

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

**EDUC 614.001
DESIGNING AND ASSESSING TEACHING AND LEARNING**
2 credits, Fall 2017
CRN 72283

Meeting Days/Times
Thursdays, 7:20-10:00 pm
August 28 – November 13
Class Location: Robinson Hall A249



PROFESSOR
Elaina Bafaro, Ph.D.
E-mail: ebafaro@masonlive.gmu.edu
Office Hours: By Appointment

COURSE DESCRIPTION

Explores design and development of curricular, pedagogical, and assessment strategies responsive to needs and interests of students. Investigates factors that affect teaching and learning, and examines multiple ways of knowing that teachers bring to classrooms.

Prerequisite: Admission to Graduate School and ASTL Program

Prerequisite or corequisite: EDUC 613

COURSE OVERVIEW

The aim of EDUC 614 is to increase learners' ability to: 1) articulate, reflect on, and question how best to create and assess positive learning experiences appropriate for diverse student identities both collective and individual; and 2) effectively teach knowledge emanating from the various academic disciplines. This course provides opportunities for participants to challenge and refine their ability to create constructive learning environments and appropriate assessment strategies for K-12 students.

As a result of participating and completing the requirements for the course, participants will engage in these learning experiences:

- Analyze their current educational setting and practices by video recording classroom interactions and synthesizing current research on effective instruction;
- Participate in discussions that will reflect course learning, demonstrating the ability to analyze teaching experiences, and reflect upon those experiences in order to determine implications for future teaching;
- Create and implement an authentic assessment to better assess student learning and then analyze the results;
- Implement new course learning (new teaching models/strategies, technology) in their classrooms, reflect on the outcomes related to student learning, and share with peers.

The performance-based assessment for EDUC 614 is the following:

- Summative video and analysis of classroom practices, interactions, lesson plan, and objectives based on two different teaching lessons

COURSE DELIVERY METHOD

This course will be delivered in a face-to-face setting once a week. Students will engage in mini-lectures, experiential learning opportunities that connect theory to practice in their classrooms, small and whole group class discussions, analysis of teaching, and critical reflection. Active engagement with peers will be a large component of each class session. There may be some online activities required.

LEARNER OUTCOMES

At the conclusion of EDUC 614, participants will be able to...

- A. Engage the 21st century skills paradigm to plan and implement effective, culturally relevant, differentiated instruction for their students (*ASTL Outcomes 1, 2, 6*) (*IB Adv Cert Domains 1.1, 2.1, 2.3, 3.2*).
- B. Determine appropriate technologies for instruction and utilize those technologies to achieve instructional goals and facilitate student learning (*ASTL Outcomes 2, 6, 8*) (*IB Adv Cert Domains 1.2, 2.1, 3.2, 3.3*).
- C. Design, create, and implement appropriate assessments that ascertain what students know, understand, and are able to do related to the curricular standards of their professional setting (*ASTL Outcomes 1, 2, 3, 6*) (*IB Adv Cert Domains 3.2, 2.1*).
- D. Analyze assessment data to understand student learning and drive future instruction (*ASTL Outcomes 2, 3, 4*) (*IB Adv Cert Domains 2.2, 4.2, 4.4*).
- E. Critically reflect on teaching practices individually and with a learning community (*ASTL Outcomes 4 and 5*) (*IB Adv Cert Domain 3.2*)

RELATIONSHIP TO PROFESSIONAL STANDARDS

EDUC 614 is one of the five courses in the 12-credit, yearlong ASTL Core. EDUC 614 is aligned with the National Board for Professional Teaching Standards' (NBPTS) five core propositions, which provide the guiding principles for *what teachers should know and be able to do*.

- **NBPTS II** – Teachers know the subject they teach and how to teach those subjects well.
- **NBPTS III** – Teachers are responsible for managing and monitoring student learning.
- **NBPTS IV** – Teachers think systematically about their practice and learn from experience.

EDUC 614 is also aligned with the following Core Principles of the ASTL program:

- **Diversity:** Teachers attend to the needs of culturally, linguistically, and cognitively diverse learners.
- **Technology:** Teachers use technology effectively to facilitate student learning and their own professional development.

The content of EDUC 614 additionally aligns with aspects of the International Baccalaureate (IB) Certificate in Teaching and Learning Research, with a particular focus on the following Domains of Knowledge:

- Domains 1.1, 1.2: Contemporary issues in IB education – Identification, clarification, and articulation of contemporary issues in IB context; critical analysis of contemporary IB issues.
- Domains 2.1, 2.2, 2.3: Research practice – Application of planning and scoping process in IB contexts; Collection, analysis, interpreting and reporting of evidence; Evaluation of research activity.
- Domains 3.2, 3.3: Linking theory to practice in an IB context – Critical reading and reflection; Interpretation and evaluation of source material.
- Domains 4.2, 4.4: Building capacity for practitioner inquiry – Modes of research and methods of data collection; Analyzing, interpreting, and reporting research findings.

REQUIRED TEXT

Ritchhart, R., Church, M., & Morrison, K. (2011). *Making thinking visible: How to promote engagement, understanding, and independence for all learners*. San Francisco, CA: Jossey-Bass.

Additional selected readings to be available via Blackboard and/or through Mason Libraries (<http://library.gmu.edu/>)

Recommended Texts and Resources

Tomlinson, C., & McTighe, J. (2001). *Integrating differentiated instruction & understanding by design: Connecting content and kids*. Alexandria, VA: ASCD. ISBN: 978-1416602842

American Psychological Association (2001). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

The OWL at Purdue is an excellent resource for APA style:
<https://owl.english.purdue.edu/owl/resource/560/01/>

COURSE ASSIGNMENTS AND EVALUATION CRITERIA

General Requirements

Students are required to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, TK20, email, hard copy).

- A. Class attendance is both important and **required**. If, due to an emergency, you will not be participating in course activities on time or attending class, you must contact your instructor prior to their due time and class start. Learners with more than two absences may drop a letter grade or lose course credit.
- B. All assignments are due no later than **11:59 PM EST** 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. Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- 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. Please do not upload written assignments in PDF format. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlxs). 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 (6th edition), as well as double-spaced, with 1” margins, and 12-point font (Times New Roman, Calibri, or Arial).

Assignments

| <i>Course Outcome Alignment</i> | | <i>Points</i> | <i>Grade %</i> |
|---------------------------------|---|---------------|----------------|
| A, B, C, D, E | Participation and Professionalism | 20 | (20%) |
| A, B | Instruction and Technology Try-Its | 10 | (10%) |
| A, B, E | Video Recorded Lessons and Analyses | - | - |
| | Formative Analysis | 20 | (20%) |
| | Summative Analysis (PBA) | 35 | (35%) |
| C, D | Assessment Design and Analysis Journal | 10 | (10%) |
| E | ASTL portfolio reflection point: EDUC 614 | 5 | (5%) |
| | Total Points | 100 | |

Participation and Professionalism

Class participation and professionalism include multiple aspects of engagement in our course content, including: the in-class experiences, article discussions, participation in the Looking at Students’ Thinking (LAST) protocol, in and out of class work to critique peer videos, reflective journaling and peer evaluation and support in critical friends groups. In addition to being present in each class, this part of your grade also includes quality participation in class discussions and professionalism in all communication with your professor and your peers. See the Class Participation and Professionalism rubric in this syllabus.

Instruction and Technology Try-Its

Throughout the semester you will conduct two mini-inquiries where you will try different instructional strategies/models, including incorporating new technologies into instruction. Effective teaching requires that you learn, apply that professional learning, assess its effects, and use that evaluation to drive further instruction. Two times over the semester you are expected to integrate a new instructional model or strategy into your daily planning and teaching. The first try-it should be implementing a **thinking routine** and the second try-it

should be utilizing a *new technology*. You will assess its effects on student learning and share your progress with your peers. *See the Instruction and Technology Try-It Rubric in this syllabus*. You will upload your responses to Blackboard. You will post your responses to the following:

- 1) What you did and why (tie this to our readings/class discussions and to your students),
- 2) What happened (how you assessed student learning and the findings),
- 3) Challenges or questions you have about what you did, and
- 4) Your next steps.

Assessment Design and Analysis Journal Task

You will create an authentic assessment for your students, implement the assessment, and then analyze the results. You will then reflect on student performance with an instructional lens (i.e., how did your instruction affect student learning in that lesson(s), what implications for instruction can you draw from your analysis?). See the Assessment Design and Analysis assignment description and rubric in this syllabus.

Video Recorded Lessons and Analyses

Each learner will video record two class sessions of teaching a content lesson, approximately 15-20 minutes in duration each—one at the beginning of the course (formative) and one at the end of the course (summative). The summative video analysis is the Performance Based Assessment (PBA) for this course. The purpose for video recording lessons is for the learner to understand what took place and try to explain why it occurred; this is an inquiry stance toward teaching – unlocking the knowledge of practice. To do this, learners will complete the following procedures:

- A. Create description of your classroom (lesson context)
 1. description of your classroom setting (including relevant elements of the class structure/schedule and teacher's/school's approach; anything else about your context that seems relevant to your instruction);
 2. student demographics and location of students' desks in the classroom (do not use names). The classroom description may be narrative or be a visual representation (i.e., classroom map). Student information to be included:
 - a. Race/ethnicity
 - b. Sex
 - c. Students with disabilities (identify disabilities)
 - d. English Language Learners (identify proficiency level(s) and native languages)
 - e. Students identified as gifted
- B. Create a lesson plan (the lesson plan should be in a format appropriate for you-if you do not use a lesson plan format, use one of the sample formats provided in class). No matter what format you use, the following needs to be **explicitly** included and identified:
 - a. relevant county/state standards/IB themes
 - b. evidence of clear alignment of standards, objectives, assessments, and activities
 - c. identification of differentiated instruction based on student demographics and lesson content

- d. identification of a variety of assessments used to monitor student learning
- e. relevant inclusion of technology, if/as appropriate for lesson
- f. materials (identified and included, or if inclusion is not possible, they are described)

C. Teach lesson & video record

D. Watch video & analyze using analysis chart (+, -, Δ) - located online and in this syllabus.

E. For **formative video analysis**, completed towards the beginning of the course: Complete A-D and then,

- Write a 1-2 page narrative analysis that does the following:
 - i. Identify two things that you did well and would like to continue.
 - ii. Identify two things that you would like to focus on changing. Explain what evidence you might collect to indicate progress and why that evidence will be helpful in better understanding student learning. For example, “I noted that only five students out of 18 really participated in the discussion, and I dominated the questioning. Thinking about it, I was uncomfortable with the silences and so I felt the need to keep prompting rather than recognizing that students’ naturally need time to think in a conversation- all conversations have some necessary lulls. Additionally, I didn’t prepare students very well for the conversational structure, as I thought the provocative question that I posed at the outset would be enough to carry their interaction for an extended period of time. I’ll work on becoming more comfortable with thoughtful wait time and next time, I will implement a question starter and accountable talk technique so more students will be comfortable engaging in the next Socratic Seminar. I’ll keep an informal tally of participation to monitor change.”
 - In i and ii, be sure to use **specific examples** from the video and from the video analysis chart. Don’t stop at only the what, however, explain the **why**. **What** seems to be happening and **why**?
- See the rubric for evaluation in this syllabus.
- You may submit your response through Blackboard or email.

F. For **summative video analysis (PBA)**, completed towards the end of the course: Complete A-D and then,

- a. Write a 3-5 page analysis of the recorded lesson *using at least three references from class readings* to support statements in analysis. Focus on teacher behavior/practice and student response (look for connections between the lesson/your teaching and student learning). Use the following prompts to guide your analysis and interpretation:
 - i. What were the strengths of the lesson plan and of my teaching? (connect to student learning with specific examples and evidence)
 - ii. What were the weaknesses of the lesson plan and of my teaching? (connect to student learning with specific examples and evidence)

- iii. Overall, how did the lesson impact student learning? Rely on evidence of learning to support your analysis (i.e., explicitly discuss assessment data evident in the lesson).
 - o In addition to your overall analysis of class learning, select one student who did particularly well in the lesson. To what do you attribute this? What could you/should you do to maintain this success?
 - o In addition to your overall analysis of class learning, select one student who struggled in this lesson. To what do you attribute this and what could you do differently to address these difficulties?
 - b. Write a 2 page self-reflective narrative, using *at least two references from Core course readings (from outside of 614)*, that addresses the following prompts:
 - i. What changes are evident from my first lesson (formative video analysis)? What impact did that have on student learning? Why?
 - ii. From my analysis, what did I learn about myself and myself as a teacher in regards to lesson plan design, my teaching practice, my students' learning (assessment), and my students' learning needs?
 - iii. What areas of inquiry were raised for me and what future changes might I consider in my planning, my instruction, and in my assessment practices as a result of my analysis?
- See rubric for evaluation in this syllabus.
 - You may submit your response through Blackboard.

The performance-based assessment (*Summative Video Analysis*) MUST be uploaded and submitted to Tk20 via Blackboard for evaluation when the assignment is due. Only PBAs posted to Tk20 via Blackboard will be graded. Failure to submit the assignment to Tk20 via Blackboard by its due date will result in the instructor recording a zero (0) for the assignment.

PROMPT FOR ASTL PORTFOLIO REFLECTION POINT: EDUC 614

(to be completed at the end of EDUC 614)

Teacher as Designer of Curriculum & Assessment

In this reflective narrative, you will focus on how coursework, related readings, and products in EDUC 614 have led you to think more deeply about the design of curriculum and assessment.

You should also consider how you are incorporating technology into your teaching practice and your Core experience.

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:

- Video analysis of teaching practice with analysis of teaching and impact on student learning (EDUC 614)

Other suggested products for inclusion:

- Assessment Design and Analysis Task (EDUC 614)
- Selected “Try-Its” (EDUC 614)
- Other, as selected by individual (be specific)

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.

Grading Scale

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

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>]

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>]
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>]
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- 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 stating that all sound emitting devices shall be turned off during the class unless otherwise authorized by the instructor.

Campus Resources

- Support for the submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>]
- 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/>]
- The George Mason University Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources.

Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty, and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

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

COURSE SCHEDULE EDUC 614: Fall 2017

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

| | Weekly Overview | Readings & Assignments Due |
|-----------------------------------|--|---|
| <p>Week 1 Aug. 31</p> | <p align="center"><u>Introduction to Teaching and Learning in the 21st Century</u></p> <p><i>This week we will continue to build our ASTL community and develop our shared foundation for what it means to teach and learn for the 21st century. We'll study the theoretical framework of curriculum and look at how teaching and learning are affected by 21st century skills and issues.</i></p> | <p><u>Readings:</u> <i>(emailed to students prior to class)</i></p> <ul style="list-style-type: none"> • Discuss Syllabus • Wismath: Shifting the teacher-learner paradigm • Ed Week article: How do you define 21st-century learning? • Altman: Seven things teachers are sick of hearing from school reformers |
| <p>Week 2 Sept. 7</p> | <p align="center"><u>Introduction to Teaching and Learning in the 21st Century</u></p> <p align="center"><u>Online</u></p> <p><i>This week we will continue to build on our understanding of inquiry based learning. What does inquiry based instruction look like, and what is its place in my teaching? How do I design instruction with inquiry and essential questions in mind?</i></p> <p><i>Please see week two on BB for discussion prompts.</i></p> | <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Ritchhart, Church, & Morrison (textbook): Part 1 (Chapters 1 and 2) • Question Driven-ABCs of How We Learn • Inquiry-Based Learning: Developing Student-Driven Questions (Edutopia) |
| <p>Week 3 Sept. 14</p> | <p align="center"><u>Instructional Design: Assessment as the Starting Place</u></p> <p><i>What is assessment, and what is its place in my teaching? How do I design instruction with assessment in mind?</i></p> <p><i>This week, we'll focus on assessment as the starting place for all instruction, and perhaps thinking differently about its purposes and possibilities.</i></p> | <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Ritchhart, Church, & Morrison (textbook): Chapters 3 and 4 • Hockett & Doubet: What pre-assessments can do • Stiggins: Assessment through the students' eyes <p align="center">Next Week:</p> <ul style="list-style-type: none"> • NOTE: Record a lesson for analyses this week-to be uploaded by Week 4 for in-class analysis. • Video recording your teaching offers an opportunity for self-reflection. Please visit our BB page where you'll explore some tips for effective video recording. • Please refer to the syllabus for the guidelines and rubric for the video recorded lesson(s) and analyses. |

| | | |
|-----------------------------------|---|--|
| <p>Week 4 Sept. 21</p> | <p><u>Instructional Design: Differentiating Instruction</u></p> <p><i>In our rapidly changing classrooms, how are we best meeting students' needs? How does our instruction reflect our students? Teaching in modern classrooms means adapting in response to students' cultures, identities, strengths, and needs. This week, we explore instruction that supports what we know about how students learn.</i></p> <p><i>You are responsible for watching your critical friend's video prior to class. Analysis of videos will take place in class between critical friends.</i></p> | <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Ritchhart, Church, & Morrison (textbook): Chapter 5 • Tomlinson: Mapping a route toward differentiated instruction • Parsons, Dodman, & Burrowbridge: Broadening the view of differentiated instruction <p><u>What Assignments are Due?</u></p> <ul style="list-style-type: none"> • Upload your (formative) video for in-class analyses with your critical friend(s) by 9/17. • Upload your formative video analyses to the assignments tab on BB. • In class analysis with using analysis chart (+, -, Δ) <p><u>Next Week:</u></p> <ul style="list-style-type: none"> • Submit Try-it #1 before class on 9/28 • Implementation of a thinking routine • What you did and why (tie this to our readings/class discussions and to your students), • What happened (how you assessed student learning and the findings), • Challenges or questions you have about what you did, and • Your next steps. • Formative Video Analysis- Submit to the Assignments tab on BB by 9/25. |
| <p>Week 5 Sept. 28</p> | <p><u>Instructional Design: Differentiating Instruction 2</u></p> <p><i>Who is in your classroom? What are you already doing to support them and what more can you do to guide their learning? Where are you strong in differentiating and where do you need to push yourself? This week, you'll dive deeper into an area of differentiation and self-select resources to read and review based on your understanding of your teaching, self, and students.</i></p> | <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Ritchhart, Church, & Morrison (textbook): Chapter 6 • Self-selected readings (We will discuss during Week 4). <p><u>What Assignments are Due?</u></p> <ul style="list-style-type: none"> • Try-it #1 before class on 9/28 • Implementation of a thinking routine • What you did and why (tie this to our readings/class discussions and to your students), • What happened (how you assessed student learning and the findings), • Challenges or questions you have about what you did, and • Your next steps. |

| | | |
|----------------------------------|---|--|
| <p>Week 6 Oct. 5</p> | <p><u>Reflecting on Students' Thinking</u></p> <p><i>How do you know that you are teaching for understanding? What are you doing in the classroom to support students as they develop their thinking skills and aim to understand?</i></p> <p><i>This week you will engage in Ritchhart's "Looking at Students' Thinking" (LAST) protocol with your critical friends group.</i></p> | <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Ritchhart, Church, & Morrison (textbook): Chapters 7 and 8 • Watch LAST protocol group on text DVD- Watch for the steps of the protocol and how the group members interact. Notice that the presenting teacher stays silent for most of the discussion, taking notes and thinking about what he's hearing. Also notice how the depth of the group members comments get stronger as the discussion progresses. <p><u>In class:</u></p> <ul style="list-style-type: none"> • Come prepared to engage in LAST protocol. One person in a small group will share their students' work related to their Try-It #1. Other group members will be critical friends. |
| <p>Week 7 Oct. 12</p> | <p><u>Instructional Design: Technology</u></p> <p><i>How are teacher's beliefs and practices developed and transformed by technology? What are the pros and cons of new technology for instruction? The use of technology in the classroom has impacted both student and teacher learning and understanding. This week, we'll investigate that impact and explore what it means for your own teaching.</i></p> | <p><u>Readings:</u></p> <p>Use the 4-A's protocol as you read this week:</p> <p>Course materials</p> <p>What Assumptions does the author of the text hold? What do you Agree with in the text? What do you want to Argue with in the text? What parts of the text do you want to Aspire to?</p> <ul style="list-style-type: none"> • Richardson: Students first, not stuff • Lemke & Coughlin: The Change Agents <ul style="list-style-type: none"> • Dunn & Rakes OR Ertmer & Ottenbreit-Leftwich |

| | | |
|--|---|---|
| <p>Week 8 Oct. 19</p> | <p><u>Assessment: Creating, Implementing, and Utilizing Assessment</u></p> <p><i>This week we'll focus on putting your assessment literacy into action. We'll utilize what we learned during Week 3 and focus on authentic assessment as assessment for (as) learning. Between now and the end of Week 11, you'll implement an authentic assessment with your class and analyze your students' learning.</i></p> | <p><u>Readings:</u></p> <ul style="list-style-type: none"> • None <p>BB: Please refer to the Week 8 Discussion Prompt(s) located under the Discussion Board tab on BB. Begin to think about:</p> <p>In what content/lesson/unit do you want to implement your authentic assessment? Why?</p> <p>What kind of task are you thinking about at this point? Why?</p> <p>What do you think will be the most easy/natural thing about implementing and analyzing an assessment like this?</p> <p>What do you think will be challenging and how might you overcome those challenges?</p> <p>NOTE: Record your video for summative analysis (to be uploaded by Week 9 for in-class analysis.) Please upload by 10/22.</p> |
| <p>Week 9 Oct. 26</p> | <p><u>Focusing on Analysis</u></p> <p><i>This week, we'll focus on analysis: analysis of your recorded lesson and analysis of student work for your Assessment Design & Analysis Journal entry. You are responsible for watching your critical friend's video prior to class. Analysis of videos will take place in class between critical friends.</i></p> | <p><u>Readings:</u></p> <ul style="list-style-type: none"> • None <p><u>What Assignments are Due?</u></p> <ul style="list-style-type: none"> • Upload your summative video by 10/22 for in class analysis on 10/26. Remember this is your PBA for the course. • The Summative Video Analysis to BB by 11/5, 11:59. • Submit Try-it #2 via BB before class Thursday, 11/2. This should be based on utilizing a new technology. See the Instruction and Technology Try-It Rubric in the syllabus. |
| <p>Week 10 Nov. 2 online via BB</p> | <p><u>We will meet online via BB</u></p> <p><i>We will meet online with our critical friend(s) online via BB. Please refer to our BB Discussion Board for Week 10. Everyone will be responsible for one original post and two response posts.</i></p> | <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Check BB for readings <p><u>What Assignments are Due?</u></p> <ul style="list-style-type: none"> • The Summative Video Analysis to BB by 11/5, 11:59. • Try-it # 2, 11/2. This should be based on utilizing a new technology. See the Instruction and Technology Try-It Rubric in the syllabus. |

| | | |
|---|---|--|
| <p>Week 11</p> <p>Nov. 9</p> | <p style="text-align: center;"><u>What Have We Learned?</u> <u>Where Do We Go from Here?</u></p> <p><i>This week we are wrapping up the course.</i></p> | <p><u>Readings:</u></p> <ul style="list-style-type: none"> • None <p><u>What Assignments are Due?</u></p> <ul style="list-style-type: none"> • Assessment Design and Analysis Journal- submit to BB by Nov. 11, 11:59pm • Portfolio Reflection Point: EDUC 614- submit by Nov. 13, 11:59pm (upload to Blackboard Organization site) |
|---|---|--|

PARTICIPATION & PROFESSIONALISM RUBRIC

| <i>20 points total</i> | <i>Evolving</i> | <i>Competent</i> | <i>Accomplished</i> |
|--|--|--|---|
| Participation & Professionalism | The student may be frequently late or miss class more than twice. May fail to follow outlined procedures in case of absence; Student may be chronically unprepared for class;; Student may participates peripherally in group and class discussions; The student is somewhat engaged in all classes and sometimes or rarely pushes their own and their peers' thinking; Student may demonstrate unprofessionalism in communications with professor and peers | The student is engaged in most classes; is on time; is prepared; follows outlined procedures in case of absence; the student makes active contributions to the learning group and class; The student may usually, but not always, critically consider content and/or pose questions; demonstrates professionalism in all communications with professor and peers | The student is engaged in all classes- is on time to every class; is prepared for every class; follows outlined procedures in case of absence; The student actively participates in small and/or whole group class meetings by meaningfully contributing to each class session; Student critically considers class content and poses questions to push their own thinking and that of their peers; demonstrates professionalism in all communications with professor and peers. |
| CFG Engagement | Rarely participates in Critical Friends Group work. Feedback is not meaningful, detailed, and constructive. Discounts critical friends' perspectives and questions | Mostly participates in critical friend(s) group work; meets almost all CFG deadlines; provides meaningful, detailed, and constructive feedback OR consistently participates in critical friends groups on time but feedback is not meaningful, detailed, and constructive; there is no evidence that critical friend perspectives have been considered | Consistent participation in critical friend(s) work; meets all CFG deadlines; Quality work/questions provided to critical friends for discussion; Thoughtfully considers all perspectives raised by critical friends; Meaningful, detailed, and constructive feedback provided to critical friends |

INSTRUCTION AND TECHNOLOGY TRY-IT RUBRIC

Completed for each try-it (5 points each; 10 points total)

| | Evolving | Competent | Accomplished |
|--|--|--|--|
| Implementation (what you did and why) | Try-It may not have been implemented; vague description of what was done and why; Try-It may be an exact strategy previously implemented <i>0-.5 points</i> | Try-It was implemented; Description of what was done and why that may include vague connection to the class readings/content and/or to learner’s students; Try-It may be very similar to what has already been implemented <i>1 point</i> | Try-It was implemented; Strong description of what was done and why that includes explicit connection to the class readings/content and to learner’s students; If this is the 2 nd try-it, it is distinct from what was previously implemented <i>2 points</i> |
| Analysis and Findings (what happened as a result, student learning outcomes) | There may be no mention of student learning <i>0-.5 points</i> | Effects on student learning are limitedly reported; the outcomes may only state “it went well/didn’t go well” without describing student performance <i>1 point</i> | Effects on student learning are reported; How learning was assessed is identified (e.g., goes beyond just “it went well/didn’t go well” and describes student performance) <i>2 points</i> |
| Reflection (challenges/questions, next steps) | Next steps are not identified nor explained; it is unclear what learning or potential practice change resulted from the Try-It <i>0 points</i> | Challenges and/or questions are identified, if any; Next steps are identified but may not be explained; The next steps are not clearly connected to the implementation and analysis <i>.5 points</i> | Challenges and/or questions are identified, if any; Next steps are identified and explained; The next steps clearly connect to the implementation and analysis <i>1 point</i> |

*Note: Try-it #1 should be implementing a thinking routine, Try-It #2 should be utilizing a new technology

ASSESSMENT DESIGN AND ANALYSIS JOURNAL TASK

Description

For this task, we will be looking closely at one piece of a cycle of ongoing assessment- the post-assessment. The assessment may be of your own design or adapted from another source. You will use your content knowledge and previous formative and summative assessment data to plan a lesson with an authentic assessment element. The lesson assessment needs to be authentic- meaning that it needs to be a worthwhile, real-world type of task. You will score the assessment with a rubric. You will then reflect on student performance using an instructional lens.

What you will do and submit for the Assessment Design & Analysis journal task:

1. Design an authentic task to either formatively or summatively assess your students' learning with upcoming content (check the due date and make sure it's content you're teaching before then). What you design should not require a huge investment of time, but should be relevant and timely for your students and content.
2. Create a simple rubric to assess the task. See these resources for crafting rubrics:
 - http://tccl.rit.albany.edu/knilt/index.php/Unit_3:Steps_to_Creating_Authentic_Assessment
 - <http://jfmueeller.faculty.noctrl.edu/toolbox/rubrics.htm>
3. Implement the assessment and evaluate it with the rubric.
4. Analyze the results and determine implications.
 - a. Create a chart that displays student performance in a quick and easy to see format where the assignment is broken down by skills (rubric sections).
 - b. Using your chart, write a journal entry that captures your thoughts related to the questions below (NOTE: This is a journal task, so be analytical and critically reflective, but don't be a formal writer or novelist, please)
 - What percentage of students scored at each level? Which subgroups did better, and which did not? What adjustments did you or can you make for each group? How well did these strategies work? Which strategies might work best given the results?
 - What was the kind of thinking students demonstrated? What does this mean? Did students receive instruction and learning opportunities at this level of thinking prior to the assessment?
 - What might have caused these results? Look at time spent learning, resources used, strategies for both learning and instruction, and the goals of the unit or lesson.
 - What does this mean for you instructionally? (your next steps with these students with this content, and for your teaching in general?)

Assessment Design & Analysis Journal Task Rubric

| | Evolving | Competent | Accomplished |
|--|---|--|--|
| <p>Assessment task and rubric</p> <p>(Description of assessment, rationale, connection to what is known about content and students and the instruction)</p> | <p>Assessment or rubric may be missing; Assessment may not be described; Rationale not provided for using the assessment, or is very limited; Rubric may be a checklist.</p> <p><i>0-2 points</i></p> | <p>Assessment is somewhat described; Assessment is an authentic assessment; Rationale for using the assessment is included but may not be well connected to content or students; Assessment is evaluated with a rubric but rubric may be limited in what it evaluates; Both the assessment and rubric are included.</p> <p><i>3- 4 points</i></p> | <p>Assessment is clearly described; Assessment is clearly an authentic assessment; The rationale for using this assessment for this content and student population is clearly and thoughtfully described; Assessment is evaluated with a rubric; Both the assessment and the rubric are included.</p> <p><i>5 points</i></p> |
| <p>Analysis of data and implications</p> <p>(Description of findings, impact on instruction, & differentiation of instruction)</p> | <p>Assessment chart may be missing; Analysis is weak; Student thinking is not discussed; There are no implications for future instruction or they are very limited.</p> <p><i>0-2 points</i></p> | <p>The assessment chart includes analysis on indicators of learning, but they may be superficial or only performance rather than learning based; Student performance is identified and described but subgroups of student performance may not be identified; There may be limited exploration of student thinking; Potential reasons for student learning and performance are discussed but discussion may be limited; Implications for instruction are described, but may be cursory.</p> <p><i>3- 4 points</i></p> | <p>The assessment chart clearly indicates analysis on multiple indicators of learning for each student (the assessment is clearly broken down into smaller elements of learning); Student performance is thoroughly identified and described, including performance for varying subgroups of students; The impact of the instruction and authentic assessment on student learning is thoroughly discussed; The types of thinking demonstrated by the assessment is clearly explored; Potential reasons for student performance are identified and explored; The influence of these findings on future instruction, including differentiation and assessment, is clearly and thoroughly described.</p> <p><i>5 points</i></p> |

FORMATIVE VIDEO ANALYSIS RUBRIC

| Criteria | Evolving | Competent | Accomplished |
|---|--|--|---|
| <p>Description of Lesson Context</p> <p><i>NBPTS Learning Outcome 3</i> <i>ASTL Learning Outcome 3</i></p> | <p>The lesson context may include extraneous information and the classroom may be described in such limited detail that it is unknown for whom the lesson was designed.</p> <p>OR</p> <p>Lesson context is missing.</p> <p><i>0-.5 point</i></p> | <p>The lesson context includes only one of the aspects to be included in description of classroom.</p> <p>OR</p> <p>The lesson context includes both aspects of the classroom description but they are vague.</p> <p><i>1 point</i></p> | <p>The lesson context thoroughly describes 1) the classroom setting (including relevant elements of the class structure/schedule and teacher's/school's approach), and 2) student demographics and location of students' desks in the classroom</p> <p><i>2 points</i></p> |
| <p>Lesson Plan</p> <p><i>NBPTS Learning Outcome 2</i> <i>ASTL Learning Outcome 2, 6</i></p> | <p>Lesson provides very limited evidence of planning: The lesson contains <u>less than half</u> of the necessary planning elements. The elements included are very vague.</p> <p><i>0-.5points</i></p> | <p>Lesson provides some evidence of planning: The lesson contains <u>all</u> necessary planning elements. The lesson is described, although some elements may be limited or vague.</p> <p>OR</p> <p>Lesson provides some evidence of planning: The lesson contains <u>most of the</u> necessary planning elements. The elements included are well described.</p> <p><i>1 point</i></p> | <p>Lesson provides strong evidence of planning: The lesson is described in detail; It is clear how the lesson is designed for the classroom context described; AND the lesson contains all of the required planning elements:</p> <ul style="list-style-type: none"> a) relevant county/state/IB standards-concepts, b) evidence of clear alignment of standards, objectives, assessments, and activities, c) identification of differentiated instruction based on student demographics and lesson content d) identification of a variety of assessments used to monitor student learning e) relevant inclusion of technology, if/as appropriate for lesson f) materials (identified and included, or if inclusion is not possible, they are described) <p><i>2 points</i></p> |

| | | | |
|--|---|--|---|
| <p>Analysis Chart</p> <p><i>NBPTS Learning Outcome 2</i> <i>ASTL Learning Outcomes 2,6</i></p> | <p>Analysis chart demonstrates superficial analysis of video. Only strengths <i>or</i> weaknesses of the lesson that impacted student learning may be included (or both may be missing). Potential changes to instruction are not included or may not be related to video evidence. <i>0-2 points</i></p> | <p>Analysis chart identifies only a few strengths and weaknesses of the lesson that impacted student learning. Potential changes to instruction are included but limited; Potential changes are related to evidence on video. <i>3-4 points</i></p> | <p>Analysis chart identifies multiple strengths and weaknesses of the lesson that impacted student learning. Guiding questions for each row are attended to; Potential changes to instruction are thoughtful and clearly related to evidence on video; It is clear that the teaching was analyzed at a critical level. <i>5 points</i></p> |
| <p>Narrative Analysis</p> <p><i>NBPTS Learning Outcome 4</i> <i>ASTL Learning Outcome 4</i></p> | <p>The narrative analysis demonstrates no reflection: Vague statements may be made that merely restate events in the video; There is no <i>why</i> explored, only <i>what</i>. There are no strategies included to monitor changes. <i>0-6 points</i></p> | <p>The narrative analysis demonstrates cursory analysis of and reflection on the lesson: It includes two things done well and two things for change; OR It includes only one thing done well and one thing for change; OR It includes two things in either but not both categories; AND There is some, but minimal, focus on explaining the <i>why</i> rather than just the <i>what</i>; Strategies are identified that will help in monitoring the impact of changes on student learning. <i>7-9 points</i></p> | <p>The narrative analysis demonstrates thoughtful analysis of and reflection on the lesson: It includes two things done well and two things for change; There is a clear focus on explaining <i>what</i> <u>and</u> the <i>why</i>; Strategies are identified that will help in monitoring the impact of changes on student learning. <i>10 points</i></p> |
| <p>Overall Writing</p> <p><i>NBPTS Learning Outcome 4</i> <i>ASTL Learning Outcome 4</i></p> | <p>Contains many grammatical errors or error patterns. Paper may be unreadable. <i>0 points</i></p> | <p>Grammatically and stylistically well written but contains some errors or error patterns. <i>.5 points</i></p> | <p>Grammatically and stylistically well written; the narrative logically flows from one idea to the next; there may one or two grammar errors or error patterns. <i>1 point</i></p> |

SUMMATIVE VIDEO ANALYSIS RUBRIC (EDUC 614 PERFORMANCE-BASED ASSESSMENT)

| Criteria | Does not meet Standard (Little or no evidence) | Approaches Standard (Some evidence) | Meets Standard (Clear evidence) | Exceeds Standard (Clear, convincing, and substantial evidence) |
|---|--|--|---|--|
| | 0 | 1 | 2 | 3 |
| <p>Description of Lesson Context</p> <p><i>ASTL Learning Outcome 6</i></p> | <p>Lesson context is missing or minimal.</p> <p><i>0 points</i></p> | <p>The lesson context may include extraneous information and the classroom may be described in such limited detail that it is unknown for whom the lesson was designed.</p> <p><i>5 point</i></p> | <p>The lesson context includes only one of the aspects to be included in description of classroom.</p> <p>OR</p> <p>The lesson context includes both aspects of the classroom description but they are vague.</p> <p><i>1 point</i></p> | <p>The lesson context thoroughly describes 1) the classroom setting (including relevant elements of the class structure/schedule and teacher's/school's approach), and 2) student demographics and location of students' desks in the classroom</p> <p><i>2 points</i></p> |
| <p>Lesson Plan</p> <p><i>ASTL Learning Outcome 2</i></p> | <p>The lesson plan is missing or minimally presented.</p> <p>OR the lesson plan elements are merely listed</p> | <p>Lesson provides very limited evidence of planning: The lesson contains <u>fewer than half</u> of the necessary planning elements. The elements included are very vague. It is not clear how the lesson is designed for the classroom context described.</p> | <p>Lesson provides some evidence of planning: The lesson contains <u>all</u> necessary planning elements. The lesson is described, although some elements may be limited or vague. It is mostly clear how the lesson is designed for the classroom context described.</p> <p>OR</p> <p>Lesson provides some evidence of planning: The lesson contains <u>most of the</u> necessary planning elements. The elements included are well described. It is clear how the lesson is designed for the classroom context described.</p> | <p>Lesson provides strong evidence of planning: The lesson is described in detail; It is clear how the lesson is designed for the classroom context described; AND the lesson contains all required planning elements:</p> <ul style="list-style-type: none"> a) relevant county/state/IB standards, b) evidence of clear alignment of standards, objectives, assessments, and activities, c) identification of differentiated instruction based on student demographics and lesson content |

| | | | | |
|--|---|--|--|--|
| | <i>0 points</i> | <i>.5 points</i> | <i>1 point</i> | <p>d) identification of a variety of assessments used to monitor student learning</p> <p>e) relevant inclusion of technology, if/as appropriate for lesson</p> <p>f) materials (identified and included, or if inclusion is not possible, they are described)</p> <p><i>2 points</i></p> |
| <p>Analysis and Interpretation of Classroom Lesson (including chart)</p> <p><i>ASTL Learning Outcomes 4</i></p> | <p>The section is missing or the analysis is only a list of the lesson actions.</p> <p><i>0-8 points</i></p> | <p>The analysis is simplistic with little or no interpretation (the section merely restates what was taught); no readings were used to support statements. Analysis chart may not be included or is the only thing included.</p> <p><i>9-11 points</i></p> | <p>The analysis discusses only one strength or one weakness of the lesson, or identifies multiple strengths and weakness but discussion of them is superficial. There is limited interpretation of the significance of the lesson's impact on student learning- student learning may be weakly analyzed at the class and student level; Course readings are used to support analysis but less than 3 are used and/or the readings may be used superficially. Analysis chart is included with the narrative.</p> <p><i>12-14 points</i></p> | <p>The analysis thoroughly identifies and discusses strengths and weaknesses of the lesson with <i>specific</i> examples and video evidence; There is a strong level of analysis and interpretation regarding the lesson's impact on student learning- Student learning is thoroughly analyzed both at the class <u>and</u> individual level; Connections between teaching and learning are well explored; AND There is robust use of <u>course</u> readings- at least 3 course readings are well utilized to support and/or frame the analysis and interpretation. Analysis chart is included with the narrative.</p> <p><i>15 points</i></p> |
| <p>Self-Reflective Narrative</p> <p><i>ASTL Learning Outcome 4</i></p> | <p>The self-reflection demonstrates no level of reflection: The section may be missing OR is exceedingly superficial. Change from</p> | <p>The self-reflection demonstrates cursory reflection: Instructional changes from the formative video may not be discussed, or</p> | <p>The self-reflection demonstrates some reflection: Discussion of instructional changes from the formative video may be limited; It</p> | <p>The self-reflection demonstrates rich, thoughtful reflection on the lesson: Instructional changes from the formative video are discussed;</p> |

| | | | | |
|------------------------|---|--|--|--|
| | <p>formative lesson is not identified or evident; There is a clear lack of understanding of one's practices or the impact of those practices on student learning; Future changes are not included. No readings from the Core are utilized.</p> <p><i>0-6 points</i></p> | <p>discussion is very limited; It includes minor identification and explanation of what was learned about lesson design, teaching practices, student learning (assessment), and student learning needs; Future changes in instruction, assessment, and/or lesson design are included but are not well explained. Less than two readings are used.</p> <p><i>7-8 points</i></p> | <p>includes some identification and explanation of what was learned about lesson design, teaching practices, student learning (assessment), and student learning needs; Future changes in instruction, assessment, and/or lesson design are included. Less than two readings from the Core (from outside of EDUC 614) are used.</p> <p><i>9 points</i></p> | <p>It includes strong identification and explanation of what was learned about lesson design, teaching practices, student learning (assessment), and student learning needs; Areas of inquiry are raised and future changes in instruction, assessment, and/or lesson design are identified and very well explained. At least two readings from the <u>Core</u> (from outside of EDUC 614) are used to support reflection.</p> <p><i>10 points</i></p> |
| References | <p>There is no evidence of in-text citations, or the citations are minimal; there is no reference list.</p> <p><i>0 points</i></p> | <p>There are multiple APA 6th edition errors.</p> <p><i>1 point</i></p> | <p>In-text citations and a reference page are included; references are cited in APA 6th edition style, but may contain some minor errors.</p> <p><i>2-3 points</i></p> | <p>In-text citations and a reference page are included; ALL references are properly cited in APA 6th edition style (<u>NO</u> APA errors).</p> <p><i>4 points</i></p> |
| Overall Writing | <p>Paper is disorganized or may contain unreadable sentences; contains multiple grammatical errors or error patterns that prevent reading comprehensibility.</p> <p><i>0 points</i></p> | <p>Paper is generally organized, but may contain several grammatical errors or error patterns.</p> <p><i>.5 points</i></p> | <p>Grammatically and stylistically well written but may contain a few errors or error patterns.</p> <p><i>1 point</i></p> | <p>Grammatically and stylistically well written; the narrative logically flows from one idea to the next; there are <u>NO</u> grammar errors or error patterns.</p> <p><i>2 points</i></p> |

Video Analysis Chart

Directions:

- Take notes in this chart while you view your video. You will submit your chart with your assignment.
- You are encouraged to fill in *both* positives and limitations for all rows as you critically consider each of the elements of teaching in your lesson. At a *minimum*, one positive or one limitation needs to be present for *each* row. Notes in the Potential Changes-Improvements to Strengthen Student Learning column need to be included for *each* row.
- Indicate specific evidence from the video to support your notes. You will need to describe your specific evidence in your narrative(s).
- You can print the chart and handwrite your notes (although the space will be very limited as is, so you should make the rows bigger before printing) or type them. If you handwrite, it needs to be legible and you can scan or take a photo of your chart to submit it with your assignment.

| <i>Elements of Teaching</i> | <i>Positives</i> | <i>Limitations</i> | <i>Potential Changes-Improvements to Strengthen Student Learning</i> |
|--|------------------|--------------------|--|
| <p>Objectives/Standards Is it clear what the objectives are? Do the students know and understand what the objectives are? Do the objectives push student thinking to different levels? Are the objectives clearly related/drawn from standards-concepts?</p> | | | |
| <p>Interactions What types of interactions are evident between teacher-students? Who are you interacting with? Between students? What kinds of questioning (teacher questioning, student questioning) is present? What kinds of responses? What kind of feedback do you give?</p> | | | |
| <p>Evidence of advanced planning and concept knowledge Is it clear that there is an awareness of concepts that may hinder student understanding and that steps are taken to address this potential challenges(s)?</p> | | | |

| | | | |
|--|--|--|--|
| <p>Learning Activities Are learning activities clearly aligned with the objectives and standards in the lesson? Do the activities support the topic and provide practice for student understanding of the content? Are there multiple opportunities for students to interact with the content (whole class/individual/group activities, varied instructional formats, authentic activities, inquiry, etc.) in ways that align with the objectives?</p> | | | |
| <p>Differentiation of Instruction How does the lesson design provide varied opportunities for learners to engage with the content in meaningful ways? How does the lesson account for student background experiences, learning profiles, readiness (in content, skill, language), and/or interests?</p> | | | |
| <p>Technology Is appropriate technology used effectively? Who was using the technology (students and or the teacher)? For what means and to what ends?</p> | | | |
| <p>Assessment Is learning assessed in various ways? How is learning formatively assessed? How do you use formative assessment during the lesson to guide instruction?</p> | | | |

Important Note:

- When self-assessing, try to avoid the [Lake Wobegon Effect](#). This effect is based on Garrison Keillor’s books/radio show where everyone in the fictional city of Lake Wobegon was above average. Try to be critically reflective. What do you see/not see? What questions does that raise and what does that mean for potential ways to keep strengthening your practice?

ASTL PORTFOLIO REFLECTION POINT: EDUC 614 RUBRIC

| | | | |
|--|---|--|---|
| <p align="center">ASTL Portfolio Reflection Point 3</p> | <p>May not completely or thoroughly respond to the prompt; May not have been completed on time or at all; may not have been submitted to Core Organization site on Blackboard <i>0 pts.</i></p> | | <p>Completely and thoroughly responds to the reflection prompt; Completed on time; submitted to Core Organization site on Blackboard <i>5 pts.</i></p> |
|--|---|--|---|