

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

**EDUC 612.601  
INQUIRY INTO PRACTICE  
2 Credits, Summer 2013  
CRN 41722**

**Meeting Times/Days:**

3:30 p.m. – 6:30 PM

Tues & Thurs, June 25 – July 25 (no class meeting on July 4)

**Location:** ENGR 1110

**PROFESSOR**

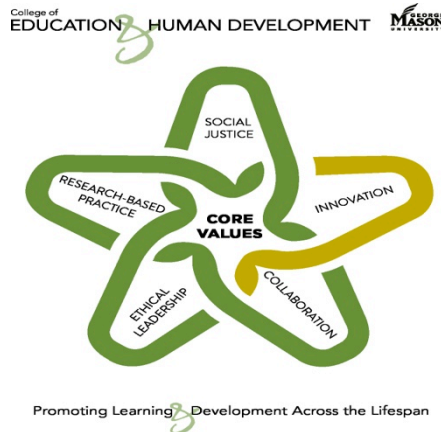
**Rebecca K. Fox, Ph.D.**

**Office Hours:** By appointment, and open time before or after class

**Office Location:** 2503 Thompson Hall

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**COURSE DESCRIPTION:**

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

**LEARNER OUTCOMES/OBJECTIVES:**

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

- identify and understand different approaches to inquiry and inquiry into practice (*Outcomes 3 & 4*),

- reflect systematically and critically about their teaching practice as members of learning communities (*Outcomes 4 & 5*),
- examine the relationship between their own pedagogical actions and who they are as a learner and individual, who they are as a teacher, and who they are as a teacher inquirer (*Outcome 4*),
- demonstrate an emergent understanding of the role of action research in their educational settings (*Outcome 4*),
- explain the critical importance of considering multiple perspectives, including cultural, linguistic, and exceptional diversity in the classroom and with learners (*Outcomes 3 & 6*),
- acknowledge the role of critical reflection in professional learning (*Outcome 4*).
- and consider the development of research questions relevant to their classroom practice (*Outcome 4*).
- provide a rationale for researching their own practice and explore how action research informs the management and monitoring of student learning (*Outcomes 3 & 4*),
- identify, comprehend and express the ethical and moral issues connected to research involving students (*Outcomes 3, 4, and 7*),

### **RELATIONSHIP TO PROFESSIONAL STANDARDS:**

The purpose of this course is to provide participants with: a) a foundation for implementing reflecting, systematic, and thoughtful inquiry into classroom practice, b) a developing perspective on the cultural and linguistic variables in 21<sup>st</sup> century classrooms, c) opportunities to understand 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, 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 and linguistic diversity and their own cultural backgrounds as they inform their approaches to teaching and learning, begin to explore other cultural dimensions in the consideration of research questions, puzzlements, and the conduct of research.

EDUC 612 specifically aligns with the following ASTL learning outcomes, which are based on the Propositions established by the National Board for Professional Teaching Standards and are the first five of the eight ASTL Learning Outcomes:

- 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.

## 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)

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 Websites: <http://mymason.gmu.edu>. Click on ASTL Fairfax Core 2013 - 2014. The Core site is located under organizations, and the course site is in the Courses tab. *Program files, such as the Portfolio Guidelines and related articles will be housed on the Core site, as well. This site will be the central location for all cohort information and communication from now through the completion of the Core.* The course syllabus and other related course documents, including daily agendas, related PowerPoint presentations and announcements will be posted regularly on the course site.

### Articles

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

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.

Brookfield, S. (1995). Learning to know ourselves: the value of autobiography. *Becoming a critically reflective teacher* (pp. 49-70). 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.
- Farrell, T. S. C. (2012). Reflecting on reflective practice: (Re)visiting Dewey and Schön. *TESOL Journal*, 3(1), 7-16. doi: 10.1002/tesj.10
- 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.
- 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.

## **COURSE REQUIREMENTS AND ASSIGNMENTS**

### **Course Delivery**

To meet course objectives, the delivery of EDUC 612 is accomplished through a combination of experiential learning activities, in-class collaborative work groups, 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;*
- *Online learning tools*
- *Blackboard web-based course management and portal system.*

### 1. Critical Reflections (100 points)

A. **Content Reflection** on ASTL Concentration/Content coursework. Consider how your concentration course work and/or content knowledge relates to your teaching practice.

B. **Teacher Beliefs Statement** concerning your beliefs on instructional practices, student learning, and use of inquiry and action research to inform educational decisions.

C. **Cultural Understanding Reflection.**

D. **Reflective Journal Entries.** Participants in the Core will maintain a reflective journal throughout EDUC 612, as explained at the orientation. This journal process is designed to help participants develop a habit of mind – putting thoughts to paper. It may be in electronic or hand-written form, or a combination of the two. 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.

**Due: Please see class schedule for dates of oral or written reflective journal entries to be shared in class.** Also refer to the class schedule for **submission dates for the Content Reflection, Teacher Beliefs Statement, and the Cultural Understanding Reflection.** Excerpts of all these various forms of critical reflection will be incorporated into the Autobiographical 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. Autobiographical Study (100 points)

Core participants will draw from their narratives, teaching and research experiences, course materials, and focused reflections to provide a rationale and foundation for an autobiographical study. Participants are encouraged to incorporate a variety of genres (e.g. narratives, poems, images, videos, etc.) within their Autobiographical Study that demonstrate their own experiences, learning, and/or 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 Autobiographical study emphasizes the incorporation of critical reflective practice. Examples will be provided in class. **Due: no later than Friday, July 25th. Electronic submission should be posted to Task Stream and using technology such as Power Point, Prezi, a URL for a site (such as Wordpress or Weebly - please include password if a protected site). This may also be submitted to your instructor via CD or flash drive, if the file is too large to send.**

## 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

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

## TASKSTREAM REQUIREMENTS

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

## GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/> ]
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/> ]

- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experiences and academic performance [See <http://caps.gmu.edu/> ]
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/> ]
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/> ]

## **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

## **CORE VALUES COMMITMENT**

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

## **GRADUATE SCHOOL OF EDUCATION**

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

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

<i>Date</i>	<i>Class Topic</i>	<i>Assignments For this Class</i>
<p><b>Class One</b></p> <p>June 25 Core Orientation &amp; EDUC 612 Class One)</p> <p>3:30—6:30 PM</p>	<ul style="list-style-type: none"> <li>Part I: Core Orientation And an overview of each of the five Core courses and ASTL Portfolio General Requirements</li> <li>Part II: EDUC 612 - Introduction and overview of the Course, EDUC 612, <i>Inquiry Into Practice</i> <ul style="list-style-type: none"> <li>* Review of Syllabus</li> <li>* Pre-Assessments</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> <li>*Levels of Reflection</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>Bring on Thursday – an artifact that represents you as an individual</p>
<p><b>Class Two</b></p> <p>June 27</p> <p><b>3:30 - 6:30</b> PM</p>	<ul style="list-style-type: none"> <li><b>Who You Are as an Individual:</b> Artifact sharing</li> <li>Exploration of Reflection and what it means to you as an educator</li> <li>Power Point &amp; Reflective practice self-assessment and discussion – Reflective Thinking Pyramid</li> <li>Discussion of Rodgers article on “Defining Reflection”</li> <li><b>Who You Are as a Teacher:</b> In-class (begin) Reflection on ASTL Concentration/Content coursework and how it relates to your teaching practice now. <b>KEEP THIS FOR FURTHER REVIEW AND REVISION – Please BRING TO CLASS THREE</b></li> <li>Assign Jig Saw Readings as assigned for Class 3 – Dewey &amp; Schön, all will read Brookfield)</li> </ul>	<p><b>Begin</b> Journal entries in your personal journal with a reflection on an artifact that represents you as an individual.</p> <p><b>Bring</b> the artifact to class this evening that represents you as an individual.</p> <p><b>Optional Resource - 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><b>Read:</b> Reflecting on Reflective Practice: (Re)Visiting Dewey and Schön” by Thomas Farrell</p>
<p><b>Class</b></p>	<ul style="list-style-type: none"> <li>Reflective Practice - Continuing discussion of reflection &amp; Refining our understanding</li> </ul>	<p><b>Read</b> Brookfield</p>



<p><b>Three</b></p> <p>July 2</p> <p>3:30 – 6:30 PM</p>	<p>of what it means to be a critically reflective teacher (Jigsaw with the Dewey, Brookfield, Schön chapters)</p> <ul style="list-style-type: none"> <li>Revisit your Content reflection written in Class 2 – Are there aspects of the Dewey, Schön, and Brookfield readings that will augment your reflection to a critical level?</li> </ul> <p>Joint class meeting during second half in ENGR 1110</p> <ul style="list-style-type: none"> <li>Introduction of the ASTL Program Portfolio components and how to set it up using Weebly</li> <li>Set up your ASTL Portfolio using Weebly and upload your completed Content Reflection and selected Concentration evidence (finish over weekend)</li> <li><b>Who You Are As An Individual:</b> Begin discussion of the role of culture in the classroom setting and how it relates to you and your teaching practice. Begin Cultural Understanding Reflection in class – to be completed for Class Four</li> </ul>	<p><b>Read</b> Jig Saw Chapters, as assigned, for Dewey or Schön</p> <p>Maintain <b>Journal entries</b> in personal journal to share in class. You may want to think about a meaningful time when you learned something new. What was that experience like for you?</p> <p><b>Find:</b> Portfolio Guidelines on Bb – we will be introducing the ASTL Portfolio in class this evening and will revisit periodically during the Core</p> <p><b>Sign-Up</b> for a free Weebly account and explore the website. There are several videos that may be helpful to view before we introduce it in class.</p>
<p><b>Class Four</b></p> <p>July 9</p> <p>3:30– 6:30 PM</p>	<ul style="list-style-type: none"> <li>Check in on Portfolio set up and upload reflection and evidence for Content/Concentration. Questions on Weebly tool?</li> <li><b>Who You Are As An Individual:</b> Discussion of Cultural Understanding Reflection completed for class</li> </ul> <p><i>Joint Sections meet during the second half of class in ENGR 1110</i></p> <ul style="list-style-type: none"> <li>Role of Language and Second Language in the classroom (power point)</li> <li>Discussion of the Kohl chapter and the Goldenberg article</li> <li><b>Who You Are As A Teacher:</b> Introduction of the Teacher Beliefs Statement that you will begin to write. Review of rubric included within the syllabus.</li> </ul>	<p><b>Email your Cultural Understanding Reflection to your instructor and Bring a copy</b> to class to support discussion.</p> <p><b>Read:</b> “Topsy-Turvies” by H. Kohl</p> <p><b>Read:</b> Purcell-Gates: “. . . As Soon as She Opened her Mouth?”: Issues of Language, Literacy and Power.</p> <p><b>Read:</b> Goldenberg article</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</p>

		study). <b>Bring to class</b> for discussion.
<p><b>Class Five</b></p> <p>July 11 3:30 – 6:30 PM</p>	<p><i>Joint class meeting in ENGR 1110</i></p> <ul style="list-style-type: none"> <li>• <b>Who You Are As A Teacher:</b> Teacher Beliefs Statement development</li> <li>• Deepening our understanding of and engagement in reflection - Avoiding a “Hall of Mirrors”</li> <li>• Autobiographical Study Overview</li> <li>• Who You Are As A Teacher Researcher: The components and process of teacher research. <ul style="list-style-type: none"> <li>• Understanding the influences literature can have in the teacher research process *Discuss how theory serves as an analytical and interpretive framework for teachers trying to make sense of what goes on in the classroom.</li> </ul> </li> <li>• What are some research questions you have in your practice?</li> </ul>	<p><b>Read:</b> Brookfield, Chapter 3 on Autobiography</p> <p><b>Read:</b> “Teacher Reflection in the Hall of Mirrors” by L. Fendler</p> <p><b>Read:</b> Falk &amp; Blumenreich, Chapters 1, 2, and 4</p> <p><b>Begin to Read as your time permits:</b> Fecho <i>Is This English?</i></p>
<p><b>Class Six</b></p> <p>July 16 3:30—6:30 PM</p>	<ul style="list-style-type: none"> <li>• Review components of the Autobiographical Study, consider the <b>genres</b> that will help you demonstrate who you are (as a learner and as an individual), as a teacher and as a teacher inquirer.</li> <li>• Begin in class to develop the outline of your Autobiographical Study</li> <li>• <b>Who You Are As A Teacher Researcher:</b> Continue discussion on teacher as researcher by addressing the influence literature and other research has on your teaching. <ul style="list-style-type: none"> <li>• What are some questions that are emerging from your experiences</li> </ul> </li> <li>• Opening Fecho Discussion, Part 1</li> </ul>	<p><b>Email your Teacher Beliefs Statement</b> to your instructor before class and upload to Task Stream.</p> <p><b>Read:</b> Fecho, read the first half of the book</p> <p>Continue to reflect about potential components and a variety of genres you will use for your Autobiographical Study</p> <p><b>Read:</b> F &amp; B: Chapter 3</p> <p>Maintain <b>entries</b> in personal journal to share in class</p>
<p><b>Class</b></p>	<ul style="list-style-type: none"> <li>• Review components of the Autobiographical</li> </ul>	<p><b>Read:</b> Silver, Strong, &amp; Perini,</p>

<p><b>Seven</b></p> <p>July 18</p> <p>3:30- 6:30 PM</p>	<p>Study, consider a deeper dimension, or theme, that is emerging from your outline that will help you demonstrate who you are (as a learner and as an individual), as a teacher and as a teacher inquirer.</p> <ul style="list-style-type: none"> <li>• <b>Who You Are As A Learner:</b> Consider the application of the MI and LS (Silver, Strong, &amp; Perini) theories to you as a learner and your teaching practice. (<i>Helpful Hint:</i> This would be an excellent reflection for inclusion in your Autobiographical Study!)</li> <li>• <b>Who You Are As a Teacher Researcher:</b> The role of questions in being a teacher researcher. What questions do you seek to know within your practice?</li> <li>• Fecho Discussion, Part 2</li> </ul>	<p>Ch. 1 and 2</p> <p><b>Complete:</b> LS and MI Inventories found in Appendix A &amp; Appendix B</p> <p><b>Fecho Reading</b> – complete ☺</p> <p><b>Read:</b> F &amp; B, Chapter 3 on generating questions</p>
<p><b>Class Eight</b></p> <p>July 23</p> <p>3:30 – 6:30 PM</p>	<ul style="list-style-type: none"> <li>• Autobiographical Studies – final questions, review of rubric and sharing of Study, to date</li> <li>• EDUC 612 Course Synthesis: Pulling it All Together (Word Splash)</li> <li>• Considering your role as a critical reflective educator and leader in your school</li> <li>• Begin to draft your Final Reflection Point for EDUC 612</li> <li>• Course Evaluations</li> </ul>	<p><b>Read:</b> Servage: “Making Space for Critical Reflection in Professional Learning Communities”</p>
<p><b>Class Nine</b></p> <p><b>July 25</b></p>	<p>Time for final edits on Autobiographical Studies. Submit your Study electronically to Task Stream today.</p> <p>ALSO, Please remember that you must upload AND submit (two steps) your Autobiographical Study to <b>Task Stream</b> – this is required before your grade can be posted on Patriot Web</p>	<p><b>Final Autobiographical Study due no later than Thursday, 25 July 2013</b></p>
<p><b>July 26</b></p>	<ul style="list-style-type: none"> <li>• Submit Final EDUC 612 Portfolio Reflection Point One Today. Please send to your instructor, Dr. Fox or Dr. Sell, AND post to your in-progress ASTL Portfolio (Weebly)</li> </ul>	<p><b>Final EDUC 612 Reflection Point One due Today, 26 July 2013</b></p>

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

	<b>Points</b>	<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)
		<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><i>Journals and Online Postings</i></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><i>Reflection and Research Exercises</i></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><i>Oral Participation</i></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-CAEP Assessment #7**

*Course Performance-based Assessment -- To be uploaded to Task Stream*

<p align="center"><b>Teacher Beliefs Statement</b></p> <p align="center"><i>Learning Outcomes 3 and 4</i></p>	<p align="center">10</p>	<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>PK-12 Students, 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>PK-12 Students, 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>PK-12 Students, 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>PK-12 Students, 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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**The ASTL Autobiographical Study: Course 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)
<b>Autobiographical Study</b>	<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	<i>No introduction</i> is included, nor is a thematic element present.	<i>Brief Introduction</i> is included that presents the autobiographical study; includes a theme but does not elaborate on its relationship to the individual, or may not be carried through the sections.	<i>Introduction</i> is included that clearly presents the autobiographical study but may not elaborate on one or more of the key pieces.  Includes a brief rationale for a thematic element that is included in and woven through the sections.	<i>Introduction</i> is included that clearly and substantially presents the key pieces of the autobiographical study, which provides a <i>roadmap</i> for the learning journey. Includes the rationale for a carefully selected <i>thematic element</i> that is woven through and takes form in each of the sections
<b>Section 1: Who You Are as a Learner and an Individual</b>					
<b>Key Influences</b>  <i>Learning Outcome 5</i>	10	Project provides limited description or limited support of <i>key influences (events/people)</i> who shaped you as a learner.	Project creates a focus around <i>key influences (events/people)</i> who shaped you as a learner with a limited or cursory discussion	Project creates a focus around <i>key influences (events/ people)</i> who shaped you as a learner with a short discussion of each	Project creates a focus around <i>key influences (events/people)</i> who shaped you as a learner with a thorough discussion of each
<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 describe applications to self.
<b>Cultural Influences on Self</b>  <i>Learning Outcome 6</i>	10	Does not include cultural influences, or refers to language, culture, and/or diversity in a limited fashion	Refers briefly to one's cultural and linguistic background; provides limited information regarding language, culture, and/or diversity	Refers to aspects of one's cultural and linguistic background and provides some examples of language, culture, and/or diversity	Clearly refers to aspects of one's cultural and linguistic background and provides clear examples of language, culture, and/or diversity that apply to self.

**Section 2: Who You Are as a Teacher and Educational Professional**

<p><b>Teaching Beliefs Statement</b></p> <p><i>Learning Outcomes 3 and 4</i></p>	<p>10</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><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.</p>
<p><b>Teacher Experiences and Classroom Actions</b></p> <p><i>Learning Outcome 4</i></p>	<p>5</p>	<p>Brief or minimal reflection is included that focuses on teaching experiences and classroom actions.</p>	<p>Reflects on teaching experiences and actions in the classroom setting, but may lack some clarity or depth of criticality.</p>	<p>Critically reflects on teaching experiences and actions within the classroom setting</p>	<p>Clearly and critically reflects on one's teaching experiences within the classroom setting and with substantial depth.</p>
<p><b>Content Knowledge and Individual Teacher Knowledge and its role in your Classroom Practice</b></p> <p><i>Learning Outcome 4</i></p>	<p>10</p>	<p>Lacks a demonstration of one's acquired content knowledge either through their concentration courses or their teaching careers.</p>	<p>Demonstrates one's acquired content knowledge either through their concentration courses or their teaching careers in a cursory manner. Provides no discussion on how it relates to classroom practice with limited evidence.</p>	<p>Clearly demonstrates one's acquired content knowledge either through their concentration courses or their teaching careers. Provides a discussion on how it relates to classroom practice with limited evidence.</p>	<p>Clearly and convincingly demonstrates one's acquired content knowledge either through their concentration courses or their teaching careers. Provides a thorough discussion on how it relates to classroom practice with evidence.</p>

**Section 3: Who You Are as a(n) (Emergent) Teacher Researcher**

<p><b>Teacher as Researcher</b></p> <p><i>Learning Outcome 4</i></p>	<p>10</p>	<p>Limited or no future teacher inquiry/research ideas are included, or lists fewer than two research questions</p>	<p>Project includes limited ideas for future teacher inquiry/research; lists two potential questions for research.</p>	<p>Project includes potential ideas for future teacher inquiry/research; lists three potential questions for research.</p>	<p>Project includes explicitly stated, potential ideas for future teacher inquiry/research; includes list of four or more potential questions.</p>
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**Overall Areas for Inclusion in the Autobiographical Study**

<p><b>Application of EDUC 612 Readings and Referencing Style</b></p> <p><i>Learning Outcomes 4 and 5</i></p>	<p>10</p>	<p>Limited references to EDUC 612 readings only.</p> <p>Minimal to no connections articulated between the readings and classroom practice.</p> <p>References do not follow <i>APA (6<sup>th</sup> edition)</i> style.</p>	<p>Incorporates readings to articulate &amp; support the reflections and elements included in the study. References include four (4) EDUC 612 readings; no additional professional literature included. Makes minimal connections to classroom practice.</p> <p>References contain multiple <i>APA (6<sup>th</sup> edition)</i> errors.</p>	<p>Incorporates readings to articulate &amp; support the reflections and elements included in the study. References include five (5) EDUC 612 readings; some additional professional literature included. Makes some connections to current classroom practice.</p> <p>References may contain minor <i>APA (6<sup>th</sup> edition)</i> errors.</p>	<p>Clearly incorporates readings to articulate &amp; support the reflections and elements included within the study. References include a minimum of six (6) EDUC 612 readings; additional professional literature included. References make clear connections to current classroom practice.</p> <p>References adhere to <i>APA style (6<sup>th</sup> edition)</i>.</p>
<p><b>Genres—Technology</b></p> <p><i>Learning Outcome 8</i></p>	<p>5</p>	<p>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.</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p><b>Genres—Quantity</b></p> <p><i>Learning Outcome 4</i></p>	<p>5</p>	<p>Paper contains two or fewer genres, or limited to no excerpts from the personal reflective journal (two or fewer journal excerpts).</p>	<p>Paper contains three genres one of which is multiple excerpts from the personal reflective journal (minimum of three journal excerpts).</p>	<p>Paper contains four genres, one of which is multiple excerpts from the personal reflective journal (minimum of four journal excerpts).</p>	<p>Paper contains <b>at least five genres</b>, one of which is multiple excerpts from the personal reflective journal (minimum of five journal excerpts).</p>
<p><b>Overall Style</b></p> <p><i>Learning Outcome 4</i></p>	<p>5</p>	<p>Contains many grammatical errors or error patterns.</p>	<p>Lacks in grammatical or stylistic form OR contains many errors or error patterns.</p>	<p>Grammatically and stylistically written, but contains some errors or error patterns.</p>	<p>Grammatically and stylistically well written with few errors and no error patterns.</p>



<p><b>Concluding Reflection (included at the end of the Autobiographical Study)</b></p> <p><i>Learning Outcome 4</i></p>	<p>10</p>	<p><b>Concluding Reflection:</b> Reflection provides minimal connections to what was learned in creating the study, or a concluding Reflection is not included.</p>	<p><b>Concluding Reflection:</b> Provides a <i>reflection</i> about what the author has learned in creating the study. <i>Few connections of own learning to classroom practice</i></p>	<p><b>Concluding Reflection:</b> Provides a critical <i>reflection</i> about what the author has learned in creating the study. <i>Connects own learning to classroom practice</i></p>	<p><b>Concluding Reflection:</b> Provides a clearly articulated critical <i>reflection</i> about what the author has learned in creating the study. <i>Connects own learning to classroom practice</i></p>
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**RUBRIC KEY:**

<p><b>Section 1: Who You Are as a Learner and an Individual</b></p>
<p><b>Section 2: Who You Are as a Teacher</b></p>
<p><b>Section 3: Who You Are as a Teacher Researcher</b></p>