI 5.2</i> <i>CAEP 5c</i></p>	<p>The candidate does not take responsibility for promoting the learners’ growth and development in a reflective statement. The statement does not specifically the critical levels of reflections.</p>	<p>The candidate takes responsibility for promoting the learners’ growth and development in a reflective statement, but does not address all of the levels of critical reflections.</p>	<p>The candidate takes responsibility for promoting the learners’ growth and development in a reflective statement that includes all of the levels of critical reflection.</p>	<p>The candidate takes responsibility for promoting the learners’ growth and development in a well-written and insightful reflective statement that includes all of the levels of critical reflection.</p>
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<p>The candidate uses a variety of data to evaluate the outcomes of teaching and learning and adapts planning and practice.</p>	<p>The candidate does not use a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p>	<p>The candidate uses a variety of data to evaluate the outcomes of teaching and learning but does not provide strategies to adapt planning and/or practice.</p>	<p>The candidate uses a variety of data to evaluate the outcomes of teaching and learning and to adapt planning and practice.</p>	<p>The candidate effectively uses a variety of data to evaluate the outcomes of teaching and learning and to appropriately adapt planning and practice.</p>
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<i>InTASC 9(c)</i> <i>ACEI 4</i> <i>CAEP 3b</i>				
The candidate uses ongoing analysis and reflection to improve planning and practice. <i>InTASC 9(l)</i> <i>ACEI 5.1</i> <i>CAEP 5c</i>	There was no evidence that the candidate used ongoing analysis and/or reflection to improve planning and practice.	The candidate uses marginal analysis and reflection strategies to improve planning and practice.	The candidate uses ongoing analysis and reflection to improve planning and practice.	The candidate effectively uses ongoing analysis and deep reflection to improve planning and practice.
Critical Incident Video Clip and Analysis				
The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction. <i>ACEI 5.1</i> <i>InTASC 9(d)</i> <i>CAEP 5c</i>	The candidate does not use technology to support analysis, reflection, and problem-solving strategies for instruction.	The candidate ineffectively uses technology to support analysis, reflection, or problem-solving strategies for instruction.	The candidate uses technology to support analysis, reflection, and problem-solving strategies for instruction.	The candidate effectively uses technology to support a thorough use of analysis, reflection, and problem-solving strategies for instruction.
The candidate engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences.	There was no evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was minimal evidence that the candidate engages in ongoing learning opportunities to plan to improve teaching and learning.	There was evidence that the candidate effectively engages in ongoing learning opportunities to plan to improve teaching and learning.	There was extensive evidence that the candidate effectively engages in ongoing learning opportunities to plan to improve teaching and learning.

<p><i>InTASC 9(a)</i> <i>ACEI 5.1</i> <i>CAEP 5b</i></p>				
<p>The candidate reflects on his/her personal biases and accesses resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</p> <p><i>InTASC 9(e)</i> <i>ACEI 5.1</i> <i>CAEP 5c</i></p>	<p>There is no evidence that the candidate reflects on his/her personal biases.</p> <p>The candidate did not access resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</p>	<p>The candidate provides evidence that he/she reflects on his/her personal biases and accesses resources to deepen his/her own understanding of limited individual differences to build relationships and create relevant learning experiences.</p>	<p>The candidate provides evidence that he/she reflects on personal biases and accesses appropriate resources to deepen his/her own understanding of a variety of individual differences to build relationships and create more relevant learning experiences.</p>	<p>The candidate provides evidence that he/she effectively reflects on personal biases and accesses multiple resources to deepen his/her own understanding of a variety of individual differences to build relationships and create engaging, relevant learning experiences.</p>