

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

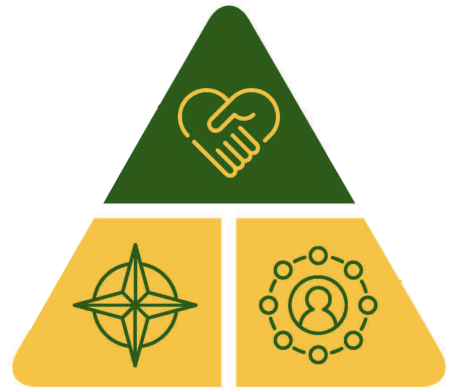
**EDUC 612.B01  
INQUIRY INTO PRACTICE  
2 Credits, Summer 2024  
CRN 43056**

**Meeting Times/Days**

ONLINE; Our week runs Tuesday-Monday starting May 28 through July 27

**Faculty**

Name: Nancy Holincheck, Ph.D.  
Office Hours: By appointment via phone or Zoom  
Office Location: 2607 Thompson Hall  
Office Phone: 703-993-3816  
Email: [nholinch@gmu.edu](mailto:nholinch@gmu.edu)  
(In most circumstances, emailed messages will be responded to within 24 hours during the week, 48 hours on weekends and holidays)



**Prerequisites/Corequisites**

None

**University Catalog 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.

**Course Overview**

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.

## Course Delivery Method

This course will be delivered online (76% or more) using synchronous and asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on 5/26/23.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

## Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. For a list of Blackboard's supported browsers see:  
[https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
  - GMU email is to be checked **daily**.
- Students will need a headset microphone for use with the Zoom web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

## Expectations

- Course Week:  
Because asynchronous courses do not have a “fixed” meeting day, our week will start on Tuesday and finish on Monday.  
We will have scheduled synchronous sessions during our semester. Attendance is required. You will be informed of the dates for synchronous meetings.
- Log-in Frequency:  
Students are expected to visit our Blackboard site *at least* three times during the week: Once at the beginning of each week, once in the middle of the week, and then again at the end to read any new posts and replies. In addition, students must log-in on time for all scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course tasks throughout the semester, which include viewing of all course materials, completing course activities and assignments, reading/listening to weekly syntheses, completing all readings, and participating in course

discussions and group interactions. It is expected that you will monitor your participation and be able to complete all tasks on-time without reminder.

- Remember this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus.
- You should plan to spend *at least* 10 hours a week engaged in coursework (including reading).
- Students are expected to adhere to a 24-hour turnaround time for emails.
- **Technical Competence:**  
Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course. Help can be obtained via the Blackboard Help links in your course site (for Blackboard technical issues) and by contacting your instructor (for issues with other technologies utilized in the course).
- **Technical Issues:**  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:**  
Please be aware that this course is **not** self-paced. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:**  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:**  
Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. Be positive in your approach to others and diplomatic with your words. I will do the same. Remember, we are not competing with each other, but sharing information and learning from one another. Agreement is not mandatory, but respect and open-minded consideration are.
- **Accommodations:**  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

## **Learner Outcomes**

*At the end of this course, students will be able to:*

- identify and understand different approaches to educational inquiry (*ASTL Outcomes 3 & 4*) (*IB ACTLR Areas of inquiry and Domains of knowledge 4L & 3H*),
- reflect systematically and critically about their teaching practice, individually and as members of learning communities (*ASTL Outcomes 4 & 5*) (*IB ACTLR Areas of inquiry*)

*and Domains of knowledge 2E),*

- 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*) (*IB ACTLR Areas of inquiry and Domains of knowledge 2E & 3H*),
- demonstrate an understanding of their role as teacher leaders and action researchers in their educational settings (*ASTL Outcome 4*) (*IB ACTLR Areas of inquiry and Domains of knowledge 1A & 4L*),
- engage in critical reflection as a key element of their professional learning and educational practice (*ASTL Outcome 4*) (*IB ACTLR Areas of inquiry and Domains of knowledge 2E*),
- 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*) (*IB ACTLR Areas of inquiry and Domains of knowledge 1A & 4M*),
- develop research questions relevant to their classroom practice (*ASTL Outcome 4*) (*IB ACTLR Areas of inquiry and Domains of knowledge 3H*),
- 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*) (*IB ACTLR Areas of inquiry and Domains of knowledge 3H*),
- identify, comprehend, and express the ethical and moral issues connected to classroom-based research (*ASTL Outcomes 3, 4, & 7*) (*IB ACTLR Areas of inquiry and Domains of knowledge 2D, 2E, & 3H*).

### **Professional Standards**

Upon completion of this course, students will have met the following professional standards: 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 to 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.

The content of EDUC 612 additionally aligns with aspects of the International Baccalaureate (IB) Advanced Certificate in Teaching and Learning Research, with a particular focus on the following Areas of Inquiry and Domains of Knowledge:

Area of inquiry 1: Contemporary issues in IB education

- Domain A.– Identification, clarification, and articulation of contemporary issues in the IB context
- Area of inquiry 2: Linking theory to practice in an IB context
- Domain D. Identification and selection of source material
  - Domain E. Critical reading and reflection
- Area of inquiry 3: Building capacity for practitioner research
- Domain H. Developing relevant research questions
- Area of inquiry 4: Researching practice
- Domain L. Application of planning and scoping processes in IB contexts
  - Domain M; Collection, analysis, interpreting and reporting of evidence

### Required Texts

Choose a text from the *Rethinking Schools* book catalog: <https://rethinkingschools.org/books/>

Note: Select a book that has the potential to help you think about and respond to your teaching and classroom in new ways. Additionally, the book, *Planning to Change the World*, is an excellent planning tool, but should not be chosen by itself as your text for this class. It would make a powerful accompaniment if you'd like to purchase it in addition to your text for this course. Please be sure to order this text early enough in the semester so that you have it available to read beginning in week 5.

Additional weekly assigned articles will be available on Blackboard.

### Related Resources

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). Author.

ASTL Community & Course Websites: <http://mymason.gmu.edu>.

- 1) For *course-specific information*, refer to the Blackboard Course site located under the Courses tab. Your course syllabi and other related course documents and announcements will be posted regularly on this specific Course site.
- 2) For *program-related resources*, depending on when you began the program, you may be able to access the Organizations tab to the upper right of your Bb screen and click on the link for the ASTL Program Site. Program files, such as the Portfolio Guidelines and related articles will be housed on the ASTL Program Site. All of these files will also be made available in our current Blackboard course site.

**NOTE** that the university is currently transitioning from Blackboard to Canvas for its learning management system (LMS). We recommend you save all written work in the cloud (e.g., Microsoft OneDrive or your personal Google Drive folder) to ensure you can access it in future semesters. All GMU students have a OneDrive folder, but note that you will lose access to it upon graduation.

### Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA/SLL, Google Docs, hard copy).

- **Assignments**

	<i>Points</i>
<b>Weekly Class Engagement</b>	30
<b>Critical Reflection</b>	
Teacher Beliefs Graphic & Statement (10)	25
Reflective Journal Entries (15)	
<b>Autobiographical Study</b>	40
<b>ASTL Program Portfolio Reflection Point: EDUC 612</b>	5
<b><i>Total Points</i></b>	<b>100</b>

***Weekly Class Engagement (30 points)***

Weekly class engagement includes multiple aspects of engagement in our course content, including: the weekly class experiences incorporating reflective practice, critical inquiry, posing potential research questions, and action research procedures; critical discussion of scholarly readings with a focus on developing critical reflective capacity (includes engagement with readings through your *Dialectical Notebook*), and creation of the website for your ASTL program portfolio. In addition to being present each week and maintaining your *Dialectical Notebook*, this part of your grade also includes quality participation and investment in dialogues and professionalism in all communication with your professor and your peers (including engagement as a critical friend who supports and challenges). See Rubric.

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

- A. ***Teacher Beliefs Statement (10 points)***. Surfacing and understanding our beliefs about teaching and the impact of those beliefs on the educational experiences we create (or don't create) is foundational to developing as a critically reflective educator. To begin this journey, first you will construct a graphic (mindmap/bubble chart) that identifies your beliefs and your accompanying classroom actions. Then you will translate that chart into a short 3-5 page paper (your Teacher Beliefs Statement). The paper should include references; note the reference page does not count as part of the page limit. This is a course performance-based assessment (PBA). See Rubric.
  
- B. ***Reflective Journal Entries (15 points)***. Participants will maintain an online reflective journal throughout EDUC 612. This journal, which will be written to prompts, is designed to help participants develop a habit of mind of putting thoughts to paper and will scaffold course learning leading to the Autobiographical Study. 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 week will involve reflective writing. See Rubric. Excerpts and representations from your journals will be incorporated into the Autobiographical Study.

***Autobiographical Study (40 points)***

Participants will draw from their narratives, teaching, and research experiences, course materials, *Dialectical Notebook*, and focused reflections to provide the rationale and

foundation for their autobiographical study. Participants will incorporate a variety of genres (e.g. narratives, poems, images, videos, audio, artifacts, etc.) within their Autobiographical Study that capture their experiences and identities as individuals, learners, and teachers. The purpose of this study is for educators to begin with Self as they provide an avenue to examine their 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 their teaching practices. The Autobiographical Study emphasizes and demonstrates critical reflective practice. Examples will be provided in class. See Rubric.

Electronic submission should be posted to the Blackboard Assessments link (VIA/SLL). Your Autobiographical Study will be created using a Web 2.0 tool, Prezi, or web site. [Note: Please copy the URL to a Word document before submitting to Blackboard *and* remember to include the password, if using a protected site.]

## **Other Requirements**

### **ASTL Professional Portfolio Reflection Point**

The **ASTL Professional 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 linking the ASTL program requirements with national, state, and institutional professional standards. Program participants begin the portfolio in EDUC 612 and develop its content across the Core and remaining Concentration coursework. In EDUC 612, the portfolio structure is created. At the conclusion of this course, you will write your first portfolio reflection point: EDUC 612. The reflection point is designed to connect knowledge attained through the Core course content and course products to the program learning outcomes and your own growth and development. It is written in response to the reflection prompt described in detail below.

## **PROMPT FOR ASTL PORTFOLIO REFLECTION POINT: EDUC 612**

### **Teacher as Critical Reflective Educator**

*In this reflective narrative, 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.*

First, reflect on your learning and your perceived growth and change at this point in the Core.

Then, construct a written reflection that captures the following:

I used to think...

Now I think...

What this means for me

In your reflection, connect to any of the applicable eight program learning outcomes and the ways in which the performance assessments in this course provide evidence of your knowledge. Also, within your reflection identify program experiences that have most impacted your thinking and your teaching practices (including selected PBAs, course readings, activities, and other learning experiences).

Required course products to be used as evidence of knowledge:

- Autobiographical Study (EDUC 612)
- Teacher Beliefs Statement (EDUC 612)

Other suggested products for inclusion:

- Written reflections, as selected by individual (such as excerpts from journals)

### **Guidelines and suggested format for each of the Reflection Points**

**Length:** Aim to limit your response to two well written single-spaced pages

**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.

- **General Requirements**

- A. Please note that this online course is **not self-paced**. You will be expected to complete one learning module every week. It is critical for each student to complete all readings and activities on a weekly basis. Class 'attendance' is both important and **required**. If, due to an emergency, you will not be participating in course activities on time, you must contact your instructor prior to their due time.



- B. All assignments are due no later than **11:59 PM EDT** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Bb course site.
- a. **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%, unless prior approval from instructor has been granted. No late submissions will be accepted after the course end date.**
  - b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to redo an assignment that is far below expectations.
- C. Please adhere to the assignment submission instructions listed in this Syllabus. Only assignments submitted as indicated will be graded; incorrect submissions will result in a grade of zero for those assignments.
- a. All assignments submitted should have the filename format LASTNAME-ASSIGNMENT TITLE. Do not upload written assignments in PDF format. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlxs). ONLY supporting documents for assignments can be in PDF format.
- D. *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 (7<sup>th</sup> edition), as well as double-spaced, with 1" margins, and 12-point font** (Times New Roman, Calibri, or Arial).

- **Instructor Role**

- Although I will be monitoring online discussion forums, my participation within them will be limited as I want discussions to be authentic between members. **Please note that during this time, I will be noting the quality and extent of your participation.**
- In order to link your work with that of your peers and with the weekly topic, I will make weekly synthesis posts that capture the big ideas shared across discussions that week. Students are expected to read/listen to the synthesis posts to aid the transition into the next week.
- I will adhere to a 24-hour turnaround time for emails during the week and 48-hours on weekends and holidays.

- **Grading**

| 95-100=A | 90-94=A- | 86-89=B+ | 83-85=B | 80-82=B- | 70-79=C | Below 70=F |

**Professional Dispositions**

See <https://cehd.gmu.edu/students/policies-procedures/>

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 as professionals.

## Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Weekly Topics	Readings Due *Readings available on BB
<b>Week 1</b> May 28- June 3	<p style="text-align: center;"><b><u>Getting Started</u></b></p> <p>This week are ‘pre-course’ activities to get to know the course and one another. You will also engage in a program orientation that introduces the Core course sequence.</p>	Syllabus plus additional materials on BB <b>Read and respond in your Dialectical Notebook</b> <i>Wheatley: Willing to be Disturbed</i>
<b>Week 2</b> June 4 -June 10	<p style="text-align: center;"><b><u>Inquiry and Reflection: The Beginnings</u></b></p> <p>What is meant by inquiry, reflection, and critical reflection? How do your professional and personal experiences affect your teaching? How does who you are affect your beliefs and your instruction?            This week, we will begin our deep dive into examining the symbiotic relationship between inquiry and reflection and what that means for your professional identity and growth as an educator.</p>	<b>Read and respond in your Dialectical Notebook</b> <i>Rodgers: Defining Reflection: Another Look at John Dewey &amp; Reflective Thinking</i> <b>and</b> <i>Farrell: Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön</i> <b>and</b> <i>Brookfield: Learning to Know Ourselves</i>
<b>Week 3</b> June 11- June 17	<p style="text-align: center;"><b><u>Understanding What It Means To Be a Critically Reflective Teacher</u></b></p> <p>This week, we consider the multiple ways of examining and understanding our identity and its influence on our actions. How has critical reflection been conceptualized over time? How do scholars view the relationship between experiences, reflection, and actions? What sense can we make of this in relation to our own lives?</p>	<b>Read and respond in your Dialectical Notebook</b> Jigsaw chapters, as assigned, for Brookfield, Dewey, Schön
<b>Week 4</b> June 18- June 24	<p style="text-align: center;"><b><u>Humans, Culture, Language, and Schools</u></b></p> <p>This week, we focus on your cultural identity and the role of culture in schools (and the role of schools in culture). Who are you as a cultural being? How does your cultural identity intersect with school? How do your students’ cultural identities intersect with school? How does language factor into schooling? Finally, what is multicultural education and what role do you play?</p>	<b>Read and respond in your Dialectical Notebook</b> <i>Nieto: The Light in Their Eyes</i> <b>and</b> <i>Lee: Taking Multicultural, Anti-Racist Education Seriously</i> <b>and</b> <i>Au: Decolonizing the Classroom</i> <b>and</b> <i>Purcell-Gates: . . . As Soon as She Opened her Mouth</i> <b>OR</b> <i>Garza &amp; Crawford: Hegemonic Multiculturalism</i>



## **Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

## **Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason’s Title IX Coordinator per [University Policy 1202](#). If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as [Student Support and Advocacy Center](#) (SSAC) at 703-380-1434 or [Counseling and Psychological Services](#) (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/> .**

**WEEKLY CLASS ENGAGEMENT RUBRIC**

30 points	Evolving	Competent	Accomplished
<b>Overall Participation</b>	VERY FEW tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. Collaborate session, if scheduled, may not have been attended; The student's communications with professor and peers often demonstrates unprofessional attitude, behavior, or exchange; may be consistently unprepared for small group dialogue opportunities each week.	MOST tasks for ALL weeks are completed on time and demonstrate thoughtfulness. Collaborate sessions, if scheduled, were attended and student somewhat engaged with peers and instructor; Demonstrates professionalism in all communications with professor and peers; is mostly prepared for each small group dialogue opportunities each week	ALL tasks for ALL weeks are completed on time and demonstrate thoughtfulness. Collaborate sessions, if scheduled, were attended and student actively engaged with peers and instructor; Demonstrates professionalism in all communications with professor and peers; is prepared for each small group dialogue opportunities each week
<b>Dialogue Engagement</b>	Small group engagement with peers is inconsistent and rarely active; Readings and weekly content may sometimes be drawn on, but it might not be explicit or consistent; Weekly dialogue reflections may not demonstrate learners' prior and new knowledge; Weekly dialogue reflections may not demonstrate engagement in dialogue that goes beyond superficial consideration of ideas and perspectives; Questioning might be absent or not well communicated; Written weekly dialogue reflections may be exceptionally brief and less than .75 pages in length.	Small group engagement with peers is mostly consistently active and thoughtful; Readings and weekly content may be somewhat integrated to support thoughtful dialogue engagement ( <i>and explicitly referenced</i> ); Weekly dialogue reflections demonstrate learners' prior and new knowledge; Weekly dialogue reflections demonstrate engagement in dialogue that mostly goes beyond superficial consideration of ideas and perspectives; As appropriate, questions are sometimes posed for further thought and discussion; Student sometimes critically considers class content and poses questions to push their own thinking and that of their peers; Written weekly dialogue reflections are at least .75-1 page in length	Small group engagement with peers is consistently active and thoughtful; Readings and weekly content are integrated to support thoughtful dialogue engagement ( <i>and explicitly referenced</i> ); Weekly dialogue reflections demonstrate learners' prior <i>and</i> new knowledge and understandings; Weekly dialogue reflections demonstrate engagement in dialogue that goes beyond superficial consideration of ideas and perspectives; As appropriate, questions are posed for further thought and discussion; Student consistently critically considers class content and poses questions to push their own thinking and that of their peers; Written weekly dialogue reflections are at least .75-1 page in length

**REFLECTIVE JOURNAL ENTRIES RUBRIC**

<i>15 points total</i>	<b>Evolving</b>	<b>Competent</b>	<b>Accomplished</b>
<b>Completion of Journal Entries</b>	<p>Fewer than 6 journal entries are completed on time and submitted via the Blackboard Journal tool.</p> <p>Student does not articulate answers/responses to all the journal prompts and includes a number of off topic information.</p> <p>Lack of coherence in thought is evident in the journal entries</p> <p>Entries lack evidence of substantial thought and/or were only addressed briefly during class time.</p> <p style="text-align: center;"><i>0 points</i></p>	<p>At least 6 journal entries are completed on time and submitted via the Blackboard Journal tool.</p> <p>Student articulates answers/responses to the journal in a somewhat clear manner with occasional information off topic.</p> <p>Lack of coherence in thought may be evident in the journal entries.</p> <p style="text-align: center;"><i>3 points</i></p>	<p>All journal entries are completed on time and submitted via the Blackboard Journal tool.</p> <p>Student clearly and concisely articulates answers/responses to the journal prompt.</p> <p>Student thoughts are expressed in a coherent and logical manner.</p> <p style="text-align: center;"><i>5 points</i></p>
<b>Reflection on Experiences</b>	<p>Student does not appear to question his/her own work as an educator as well as her/her own biases, stereotypes, preconceptions, and/or assumptions.</p> <p style="text-align: center;"><i>0 points</i></p>	<p>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.</p> <p style="text-align: center;"><i>3 points</i></p>	<p>Student clearly <i>questions</i> his/her own work as an educator, as well as personal biases and preconceptions in light of past experience, course readings, theory, and/or class discussions; defines new modes of thinking as a result.</p> <p style="text-align: center;"><i>5 points</i></p>
<b>Reflection into the Future</b>	<p>Student does not appear to place emphasis on developing an understanding of self, others, and/or the course objectives.</p> <p>Lack of issues described from which the student can reflect upon his/her work as an educator.</p>	<p>Student begins to place emphasis on developing an understanding of self, 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 <i>reflects</i> 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,</p>	<p>Student places clear emphasis on developing an understanding of self, others, and the course objectives.</p> <p>Student makes clear and specific connections between the course and his/her classroom teaching.</p> <p>Student <i>critically reflects</i> by bringing moral, ethical, and sociopolitical issues to bear on</p>

	<i>0 points</i>	ethical, and sociopolitical issues to bear on their education practices. <i>3 points</i>	his/her educational practices and shows confidence in the ability to be 'uncertain'. <i>5 points</i>
--	-----------------	---	---

**TEACHER BELIEFS STATEMENT RUBRIC**  
**Course Performance-Based Assessment (PBA)**

*Teacher Beliefs Statement*  
 ASTL SLOs assessed: 3, 4

<i>10 points total</i>	<i>Does Not Meet Standard (Little to No evidence)</i>	<i>Approaches Standard (Some evidence)</i>	<i>Meets Standard (Clear evidence)</i>	<i>Exceeds Standard (Clear convincing and substantial evidence)</i>
<b>Mind map</b>	Mind map may not be included OR map only includes a couple of beliefs.	Mind map includes several beliefs but they might not be connected to actions or may only represent either teaching or learning.	Mind map includes several beliefs related to teaching and learning; actions are included.	Mind map includes a wide range of beliefs about teaching and learning. Actions are included that represent the beliefs.
<b>Teacher Beliefs Written Statement</b>  <i>ASTL Learning Outcomes 3 and 4</i>  <i>IB ACTLR Domain 2E</i>	Statement does not satisfy page guidelines; beliefs are not clearly identified nor described; includes limited to no mention of how classroom actions and decisions represent beliefs; does not include references; the writing is unclear.	Statement may be under 3 pages or way over 5 pages; statement identifies the teacher's beliefs but may be cursory; the beliefs are somewhat described; includes mention of how classroom actions and decisions represent beliefs, but may not attend to how they may not; may not include references; the writing may be unclear.	Statement is 3-5 pages; statement identifies the teacher's beliefs; the beliefs are described; includes discussion of how classroom actions and decisions represent beliefs AND also how they may not; includes references (APA); it is clear that the teacher is reflecting on their identity as a teacher; the writing is clear.	Statement is 3-5 pages and <ul style="list-style-type: none"> <li>● clearly identifies the teacher's beliefs;</li> <li>● the beliefs are well described;</li> <li>● includes discussion of how classroom actions and decisions represent beliefs;</li> <li>● includes discussion of how classroom actions and decisions may be in conflict;</li> <li>● includes references (APA);</li> <li>● it is clear that the teacher is meaningfully reflecting on their identity as a teacher;</li> <li>● the writing is clear.</li> </ul>



**AUTOBIOGRAPHICAL STUDY RUBRIC**  
**Course Performance-Based Assessment (PBA)**

*Autobiographical Study*

ASTL SLOs assessed: 3, 4, 5, 6, 8

	<b>Pts</b>	<b>Does Not Meet Standard</b> (Little or no evidence)	<b>Approaches Standard</b> (Some Evidence)	<b>Meets Standard</b> (Clear evidence)	<b>Exceeds Standard</b> (Clear convincing and substantial evidence)
	<b>40</b>	<b>F: &lt; 28</b>	<b>C: 28-31</b>	<b>B: 32-35</b>	<b>A: 36-40</b>
<b>Introduction and Theme</b>  <i>ASTL Learning Outcome 4</i>	2	No introduction is included; No theme is present or it is not clear why the theme was chosen	Briefly introduces the key sections of the study and makes some connection between theme and the teacher's identity; Includes limited rationale for the selected theme and the theme may not be integrated throughout all sections	Clearly introduces the key sections of the study and makes clear connection between theme and the teacher's identity; Includes rationale for the selected theme, but may lack elaboration; theme is integrated throughout all sections	Clearly and robustly introduces the key sections of the study and makes clear connection between theme and the teacher's identity; Includes rationale for the selected theme; the theme is integrated through all study sections and is clearly used a lens to examine and present the teacher's identity(ies)
<b>Section 1: Who You Are as a Learner and an Individual</b>					
<b>Key Influences on Learning</b>  <i>ASTL Learning Outcome 5</i>	4	No key influences are included, or they are presented without any identification or discussion	Only one key influence who shaped the teacher as a learner is identified and discussed or multiple key influences are discussed with limited reflective discussion of each	Key influences (events/ people) who shaped the teacher as a learner are identified with some reflective discussion of each that somewhat ties to the teacher's identity	Key influences (events/people) who shaped the teacher as a learner are identified with a robust reflective discussion of each that ties to the teacher's identity(ies).
<b>Cultural Influences on Self</b>  <i>ASTL Learning Outcome 6</i> <i>IB ACTLR Domain 2E</i>	4	Does not include cultural or linguistic influences or offers general examples of language and culture that may or may not apply to self	Identifies elements of one's cultural and linguistic background, but any examples of language and culture that apply to self are limited; no discussion of how culture and language have influenced identity(ies)	Identifies elements of their cultural and linguistic background and provides some reflective examples of language and culture that apply to self; Some, but limited, identification of how culture and language have influenced their identity as a learner and individual	Clearly identifies elements of their own cultural and linguistic background and provides robust reflective examples of language and culture that apply to self; Discussion of how culture and language have influenced their identity as a learner and individual

	<b>Pts</b>	<b><i>Does Not Meet Standard</i></b> (Little or no evidence)	<b><i>Approaches Standard</i></b> (Some Evidence)	<b><i>Meets Standard</i></b> (Clear evidence)	<b><i>Exceeds Standard</i></b> (Clear convincing and substantial evidence)
<b><i>Section 2: Who You Are as a Teacher and Educational Professional</i></b>					
<b>Teacher Beliefs Statement</b> <i>ASTL Learning Outcomes 3 and 4</i> <i>IB ACTLR Domain 2E</i>		<b><i>Teacher Beliefs Statement</i></b> (previously submitted to VIA through Blackboard) should be included in this section.			
<b>Teaching Experiences and Classroom Interactions</b> <i>ASTL Learning Outcome 4</i> <i>IB ACTLR Domain 2E</i>	4	Brief or minimal reflection is included that focuses on teaching experiences and classroom interactions; may focus on general examples rather than own teaching	Reflects on own teaching experiences and classroom interactions in the classroom setting, but may lack specificity and/or depth of criticality	Critically reflects on own teaching experiences and classroom interactions within the classroom setting; identifies specific classroom experiences and interactions, but reflective examination may be limited	Clearly and critically/dialectically reflects on own teaching experiences and classroom interactions with substantial depth; identifies and deconstructs specific experiences and interactions with detail; clearly positions self within the experiences as an actor
<b>Content Knowledge and Individual Teacher Knowledge and its role in your Classroom Practice</b> <i>ASTL Learning Outcome 4</i> <i>IB ACTLR Domain 2D</i>	4	Offers no to minimal reflection on own content knowledge; no examples included	Offers limited reflection on own content knowledge; Provides limited discussion of how their content knowledge relates to classroom practice, beliefs, and/or decision making; examples are limited or missing	Offers some reflection on own content knowledge either through their concentration courses to date or their teaching careers. Provides some discussion with limited examples of how their content knowledge relates to classroom practice, beliefs, and decision making.	Offers robust reflection on own content knowledge either through their concentration courses to date or their teaching careers. Provides a thorough discussion with specific examples of how their content knowledge relates to classroom practice, beliefs, and decision making.

	<b>Pts</b>	<b><i>Does Not Meet Standard</i></b> (Little or no evidence)	<b><i>Approaches Standard</i></b> (Some Evidence)	<b><i>Meets Standard</i></b> (Clear evidence)	<b><i>Exceeds Standard</i></b> (Clear convincing and substantial evidence)
<b>Cultural and Linguistic Influences in the Classroom</b>  <i>ASTL Learning Outcome 6</i> <i>IB ACTLR Domain 2E</i>	4	Does not address, cultural and linguistic influences on in their classroom. Does not articulate any questions and/or aspirations related to culture and language; or reference to culture and language is presented as outside of themselves	Identifies limited or surface-level cultural and linguistic influences on learning in their classroom; Minimally articulates general questions and aspirations related to culture and language.	Identifies some cultural and linguistic influences on learning present in their classroom and teaching practices. Articulates questions and aspirations related to culture and language, but they may be general.	Identifies cultural and linguistic influences/dynamics on learning present in their classroom and teaching practices. Articulates specific questions and aspirations related to culture and language. Clearly positions self as an influential cultural being in their classroom and addresses the effects of that positioning on/in classroom.
<b><i>Section 3: Who You Are as an Inquirer</i></b>					
<b>Teacher as Inquirer</b>  <i>ASTL Learning Outcome 4</i> <i>IB ACTLR Domain 3H</i>	4	Includes fewer than two questions for future research. May lack any explanation for the questions included.	Includes limited questions for future teacher inquiry/research; offers two potential questions for research; may not show purposeful connection to course content and may lack any significant explanation for the questions included.	Includes questions for future teacher inquiry/research; offers three potential questions for research that exhibit purposeful connection to course content. Offers some explanation for the questions constructed/selected	Includes explicitly stated questions for potential future teacher inquiry/research; includes four or more questions that exhibit purposeful connection to course content. Offers robust, dialectical explanation for the questions constructed/selected.
<b><i>Section 4: Final Study Reflection- Critical Reflective Practice</i></b>					
<b>Concluding Reflection (included at the end of the Autobiographical Study)</b>  <i>ASTL Learning Outcome 4</i>	4	May not offer a concluding reflective writing, or what is included is minimal and may not demonstrate thoughtful consideration of one's own learning	Provides a writing that demonstrates some reflection about what they learned through creating the study; Limitedly connects own learning to classroom practice and identity or does not do so at all	Provides a well-articulated writing that demonstrates reflection about what they learned through creating the study; Connects own learning to classroom practice and identity	Provides a thoughtful, well-articulated writing that demonstrates critical/dialectical reflection related to what they learned through the process of creating the study; Robustly connects own learning to classroom practice and identity
<b><i>Overall Elements</i></b>					
<b>Application of</b>	4	Limited references to	Incorporates readings to	Incorporates readings to	Frequently and appropriately

	<b>Pts</b>	<b><i>Does Not Meet Standard</i></b> (Little or no evidence)	<b><i>Approaches Standard</i></b> (Some Evidence)	<b><i>Meets Standard</i></b> (Clear evidence)	<b><i>Exceeds Standard</i></b> (Clear convincing and substantial evidence)
<b>EDUC 612 Readings</b>  <b>AND</b>  <b>Referencing Style</b>  <i>ASTL Learning Outcomes 4 and 5</i> <i>IB ACTLR Domain 1A</i>		EDUC 612 readings only.  References do not follow APA (7 <sup>th</sup> edition) style.	articulate & support the reflections and elements included in the study. References include four (4) EDUC 612 readings; no additional professional literature included.  References contain multiple, repeated APA (7 <sup>th</sup> edition) errors.	articulate & support the reflections and elements included in the study. References include five (5) EDUC 612 readings; some additional professional literature included.  References may contain minor, repeated APA (7 <sup>th</sup> edition) errors.	utilizes and references course readings to articulate and support their thinking throughout study. Readings are used very well to connect thinking References include a minimum of six (6) EDUC 612 readings; additional professional literature included.  References adhere to APA style (7 <sup>th</sup> edition).
<b>Genres—Technology</b>  <i>ASTL Learning Outcome 8</i>	2	Presentation of the genres does not demonstrate that digital technology was effectively applied.	Presentation of the genres demonstrates limited to no effective or varied application of digital technology.	Presentation of the genres demonstrates effective or varied application of digital technology.	Presentation of the genres (e.g., journal excerpts, images, audio, video, artwork, artifact, photographs, etc.) demonstrates effective and varied application of digital technology.
<b>Genres—Quantity</b>  <i>ASTL Learning Outcome 4</i>	2	Contains two or fewer genres, or limited to no excerpts from the personal reflective journal and dialectical notebook entries; genres may lack any visible connection to self or study	Contains three genres, one of which is multiple excerpts from the personal reflective journal or dialectical notebook entries; genres may stand alone to communicate messages, there may be no or limited explanation for them offered	Contains four genres, one of which is multiple excerpts from the personal reflective journal and dialectical notebook entries; genres do not stand alone to communicate messages, identification and some explanation accompanies genres	Contains at least five genres, one of which is multiple and well-placed excerpts from the personal reflective journal and dialectical notebook entries; genres do not stand alone to communicate messages, robust explanation accompanies genres
<b>Overall Style</b>  <i>ASTL Learning Outcome 4</i>	2	Writing and structure may be incomprehensible; Contains many grammatical errors or error patterns.	Lacks clear grammatical or stylistic form OR contains many errors or error patterns.	Grammatically and stylistically well-written, but contains some error patterns.	Grammatically and stylistically well-written with few errors and no error patterns.

**RUBRIC KEY:**

<b>Section 1: Who You Are as a Learner and an Individual</b>
<b>Section 2: Who You Are as a Teacher</b>
<b>Section 3: Who You Are as an Inquirer</b>
<b>Section 4: Final Reflection- Critical Reflective Practice</b>

**ASTL PROGRAM REFLECTION POINT: EDUC 612**

<b>ASTL Portfolio Reflection Point: EDUC 612</b>	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 our Blackboard site <i>0 pts.</i>		Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Blackboard  <i>5 pts.</i>
--	--	--	--