

*George Mason University  
College of Education and Human Development  
Advanced Studies in Teaching and Learning Program*

**EDUC 612.X02  
INQUIRY INTO PRACTICE  
Summer 2012  
CRN 40784 (Sell)**

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**Office Hours:**

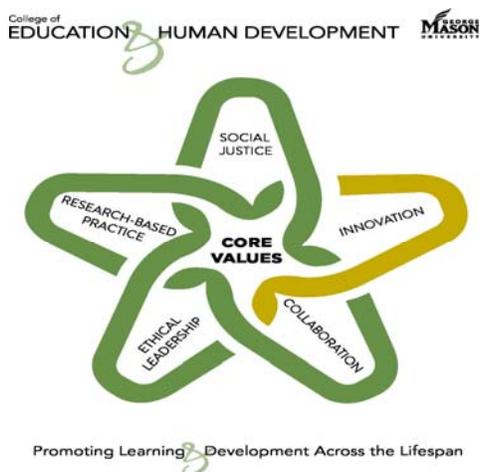
By appointment, and after class

**COURSE DATES/TIMES:** Tuesday, June 19: 5 – 8:30 p.m. Orientation & Class 1; subsequently from 3:30 – 6:30 on: June 21, 26, 28; July 5, 10, 12, 17, & 19 (online); MultiGenre Study due July 24 (electronic submission).

**COURSE LOCATION:**

Sell Section (Yellow Group): **West 1008**

**Note:** The two sections will meet for the Orientation and first class in **Mason Hall D3**.



**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 and gender issues in research.

**COURSE OVERVIEW:**

*Fox, White, Sell, & Fuhrman/ASTL 2012 Update*

The purpose of this course is to provide participants with: a) emergent knowledge about academic classroom-based research approaches; b) opportunities for experience using research skills; c) a foundation for implementing reflective, systematic, and thoughtful inquiry into classroom practice, and d) a developing perspective on the cultural and linguistic variables in classrooms. Practitioners explore relevant classroom practice issues through writing, reflections, experimenting with action research strategies, 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 action research as a way to make more informed decisions about practice. Participants give special attention to cultural 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.

## **RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION**

EDUC 612 is the first of five courses in the ASTL Program Core. It lays the foundation through reading, experiential learning activities, and reflective action research exercises for the research studies they will conduct in EDUC 613, EDUC 614, EDUC 606, and the future. The course product for this course is an autobiographical study presented in multiple genres; it is called the Multigenre Study. EDUC 612 is aligned with the *GSE Core values: Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration.*

EDUC 612 is also aligned with ASTL learning outcomes, which are based on the Propositions established by the National Board for Professional Teaching Standards, as follows:

- III. Teachers are responsible for managing and monitoring student learning,
- IV. Teachers think systematically about their practice and learn from experience,
- V. Teachers are members of learning communities,
- VI. Teachers account for the needs of culturally, linguistically, and cognitively diverse learners,
- VII. Teachers are change agents, teacher leaders, and partners with colleagues and families.
- VIII. Teachers use technology effectively to facilitate student learning and their own professional development.

## **COURSE DELIVERY**

To meet course objectives, the delivery of EDUC 612 is accomplished through a combination of experiential learning activities, in-class collaborative work groups, on-line discussion strand postings, and mini-lectures designed to help meet the needs of all learners and learning styles. These include:

- *Presentations* (i.e., mini-lectures/lecturettes, often assisted by Power Point and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group structure emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Guest lectures*;
- *Student sharing and mini-presentations*;

- *Blackboard* web-based course management and portal system.

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS**

### **George Mason University Statement of Professional Behavior and Dispositions, Honor Code, and Policy on Disabilities:**

#### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

#### *Campus Resources*

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

## **STUDENT LEARNING OUTCOMES**

As a result of EDUC 612, ASTL participants will be able to:

- identify and understand different approaches to inquiry and inquiry into practice,
- reflect systematically and critically about their teaching practice as members of learning communities,
- demonstrate an emergent understanding of the role of action research in their educational settings,
- consider the development of research questions relevant to their classroom practice,
- provide a rationale for researching their own practice and explore how action research informs the management and monitoring of student learning,
- identify, comprehend and express the ethical and moral issues connected to research involving students,
- explain the critical importance of considering multiple perspectives, including cultural diversity in the field of action research,
- acknowledge the role of critical reflection in professional learning.

### **REQUIRED TEXTS**

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

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

Silver, H, Strong, R., & Perini, M. (2000). *So each may learn: Integrating learning styles and Multiple intelligences*. . ASCD: Alexandria, VA.

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

### **ADDITIONAL RELATED TEXTS (not required, but are solid resources for your work)**

Mills, G. (2007). *Action research: A guide for the teacher researcher*. (3<sup>rd</sup> ed.). Upper Saddle River, NJ: Prentice-Hall.

Romano, T. (2000). *Blending genre, altering style*. Portsmouth, NH: Heinemann.

### **RELATED RESOURCES**

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

ASTL Community & Course Website: <http://mymason.gmu.edu>. Click on ASTL Fairfax Core 2012 - 2013. The course syllabus and other related course documents, including daily agendas, related PowerPoint presentations and announcements will be posted regularly on the Core site. *Program files, such as the Portfolio Guidelines and related articles will be housed on this site, as well. This site will be the central location for all cohort information and communication from now through the completion of the Core.*

## Articles

Articles that will be used to support learning in this class may be accessed in two ways: a) in the Articles folder on My Mason, and b) through the GMU Library E-Reserves. The course password is *practice* (lower case and no spaces).

Here is a representative list of E-reserves to support teachers' growth of inquiry and professional development (some of these will be directly applicable to class discussion while others are provided for your additional reference):

- Baumann, J., & Duffy, A. (2001). Teacher-researcher methodology: Themes, variations, and possibilities. *Reading Teacher* 54 (6), 608-616.
- Brookfield, S. (1995). What it means to be a critically reflective teacher. *Becoming a critically reflective teacher* (pp. 1 – 27). San Francisco: Jossey-Bass.
- Brookfield, S. (1995). Becoming critically reflective: A process of learning and change. *Becoming a critically reflective teacher* (pp. 28-48). San Francisco: Jossey-Bass.
- Dewey, J. (1933). What is thinking? *How we think* (pp. 3 –23). Boston: D.C. Heath & Company.
- Dewey, J. (1938). Criteria of experience. *Experience and education* (pp. 33-50). New York: Collier Books.
- Dewey, J. (1938). The meaning of purpose. *Experience and education* (pp. 67-72). New York: Collier Books.
- Dewey, J. (1944). Experience in thinking. *Democracy in education* (pp. 139-151). New York: The Free Press.
- Fecho, B. (2000). Critical inquiries into language in an urban classroom. *Research in the Teaching of English* 34 (3), 368-395.
- Fendler, Lynn (2003). Teacher reflection in a hall of mirrors: Historical influences and Political reverberations. *Educational Researcher*, 32 (3), 16-25.
- Goldston, M., & Shroyer, M., (2000). Teachers as researchers: Promoting effective science and mathematics teaching. *Teaching and Change* 7 (4), 327-346.
- Hole, S. & McEntee, G. (1999). Reflection is at the heart of practice. *Educational Leadership* 56 (8), 34-37.
- Osterling, J., & Fox, R. (December 2004). The power of perspectives: Building a cross-cultural community of learners. *International Journal of Bilingual Education and Bilingualism* 7 (6), pp. 489-505.
- Power, B.M. (1997). Passing notes. *Learning* 8, 70-72.

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

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

Seidman, I. (1997). Technique isn't everything, but it is a lot. *Interviewing as qualitative research* (pp. 56-71). NY: Teachers College Press.

## **COURSE REQUIREMENTS**

### **1. Personal Journals and Shared Reflections (100 points)**

Participants in the Core will maintain a reflective journal throughout EDUC 612, as explained at the orientation, and will engage in both online and personal reflections (see Schedule) on a weekly basis to support the development of critical reflective practice and deep reflection. This journal may be in electronic or hand-written form, or a combination of the two. Participants will be asked to develop reflections on their learning, their students and/or practice and respond to the readings, research exercises, and discussions. After recording questions, ideas, and insights, Core participants will share selected excerpts from their journals orally during class sessions and electronically. In addition, selected reflections will be submitted for instructor feedback. A key reflection, the Teacher Beliefs Statement, will be written separately and comprise a section of the MultiGenre 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 MultiGenre study and forthcoming research in the Core.

**Due: Each class, (see class schedule) oral or written reflective responses to be shared in class; selected reflections will be identified for submission to the instructor; excerpts will be incorporated in the MG study.**

### **2. Class Participation Activities (100 points)**

A. In-class experiences incorporating reflective practice, critical inquiry, posing potential research questions, and action research procedures.

B. Critical discussion of scholarly research studies from required readings with a focus on developing critical reflective capacity.

**Due: In class, as designated.**

### **3. MultiGenre Study (100 points)**

Core participants will draw from their narratives, research experiences, course materials, and focused reflections to provide a rationale and foundation for an autobiographical study. Participants are encouraged to include a variety of genres that are relevant to their own learning and teaching. The purpose of this study is to provide an analysis of one's own learning experiences and teaching practices. Specifically, the study focuses on how one's learning and teaching experiences relate to the practices they adhere to in their teaching. The MultiGenre study emphasizes the incorporation of critical reflective practice. Examples will be provided in class. **Due: no later than Tuesday, July 24th. Electronic submission should be by URL (please include password if a protected site), or on CD, flash drive, etc.**

## **EVALUATION CRITERIA**

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

**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 (6<sup>th</sup> edition).

### **EDUC 612 Grading Scale**

<b>Rating</b>	<b>Course Points</b>
<b>A+</b>	<b>295-300</b>
<b>A</b>	<b>285 – 294</b>
<b>A-</b>	<b>270 – 284</b>
<b>B+</b>	<b>255 – 269</b>
<b>B</b>	<b>240 – 254</b>
<b>B-</b>	<b>228 – 239</b>
<b>C</b>	<b>210 – 227</b>
<b>F</b>	<b>&lt;209</b>

## COURSE SCHEDULE

<i>Date</i>	<i>Class Topic</i>	<i>Assignments For this Class</i>
<p><b>Class One</b></p> <p>June 19 Core Orientation &amp; EDUC 612 Class One)</p> <p>5—8:30 PM</p>	<ul style="list-style-type: none"> <li>• Part I: Core Orientation (5 – 6:30)</li> <li>• Part II: Introduction and overview of the Course, EDUC 612, <i>Inquiry Into Practice</i> (6:45-8:30 p.m.)               <ul style="list-style-type: none"> <li>* Review of Syllabus</li> <li>* TR Pre-Assessment</li> <li>* Opening Reflection: What does reflection mean to you? How can reflection be used to influence your teaching practice? What does critical reflective practice mean to you?</li> </ul> </li> </ul>	<p>Teachers should purchase course texts – you may visit the book store during break to purchase books and materials</p>
<p><b>Class Two</b></p> <p>June 21</p> <p><b>3:30 - 6:30</b> PM</p>	<ul style="list-style-type: none"> <li>• Artifact sharing</li> <li>• Exploration of Reflection and what it means to Core participants</li> <li>• Power Point &amp; Reflective practice self-assessment and discussion</li> <li>• Critical Reflection Protocol: Beginning to define what it means to be a critically reflective teacher               <ul style="list-style-type: none"> <li>*Finding ways to gain insight into your area of focus for research (fish bowl)</li> </ul> </li> <li>• Form Critical Reflection Groups (CRGs)               <ul style="list-style-type: none"> <li>*Engage in Critical Reflection Group Protocol</li> </ul> </li> <li>• Assign Jig Saw Readings – Dewey and Schön (All will read Brookfield)</li> <li>• Focused reflection entries in personal journal</li> </ul>	<p><b>Submit Opening Reflection to Instructor electronically (MS Word) and bring paper copy to class</b></p> <p><b>Bring</b> an artifact to class this evening that represents you as an individual</p> <p><b>Read</b> “Reflection is at the Heart of Practice” by Hole &amp; McEntee</p> <p><b>Read:</b> “Defining Reflection: Another look at John Dewey &amp; Reflective Thinking” by Carol Rodgers</p> <p>Begin <b>Journal entries</b> in personal journal – may be based on topics suggested or own choice (see handout)</p>
<p><b>Class Three</b></p> <p>June 26</p>	<ul style="list-style-type: none"> <li>• Reflective Practice - Continuing discussion &amp; Refining our understanding of what it means to be a critically reflective teacher (jig saw-with the Dewey, Brookfield, Schön chapters)</li> </ul>	<p><b>Read</b> Falk &amp; Blumenreich, Ch. 1 and 2 and Brookfield</p> <p><b>Read</b> Jig Saw Chapters, as</p>

<p>3:30 – 6:30 PM</p>	<ul style="list-style-type: none"> <li>• Critical Reflection Group Protocol</li> <li>• Begin Okun Reflection in class – to be completed for Class Four</li> </ul> <p>**Opening Discussion of the Multigenre paper: how it can bring into focus who we are as learners, teachers, and teacher-researchers. In-class focus on the first section.</p>	<p>assigned, for Dewey or Schön</p> <p>Maintain <b>Journal entries</b> in personal journal to share in class.</p>
<p><b>Class Four</b></p> <p>June 28</p> <p>3:30– 6:30 PM</p>	<ul style="list-style-type: none"> <li>• Deepening our understanding of and engagement in reflection - Avoiding a “Hall of Mirrors”</li> <li>• Discussion of the Kohl chapter</li> <li>• Critical Reflection Group Protocol</li> </ul> <p>Further look at the MG Study</p>	<p><b>Email Okun Reflection</b> to your instructor before class – formal reflection submission</p> <p><b>Read:</b> “Teacher Reflection in the Hall of Mirrors” by L. Fendler.</p> <p><b>Read:</b> “Topsy-Turvies” by H. Kohl</p> <p><b>Read:</b> Critical Reflection Handout</p> <p><b>Read F &amp; B, 4</b></p> <p>Begin to think of potential unifying themes/metaphors for your Multigenre Papers</p> <p>Maintain <b>Journal entries</b> in personal journal to share in class</p> <p><b>Begin to write/draft</b> your Teaching Beliefs Statement (for inclusion in your MG study). <b>Bring to class</b> for peer feedback on teacher beliefs about students, teaching, learning.</p>
<p><b>Class Five</b></p> <p>July 5</p> <p>3:30 – 6:30 PM</p>	<ul style="list-style-type: none"> <li>• Fecho Discussion, Part I</li> <li>• Overview of Teacher Research – its components and process</li> <li>• Understanding the influences literature can have in the teacher research process</li> </ul>	<p><b>Email your Beliefs Statement</b> to your instructor before class</p> <p><b>Read:</b> first half of the Fecho <i>Is This English?</i></p> <p>Maintain <b>Journal entries</b> in</p>

	<p>*Discuss how theory serves as an analytical and interpretive framework for teachers trying to make sense of what goes on in the classroom.</p> <ul style="list-style-type: none"> <li>• Research questions – casting &amp; development of the question</li> <li>• Technology to support your MG Study</li> </ul>	<p>personal journal to share in class</p> <p>Continue to reflect about potential unifying themes/metaphors for your Multigenre Papers</p> <p><b>At Close of Class:</b> Turn In or Email two possible themes for your MG study</p>
<p><b>Class Six</b></p> <p>July 10</p> <p>3:30—6:30 PM</p>	<ul style="list-style-type: none"> <li>• Opening: Critical Incident Reflection – in class</li> <li>• Fecho Discussion, Part 2</li> <li>• Analyzing and Collecting Data in Teacher Research - Refer to F &amp; B, Chapters 6 &amp; 7</li> <li>• Observation -- Looking at different ways a researcher can obtain data through observation. *In class observation exercises for analysis and interpretation. Group debrief. Individual reflection.</li> <li>• Gaining an understanding of the importance of having multiple perspectives in obtaining and interpreting data.</li> <li>• A look at ethical considerations and responsibilities related to conducting research</li> </ul>	<p><b>Read:</b> complete the Fecho</p> <p><b>Read</b> “Technique isn’t everything, but it is a lot”</p> <p><b>Read:</b> Purcell-Gates: “. . . As Soon as She Opened her Mouth?": Issues of Language, Literacy and Power.</p> <p>Continue to reflect about potential unifying themes/metaphors for your Multigenre Papers</p> <p>Maintain <b>Journal entries</b> in personal journal to share in class</p>
<p><b>Class Seven</b></p> <p>July 12</p> <p>3:30- 6:30 PM</p>	<p>MultiGenre connections to self as learner</p> <ul style="list-style-type: none"> <li>• Read MI and LS in Silver, Strong, &amp; Perini</li> <li>• Complete the two inventories on your MI and LS found on pp.</li> <li>• Program Portfolio Introduction: How to</li> </ul>	<p><b>Read:</b> Silver, Strong, &amp; Perini, Ch. 1 and 2</p> <p><b>Complete:</b> LS and MI Inventories found in Appendix A &amp; Appendix B</p> <p><b>Find:</b> Portfolio Guidelines on Bb – we will be introducing</p>

	<p>begin your ASTL Professional Portfolio</p> <ul style="list-style-type: none"> <li>□ Weebly &amp; Google to create your electronic Portfolio</li> </ul> <ul style="list-style-type: none"> <li>• In-class reflection: Time for focused reflection draft on your content knowledge from the ASTL Concentration. Begin to write your reflection which will be included in this section of your portfolio.</li> </ul>	<p>the ASTL Portfolio in class this evening</p> <p><b>Read:</b> F &amp; B, Appendix 3 (APA Format)</p> <p>After reading the two MG examples on Bb and considering the exemplars provided in class, begin to <b>prepare your outline &amp; ideas to share in Class 8</b> about the theme and focus of your MG study</p>
<p><b>Class Eight</b></p> <p>July 17</p> <p>3:30 – 6:30 PM</p>	<p>MG development and sharing of theme, outline, technology to be used, genres for inclusion, etc.</p> <p>Go over MG rubric in small groups and whole class</p> <ul style="list-style-type: none"> <li>• EDUC 612 Course Synthesis: Pulling it All Together &amp; Presentations of Multigenre themes and plans</li> <li>• Course Evaluations</li> </ul>	<p><b>Email to your instructor:</b> MG Title, themes, general outline of the major section of the MG and any other information you have ready. Remember to include the major ideas from your Teacher Beliefs Statement.</p>
<p><b>Class Nine</b></p> <p>July 19</p>	<p>Online class –</p> <p>Time for individual work on MultiGenre Studies and to connect with your critical reflection group members for support and feedback prior to submission</p>	<p><b>Final Multigenre project will be due no later than Tuesday, 24 July 2012</b></p>
<p><b>July 24</b></p>	<ul style="list-style-type: none"> <li>• Submit Multigenre Papers by this date (URL, CD or other electronic storage)</li> <li>• ALSO, Please remember to upload your MG Study to <b>Task Stream</b> – this is required before your grade is posted on Patriot Web</li> </ul>	

*Advanced Studies in Teaching and Learning Program*  
**EDUC 612 RUBRICS**

	<b>Points</b>	<b>No evidence</b> (Little or no evidence)	<b>Beginning</b> (Limited evidence)	<b>Developing</b> (Clear evidence)	<b>Accomplished</b> (Clear, convincing and substantial evidence)
		<b>F: &lt;30 (&lt;75)</b>	<b>C: 30-34 (75-79)</b>	<b>B: 35-41 (80-92)</b>	<b>A: 42-50 (93-100)</b>
<b>Journals and Online Postings</b>  <i>Learning Outcomes 3, 4, 5, &amp; 8</i>	<b>100</b>	Does not make entries in journals and/or does not share select passages	Maintains journal on most days. Journal entries are descriptive only; sometimes shares relevant passages	Maintains journal regularly. Journal entries analyze and apply descriptions to teaching, learning and research; often shares relevant passages	Maintains both personal & word-processed journal entries regularly, and makes required postings on Bb discussion strands, when assigned. Journal entries synthesize and evaluate description and application to self as a teacher, learner, and researcher; consistently shares relevant passages
<b>Reflection and Research Exercises</b> <i>Outcomes 3,4,5</i>	<b>50</b>	Does not participate	Sometimes participates and contributes to group process and products	Often participates and makes many useful contributions to group process and products	Always participates and plays an integral role in group process and products
<b>Oral Participation</b>  <i>Learning Outcomes 3, 5, 6, &amp; 7</i>	<b>50</b>	Does not participate in discussions or in-class exercises. Minimal to no participation in final community synthesizing reflection time	Sometimes participates in daily cohort discussions and exercises; minimal participation in final community synthesizing reflection time	Often participates in daily discussions and exercises; makes some useful contributions during the final community synthesizing reflection time, but is not fully engaged	Always participates in daily discussions: pairs, small groups and/ or whole class; provides many useful contributions and is fully engaged during the final community synthesizing reflection

**Teacher Beliefs Statement – Reflection**  
**ASTL NCATE Assessment #7**

*To be uploaded to Task Stream*

<p style="text-align: center;"><b>Teacher Beliefs Statement</b></p> <p style="text-align: center;"><i>Learning Outcomes 3 and 4</i></p>	10	<p><b>Teaching Beliefs statement</b> provides little to no discussion about the teacher’s beliefs regarding one or more of the following areas:</p> <p>Teaching and learning,</p> <p>Using inquiry to improve practice,</p> <p>Focus on managing and monitoring student learning, or</p> <p>Role of reflection, which may remain at the superficial level or not yet exhibit thinking systematically about your practice.</p> <p>Beliefs statement is abbreviated in length and/or content, or</p> <p>More than two of the above mentioned key elements may be missing.</p>	<p><b>Teaching Beliefs statement</b> provides <i>limited</i> discussion about the teacher’s beliefs regarding the following areas:</p> <p>Teaching and learning,</p> <p>Using inquiry to improve practice,</p> <p>Focus on managing and monitoring student learning,</p> <p>Role of reflection but this may be developing to the level of a critical lens – thinking systematically about your practice.</p> <p>Beliefs statement is brief or two of the key elements may be missing.</p>	<p><b>Teaching Beliefs statement</b> provides clear evidence about the teacher’s beliefs regarding:</p> <p>Teaching and learning,</p> <p>Using an inquiry approach and the examination of student data to improve practice,</p> <p>Focus on student learning,</p> <p>Role of critical reflection in educational practice – thinking systematically about your practice.</p> <p>One of the elements may be missing but this does not detract from the overall message of the statement.</p>	<p><b>Teaching Beliefs statement</b> provides clear and convincing evidence about the teacher’s beliefs regarding:</p> <p>Teaching and learning,</p> <p>Using inquiry and systematic data collection and careful examination to improve practice,</p> <p>Focus on student learning,</p> <p>Role of critical reflection in educational practice – thinking systematically about your practice.</p> <p>The statement is clearly written and provides an overall robust statement about the teacher.</p>
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Signature *Performance-based Assessment* for the ASTL EDUC 612 *Inquiry Into Practice*

	Points	<i>No evidence</i> (Little or no evidence)	<i>Beginning</i> (Limited evidence)	<i>Developing</i> (Clear evidence)	<i>Accomplished</i> (Clear convincing and substantial evidence)
<i>Multigenre Paper</i>	<b>100</b>	<b>F: &lt;75</b>	<b>C: 75-79</b>	<b>B: 80-92</b>	<b>A: 93-100</b>
<b>Introduction</b>  <i>Learning Outcome 4</i>	5	No introduction is included, or the introduction is brief.	Introduction is included that presents the unifying theme but may not elaborate on two or more of the key elements.	Introduction is included that clearly presents the unifying theme but may not elaborate on one or more of the key elements.	<b>Introduction</b> included that contains clearly and substantially all key elements: Introduces the reader to the unifying theme. Provides a <i>roadmap</i> for the learning journey and explains how the theme will be carried through
<b>Personal Beliefs Statement</b>  <i>Learning Outcomes 3 and 4</i>	10	<i>Teaching Beliefs statement</i> provides little to no evidence about teachers' beliefs regarding: teaching, using inquiry to improve practice, focus on student learning, role of reflection – thinking systematically about your practice. Beliefs statement is abbreviated, or more than two of the key elements may be missing.	<i>Teaching Beliefs statement</i> provides limited evidence about teachers' beliefs regarding: teaching, using inquiry to improve practice, focus on student learning, role of reflection – thinking systematically about your practice. Beliefs statement is brief or two of the key elements may be missing.	<i>Teaching Beliefs statement</i> provides clear evidence about teachers' beliefs regarding: teaching, using inquiry to improve practice, focus on student learning, role of reflection – thinking systematically about your practice. One of the elements may be missing.	<i>Teaching Beliefs statement</i> provides clear and convincing evidence about teachers' beliefs regarding: teaching, using inquiry to improve practice, focus on student learning, role of reflection – thinking systematically about your practice.
<b>Genres—Inquiry</b>  <i>Learning Outcome 4</i>	20	No description of a learning journey, or no theme is used to weave the genres together for the Multigenre Project.	Provides a <i>learning journey</i> , however it may lack elaboration on two of the elements Project theme is present but doesn't clearly weave the genres together to contribute to the flow of the MultiGenre Project.	Provides a clearly developed <i>learning journey</i> , that may lack elaboration on one of the elements There is a clearly articulated <i>theme</i> that weaves the genres together and contributes to the flow of the MultiGenre Project.	Provides a clearly and substantially developed <i>learning journey</i> , elaborates on self as learner, teacher, and teacher as inquirer. There is a clearly articulated <i>theme</i> that weaves the genres together and contributes to the flow of the MultiGenre Project.
<b>Genres—Quantity</b>  <i>Learning Outcome 4</i>	10	Paper contains two or fewer genres, or limited to no excerpts from the personal reflective journal	Paper contains three genres one of which is multiple excerpts from the personal reflective	Paper contains four genres, one of which is multiple excerpts from the personal reflective journal	Paper contains <i>at least five genres</i> , one of which is multiple excerpts from the personal reflective journal (minimum of

		(two or fewer journal excerpts).	journal (minimum of three journal excerpts).	(minimum of four journal excerpts).	five journal excerpts).
<b>Genres— Technology</b>  <i>Learning Outcome 8</i>	5	The presentation of the genres does not demonstrate that <b>technology</b> was effectively used. Project submitted on CD, jump drive, or via personal web site.	The presentation of the genres demonstrates limited to little use of <b>technology</b> . Project submitted on CD, jump drive, or via personal web site	The presentation of the genres demonstrates effective or varied use of <b>technology</b> . Project submitted on CD, jump drive, or via personal web site	The presentation of the genres demonstrates effective and varied use of <b>technology</b> . Project submitted on CD, jump drive, or via personal web site
<b>Key Events &amp; Application of EDUC 612 Readings</b>  <i>Learning Outcome 5</i>	10	Project provides limited description or limited support of key events or people who shaped you as a learner.  Limited references to readings to articulate and support the statements you make about who you were/are as a learner and a teacher.	Project creates a focus around <b>key events/people</b> who shaped you as a learner.  Incorporates readings to articulate & support the statements you make about who you were/are as a learner and a teacher. Makes minimal connections to classroom practice.	Project creates a focus around <b>key events/people</b> who shaped you as a learner.  Incorporates readings to clearly articulate & support the statements you make about who you were/are as a learner and a teacher. Makes some connection to current classroom practice.	Project creates a focus around <b>key events/people</b> who shaped you as a learner.  Clearly incorporates readings to articulate & supports the statements with multiple examples about who you were/are as a learner and a teacher. Makes connections to current classroom practice.
<b>Specific Application of Multiple Intelligences &amp; Learning Styles Readings</b>  <i>Learning Outcome 5</i>	5	Does not refer to MI and LS inventories and/or does not make appropriate connections to self as learner.	Refers to MI and LS inventories and makes some connections to self as learner.	Clearly refers to MI and LS inventories and makes appropriate connections to self as learner.	Clearly refers to MI and LS inventories, makes appropriate connections to self as learner, and provides multiple examples that descriptive applications to self.
<b>Future Research</b>  <i>Learning Outcome 4</i>	10	Limited or no future teacher inquiry/research ideas are included, or lists fewer than two ;research questions	Project includes limited ideas for future teacher inquiry/research; lists two potential questions for research.	Project includes potential ideas for future teacher inquiry/research; lists three potential questions for research.	Project includes explicitly stated, potential ideas for future teacher inquiry/research; includes list of four or more potential questions.
<b>Concluding Reflection</b>		<b>Concluding Reflection:</b> Reflection provides	<b>Concluding Reflection:</b> Provides a <b>reflection</b>	<b>Concluding Reflection:</b> Provides a critical	<b>Concluding Reflection:</b> Provides a clearly articulated

<b>(included at the end of MG project)</b> <i>Learning Outcome 4</i>	10	minimal connections to what was learned in the MG creation process, or Reflection is not included.	about what the author has learned in the MG creation process. <b><i>Few connections of own learning to classroom practice</i></b>	<b><i>reflection</i></b> about what the author has learned in the MG creation process. <b><i>Connects own learning to classroom practice</i></b>	critical <b><i>reflection</i></b> about what the author has learned in the MG creation process. <b><i>Connects own learning to classroom practice</i></b>
<b>Referencing</b> <i>Learning Outcome 4</i>	10	The project integrates three or fewer Core (EDUC 612) readings, and/or other current, relevant literature. References do not follow APA (6 <sup>th</sup> edition) style.	The project integrates four Core (EDUC 612) readings, and/or other current, relevant literature. References contain numerous APA (6 <sup>th</sup> edition) errors.	The project integrates five Core (EDUC 612) readings, and/or other current, relevant literature that are correctly referenced. References may contain minor APA (6 <sup>th</sup> edition) errors.	The project integrates a minimum of 6 Core (EDUC 612) readings and/or other current, relevant literature that are correctly referenced. References adhere to <b><i>APA style (6<sup>th</sup> edition)</i></b> .
<b>Overall Style</b> <i>Learning Outcome 4</i>	5	Contains many grammatical errors or error patterns.	Lacks in grammatical or stylistic form OR contains many errors or error patterns.	Grammatically and stylistically written, but contains some errors or error patterns.	Grammatically and stylistically well written with few errors and no error patterns.