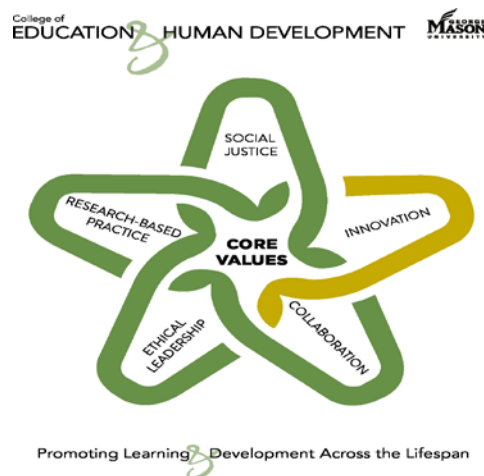*George Mason University*
College of Education and Human Development
PROGRAM: ASTL - Advanced Studies in Teaching and Learning
Online Cohort 2012-2013

EDUC 606
EDUCATION AND CULTURE
Spring 2013

Professor:
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Beginning January 7, 2013 thru March 17, 2013

I. COURSE DESCRIPTION

Uses cultural inquiry process (CIP) and web site to acquire cultural, social, and language-related perspectives on educational processes; and teaches skills to analyze educational settings and expand strategies to address puzzlements in student's own practice.
Prerequisites: Admission to the College of Education and Human Development and the ASTL Program, or with permission of the ASTL Director.

II. COURSE GOALS AND PROCESS

A primary goal of this course is for participants to attain the knowledge and skills needed to develop an appreciation for cultural perspectives that influence the learning of all students. The course will increase participants' understanding of inter-cultural perspectives and explore varied educational practices and processes that meet the needs of an increasingly diverse student

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population. The Cultural Inquiry Process (CIP) and the CIP Web site provide a framework for achieving these goals and for conducting a culturally focused action research study.

STUDENT LEARNING OUTCOMES - By the completion of EDUC 606, ASTL Core participants will be able to:
  A. Understand the application of research approaches to inquiry and inquiry into practice through the systematic monitoring of student learning;
  B. Articulate perspectives (assumptions, theories, principles, and findings) and methods useful for understanding cultural influences and diversity in the educational setting;
  C. Apply cultural perspectives and culturally responsive methods in educational settings;
  D. Use cultural perspectives and research literature to help construct and evaluate appropriate interventions for classroom use;
  E. Explain the critical importance of considering multiple perspectives and second language learners' needs; and
  F. Explore and respect differences in teaching and learning as they relate to cultural diversity and social justice in the field of action research.

The *performance-based assessment and major course product for EDUC 606* is a culturally based action research study. To help you complete this action research in your classroom, the course is organized as a *scaffolded inquiry process*, as follows: (1) the Cultural Inquiry Process (CIP) Web site will provide you with a scaffold throughout the course by providing a process and supporting information (e.g., cultural questions and related text for an inquiry process in CIP Step 3, Success Stories, and previously implemented CIP studies); (2) various studies conducted recently by ASTL students and weekly readings will provide a scaffold for learning how cultural inquiry can help you develop critical capacity in understanding cultural perspectives and consider their impact on your classroom and your educational practice; (3) building on the ASTL Core experiences you have already completed, being part of a dynamic learning community, and having supported experiential learning in a full research project is also a feature of this course. As such, you will be asked to critically provide feedback to a peer based either on your professional interests or on a particular cultural question. As part of this collaborative group work, you will analyze cases and your own study, and you will begin to use cultural inquiry to address puzzlements you have identified in your classroom practice.

Mini-lectures, videos, interactive discussions of readings and ongoing critical reflective practice support learning experiences throughout the course and will complement your experiences and expose you to the major cultural perspectives, as explored through the CIP process. The instructor will be available for in-person or phone consultations to complement the support from your peers.

III. RELATIONSHIP OF EDUC 606 TO ASTL CORE, NBPTS PROPOSITIONS, and the CEHD CORE VALUES

EDUC 606 is one of the five courses that comprise the ASTL Education Core. Within the ASTL Core, EDUC 606 is carefully aligned with the learning experiences along the Core continuum EDUC 612, EDUC 613, EDUC 614, and preceding EDUC 615. EDUC 612 (Inquiry into Practice) helped participants develop critical reflective skills and research knowledge for conducting inquiry related to practice. In EDUC 613 (How Students Learn), Core participants

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were introduced to various factors that influence the individual learner and conducted a case study research of a learner. In EDUC 614, participants looked at new ways to design and assess teaching and learning in their classrooms and researched their teaching practice via video-tape analysis. In EDUC 606, our focus will turn to looking at students and educational settings from various cultural perspectives. The class will introduce you to cultural perspectives and the CIP, a process that guides practitioners through cultural inquiries. You will use this process and the inquiry and research skills begun in EDUC 612 and the preceding coursework to conduct an action research study that focuses on cultural influences designed to deepen your knowledge about student learning. The focus of your study may range from the individual student to an entire classroom.

EDUC 606 is aligned with the NBPTS propositions, specifically with
- Proposition I: Teachers are committed to students and their learning;
- Proposition IV: Teachers think systematically about their practice and learn from experience; and
- Proposition V: Teachers are members of learning communities.

EDUC 606 is aligned with the additional three propositions that guide the ASTL Core:
- Teachers account for the needs of culturally, linguistically, and cognitively diverse learners;
- Teachers are change agents, teacher leaders, and partners with colleagues; and
- Teachers use technology to facilitate student learning and their own professional development.

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practices, and social justice. Students are expected to adhere to these principles. The EDUC 606 focuses on all five of these core values through promoting culturally based action research that is intentional and committed to social justice, ethical and collaborative research. Through online groups and creative solutions to classroom puzzlements, this course also promotes innovative classroom practices that are data driven and aimed at making a difference for all students and improving instructional decisions.

IV. RESOURCES

The **Cultural Inquiry Process Web site http://classweb.gmu.edu/classweb/cip/index.htm** is a principal resource for this course.

Some readings are required for everyone, and some will be optional. In addition to the required book (a culturally based action research project conducted with young English language learners) there is a set of readings and resources that may be accessed on line via our GMU Fenwick Library E-Reserves or through our MyMason articles archive. In addition, you will also be asked to find and read different original sources related to the particular cultural questions that you explore for practice cases and your own major project.

Required Book

Ballenger, C. (1999). *Teaching other people's children*. New York: Teachers College Press.

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Supplemental Resource (from EDUC 612)

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

Required and Optional Readings (E-Reserves)

For the key performance assessment for this course, you will use resources that relate to your "puzzlement" (your culturally related action research study). To assist you in locating information concerning your topic, we have posted a few articles that you can access in the Electronic Reserve located on-line through the GMU Fenwick Library, which are also supplemented through articles located on MyMason. Some are class readings while others are provided as resources for your research and individual areas of inquiry. Additional support articles not included in this list may also be posted for your use and reference prior to and during the class. *When retrieving articles from the electronic reserves, choose* **EDUC 606** *and* **Hardy, Shanon** *as the instructor.* *Password:* **Classroom**

Auerbach, S. (2011). Learning from Latino families. *Educational Leadership, 68*(8), 17-21.

Bazron, B., Osher, D., & Fleischman, S. (2005). Creating culturally responsive schools. *Educational Leadership, 63*(1), 83-84.

Ben-Yosef, E. (2003). Respecting students' cultural literacies. *Educational Leadership, 61*(2), 80-83.

Cooper, P. (2003). Effective white teachers of black children. *Journal of Teacher Education, 54*(5), 413-427.

Cummins, J., Bismilla, V., Chow, P., Cohen, S., Giampapa, F., Leoni, L., Sandhu, P., & Sastri, P. (2005). Affirming identity in multilingual classrooms. *Educational Leadership, 63*(1), 38-43.

Fenlon, A. (2011). Road map for a dream. *Eduational Leadership, 68*(7), 23-29.

Ferlazzo, L. (2011). Involvement or engagement? *Educational Leadership, 68*(8), 10-14.

Goldenberg, C. (2008). Teaching English language learners: What the research does – and does not – say. *American Educator,* Summer, 8 – 23, 42-44.

Gonzalez, N. (1995). The funds of knowledge for teaching project. *Practicing Anthropology*, *17*(3), 3-6.

Gurian, M.., & Stevens, K. (2004). With boys and girls in mind. *Educational Leadership, 62*(3), 21-27.

Gutierrez, K., & Rogoff, B. (2003). Cultural ways of learning: Individual traits of repertoires of

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practice. *Educational Researcher, 32*(5), 19-25.

Hawley, W. D., & Nieto,S. (2010). Another inconvenient truth: Race and ethnicity. *Educational Leadership, 68*(3), 66-71.

Heath, S.B. (1982). Questioning at home and at school: A comparative study. In George Spindler (Ed.), *Doing the ethnography of schooling: Educational anthropology in action* (pp. 102-131). New York: Holt, Rinehart & Winston.

Hofstede, G. (1986). Cultural differences in teaching and learning. *International Journal of Intercultural Education,* 10, 301-320.

Hollins, E. (2008a). The deep meaning of culture. In *Culture in school learning: Revealing the deep meaning (2nd Ed.),*(pp. 17-36). New York: Routledge.

Hollins, E. (2008b). A framework for understanding cultural diversity in the classroom. . In *Culture in school learning: Revealing the deep meaning (2nd Ed.),*(pp. 135-160). New York: Routledge.

Jones, C. R., & Costner, C. R. (2012). No need to wait for superman: A case study of one unique high school. *Journal for the Education of the Gifted, 35*(4), 391-411.

Kachru, Y. (2005). Teaching and learning of world Englishes. In E. Hinkel (Ed.) *Handbook of research in second language teaching and learning* (pp. 155-173), Mahwah, NJ: Erlbaum.

Kohl, H. (2002). Topsy-turvies: Teacher talk and student talk. In L. Delpit & J. K. Dowdy (Eds.), *The skin that we speak* (pp. 145-161). New York: The New Press.

Moll, L. C. (1992). Bilingual classroom studies and community analysis: Some recent trends. *Educational Researcher, 21*(2), 20-24.

Morrier, M. J., & Hess, K. L. (2012). Ethnic differences in Autism eligibility in the United States Public Schools. *Journal of Special Education, 46,* 49-63/

Ogbu, J., & Simons, H.D. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. *Anthropology and Education Quarterly, 29*(2), 155-188.

Rossell, C. (2004). Teaching English through English. *Educational Leadership, 62*(4), 32-36.

Zhao, Y. (2010). Preparing globally competent teachers: A new imperative for teacher education. *Journal of Teacher Education, 61*(5), 422-431.

Zimmerman-Orozco, S. (2011). A circle of caring. *Educational Leadership, 68*(8), 64-68.

Zwiers, J. (2005). The third language of academic English. *Educational Leadership, 62*(4), 60-63.

V. TASKSTREAM REQUIREMENTS

- *Every student registered for any ASTL course with a required performance-based assessment (culturally based action research for EDUC 606) is required to submit this assessment, (culturally based action research study) to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor.) Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in a the course instructor reporting the course grade as Incomplete(IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.*

VI. GEORGE MASON UNIVERSITY - COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See oai.gmu.edu/honor-code/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].

- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].

- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

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

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

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and

counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

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

VII. NATURE OF COURSE DELIVERY

This course will be delivered using an asynchronous (not "real time) format using the Blackboard 9.1 course management system on the MyMason portal. Course delivery will be through mini-lectures, experiential learning activities, and teacher action research feedback groups.. Additional learning activities include:
- *Presentations* (i.e., mini-lectures, often assisted by Power Point and other visuals);
- *Discussion Board*(i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Student sharing;*
- *Videos;*

To participate in this course, students will need the following resources:
- Internet access (Check the list of compatible, supported Web browsers at https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp?tab_tab_group_id=230_1)
- GMU email account
- MS Office 2007 or later, or OpenOffice 2007 or later desktop software
- Adobe Flash Player, available for free downloading at http://get.adobe.com/flashplayer
- A Learning Guide Module for each session can be found on MyMason/Blackboard.

The Blackboard course site will be open to students January 7. .To access the course, go to the MyMason portal login page at https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp. **Your GMU email user name is also your MyMason Portal ID and your GMU email password is also your MyMason Portal password. After logging in, click on the COURSES tab at the top of the page to see your list of course, then select EDUC 606 – Education and Culture.**

For our online sessions, our "week" will start on Monday, January 7. 2-13 and finish on Sunday, March 17, 2013.

VIII. GENERAL REQUIREMENTS:

A. Class attendance is both important and assumed.

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B. All assignments are due no later than **11:59 PM EDT** of the date indicated in each week's assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on the *Calendar* of our Bb course site.

- **Grades for assignments date-stamped in Blackboard after the due date will be reduced by 10%. No late submissions will be accepted after the course end-date.** Early submissions are always welcome!
- 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.**

It is expected that assignments will be turned in <u>on time</u> (the beginning of the class in which they are due). It is recognized that students occasionally have exceptional circumstances that prevent work completion. If such a dilemma arises, please speak to the instructor <u>in a timely fashion</u> (i.e., before the due date).

C. As stated in the ASTL core handbook students must become familiar with <u>APA</u> (American Psychological Association) writing/formatting style. All written assignments prepared outside of class will be evaluated for content and presentation as graduate-level writing. The American Psychological Association, Sixth Edition (APA) style will be followed. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If you are not confident of your own ability to catch errors, have another person proofread your work. When in doubt, check the APA manual: http://www.apastyle.org/pubmanual.html Portions of the APA manual also appear at the Style Manuals link on the GMU web guide at http://library.gmu.edu/resources/edu/. Note that the APA manual is also listed as a related resource.

D. Workload and Class Discussion
Expect to log in to this course **at least three times a week** to read announcements, participate in the discussions, and work on course materials. If there is anything you don't understand, or if work or personal challenges threaten to derail your progress, please drop me a note as quickly as possible or call me, and we'll talk. Remember, this course is **not** self-paced. There are **specific deadline**s and **due dates** to which you are expected to adhere.

- There is a **weekly** discussion question (DQ) posted by the instructor, when appropriate classmate, under the **DISCUSSION BOARD** link of our course site's left-hand navigation menu.
- Each week you are expected to contribute to the class discussion in a meaningful way. Your comments should **add significantly** to the discussion by suggesting other solutions, pointing out problems, even totally disagreeing.
- Make sure you substantiate your comments with reasons drawn from our class readings and, whenever possible, relate your own "real world" experiences to the subject matter of the class.
- **It is a required part of your grade that you actively participate in these discussions.** I will evaluate your input based on the **quality** of your responses, whether your responses were **timely** and met the deadline, and the ability of your comments to **motivate** others in a collaborative effort.

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- To learn how your discussion responses are evaluated, please consult the *Discussion Forum Rubric* posted in the **Grading Rubrics** folder under the **COURSE CONTENT** area of the Blackboard course site. A copy of the rubric is also included at the end of this syllabus.
- Please check your responses for grammar, spelling and tone prior to posting.
- Our discussion goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be easily misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others not take them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do my best to do the same. Remember, you're not competing with each other for grades, but sharing information and learning from one another.

IX. EVALUATION CRITERIA

1.   Class Participation - 40%

Online work & MyMason Discussion Boards. We will use online communication in MyMason to communicate regularly in this class. You will be asked to post assignments, read others' postings, and actively participate in discussions. E-mail and MyMason's Discussion Strand will also be an important vehicle for discussing ongoing work on your major project with group members. The online *CIP Web Hunt* will be part of your class participation. Additionally, each student will develop the discussion forum for one of the sessions. The discussion forum can focus on the readings for the week or you may also create a discussion forum based on your action research study.

> ***Criteria for Evaluation:*** Evidence of careful reading of relevant material, analytical consideration and application of the material, thoughtfulness of questions raised, detailed sharing of your own work, relevance of remarks to subjects under discussion, demonstration of understanding of cultural influences, and constructive participation in your Critical Research Groups.

Beginning of Final Portfolio – As part of the ASTL Program, all candidates prepare a professional portfolio of their learning during the program. In EDUC 606, we will launch the electronic portfolio process and candidates will begin to design and populate the e-portfolio with course products and reflections.

End of EDUC 606 Portfolio Reflection Point
As a part of the ASTL Core, participants will continue to build their Professional Portfolio and will add Reflection Point #3 (see below) at the conclusion of EDUC 606. For additional detailed information about this Reflection Point, as well as the remainder of the Portfolio, please refer to the Portfolio Guidelines posted on our My Mason site.
Reflection Point following EDUC 606:
Section D: Teacher as Researcher with a Cultural Perspective
> This section will be completed at the conclusion of EDUC 606.

Reflection Point:
In this section, you will focus on how coursework, related readings, and products in EDUC 606 have led you to focus more deeply on teachers as researchers with a cultural perspective. Please

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reflect on your own learning and your growth and change at this point in the Core. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of this knowledge.

Suggested course products to be used as evidence of knowledge:

      1.   Teacher/Action Research Project and Paper (EDUC 606)

      2.   Selections from the Reflective Journal

      3.   Other, such as the Okun from EDUC 612, and additional evidence as selected by individual (be specific)

Summary Overview of Class Participation Components:

Assignment	Participation Points
MyMason & Web Hunt – see class schedule	10
Beginning Portfolio	10
Reflection Point for Portfolio	5
Discussion Board Participation	15

    2.   **Cultural Research Study - 60% --** *The EDUC 606 Performance-Based Assessment*
          (Presentation and One Page Summary by midnight March 10th;
          Final written study submission via Taskstream by midnight March 17th)

The purpose of this culturally based action research study is to provide you the opportunity for a hands-on learning experience using cultural perspectives and methods to understand more about persons, students, yourself, or situations in educational settings. It is designed to hone your inquiry and research skills and to help you develop classroom based expertise in designing and monitoring appropriate educational intervention(s) to promote culturally responsive pedagogy.

To facilitate your action research process, ongoing work on the major research study will be completed along the continuum of the semester, using the time line that is listed. You are asked to email or upload to Taskstream the drafts of each section on the dates listed below, first to be read by a peer for feedback, and then uploaded to Taskstream for instructor feedback. *(Please note that **16 of the total action research project points** are associated with the four draft sections due to Instructor.) When you email your drafts you will receive feedback to guide you in your ongoing thinking about your puzzlement and the writing of your final study. Please consult the rubric, as well as the additional details provided in the Syllabus.

Scaffolding of your CIP study proposed, as follows:

      Setting and Puzzlement Draft Sent to a Peer (Week Three - 1/21 to 1/27) &
      Uploaded to Taskstream (Week Four - 1/28 to 2/3): Draft description of the setting
      and your "puzzlement" (Background information)**.** Assumptions, researcher's role,
      rationale, importance or relevance to the larger body of knowledge, etc.

      Framing the Issue and Literature Review Draft Sent to a Peer (Week Five - 2/4 to
      2/10) & Uploaded to Taskstream (week Six - 2/11 to 2/17): Draft of discussion about
      how you are framing the issue and are connecting to the wider literature about your

subject ("building on those who have come before us").

Data Collection Plan, Analysis of Data, Intervention Plan Draft Sent to a Peer (week Seven -2/18 to 2/24) & Uploaded to Taskstream (week Eight - 2/25 to 3/3):

- ■ **Data Collection:** Information concerning how you are collecting data that will serve you in answering your question. A data table is helpful!
- ■ **Analysis of Data:** Information concerning how you interpreted your data and determined what intervention to put in place
- ■ **Intervention/Action Plan**: Your proposed action, intervention, or "solution."

Monitoring of Intervention/Action Plan with Conclusions/Implications – Uploaded to Taskstream (week Nine - 3/4 to 3/10)

PowerPoint Presentations _with One-Page Executive Summary_: Week Nine (3/4 to 3/10)

In the past, teachers have often included their list of references on the back of the executive summary.

Final CIP Project due midnight March 17 Uploaded to Taskstream

Writing Your Culturally-Related Action Research Study following the Cultural Inquiry Process (CIP) guidelines – special reminders and help for completing your study write-up.
Your paper should follow APA format and include correctly formatted references.
To protect the anonymity of the people involved, use only pseudonyms for participants and proper names in your discussions and in the report.
Write your report with your educational colleagues as the audience. Your written report should incorporate the CIP questions.
Comprehensive evaluation criteria is provided in the rubric and will be discussed in class.
We are here to support your work and help whenever we can. For your planning purposes, general criteria include the selection of appropriate topic, use of cultural perspectives, thorough data collection and analysis, connections to **at least 6 research references** (at least 3 of which come from sources outside course readings; others may come from course readings or the E-reserves), clear presentation of findings, thorough discussion, thoughtful reflections, clear organization and writing. This Culturally-related Action Research Study builds on the research and data collection plans you followed in completing your 613 Case Study of a Learner.

The final section is a **Reflection** to be included at the end of the action research study -- you and your instructor are the primary audience. In this section,

1) Please relate your project to EDUC 606 course outcomes and discuss what you personally learned from the project.
2) What was your most significant learning with regard to the interrelationship between culture and education?
3) What is the potential impact of this study on your teaching, your learning, and on

the learning of the students in your classroom? *Explain why*.

Criteria for Evaluation: Refer to attached rubric.

Grading Scale:

A	94 - 100
A-	90 - 93
B+	85 - 89
B	80 - 84
C	70 - 79
F	Did not Meet Course Requirements

VIII. Tentative CLASS SCHEDULE AND COURSE ASSIGNMENTS

Note: Because we will try to respond to the particular needs of the class, there may be some changes in the syllabus. Any adjustments will be clearly indicated in writing or via email.

DATE	TOPIC	DUE for this class
Class 1 Week of January 7 to January 13	***Introduction to EDUC 606 and Cultural Inquiry Process*** ***CIP SITE:*** http://classweb.gmu.edu/cip *Discussion/Activity:* What are our definitions of Culture? What is the importance of culture in education? The role and importance of culture in teacher research? Why is it important in developing understanding of our students through expanding our global competence?	Review syllabus for EDUC 606. Read Learning Guide for Week One. Print Ballenger Reading Guide and CIP Webhunt
Class 2 Week of January 14 to January 20	**Awakening Questions** **Part One: *Learning to see one's own culture (as individuals and educators): Focus on cultural assumptions*** ***Revisit the OKUN Cultural Activity from EDUC 612 – we will apply it to your current classroom*** **Begin to read articles about your puzzlement to use in your Literature Review** *Discussion:* *Part 2: CIP Connections – Steps 1 and 2* *What is your " puzzlement"* *Refine* your thinking about your puzzlement as you draft the Setting and Puzzlement that is due to a peer next week. **Puzzlement Carrousel (peer feedback)**	**Read:** Ballenger – Chapters 1 & 2 On CIP Website: Jacob, Johnson, Finley, Gurski, & Lavine. (1996). One student at a time: The Cultural Inquiry Process. – located on the CIP site Select only one to read: Hollins – *The deep meaning of culture OR* Hollins – *A framework for understanding cultural diversity in the classroom* **Reference to skim/refresh:** Falk and Blumenreich Ch. 3 **DUE**: Webhunt document – emailed to shardy1@gmu.edu Sign up for discussion forum leader

Class 3 Week of January 21 to January 27	**Part One:** *Learning to see the school's cultures* Follow-up Okun discussion with observation or other evidence from your school setting **Part Two**: *CIP Connections*: **Step 3** Finalize your question that you have cast	**Read:** Gonzalez – *The funds of knowledge for teaching project.* Ogbu & Simons – *Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education.* Jones & Costner - *No need to wait for superman: A case study of one unique high school.* **DUE: Email to a peer:** your beginning draft of "Setting and Puzzlement" for feedback
Class 4 Week of January 28 to February 3	**Part One: The School's Cultures and Home/Community Connections** The importance of families in student's learning experiences. **Part Two:** *CIP Connections: Step 4* Begin discussing Framing Your Study (See Falk & Blumenreich, Ch. 5); work on your literature review Next week draft of "framing your study" is due for peer feedback. Keep reading articles for literature review for your puzzlement!	**Read:** 1. Auerbach – *Learning from Latino families* OR Ferlazzo – *Involvement or engagement* 2. Fenlon – *Road map for a dream* OR Morrier & Hess - *Ethnic differences in Autism eligibility in the United States Public Schools.* **DUE: DRAFT #1 (4 points):** **Upload to Taskstream**: Draft of Setting and "Puzzlement(s)"
Class 5 Week of February 4 to February 10	**Part One***: **Language, Culture, and the Teacher's Role** English Language Learners in our Classrooms – Toward a Culturally Responsive Pedagogy (ppt posted)	**Read:** Goldenberg – *Teaching English language learners: What the research does and does not say.* article Cummins, et al.- *Affirming identity in multilingual*

	Part Two*: CIP Connections Step 5* Beginning data collection Starting your data collection and planning interventions	*classrooms*- article Zwiers – *The third language of academic English* <u>**DUE to peer:**</u> Draft of "framing your study" including literature review for Critical Research Group (CFG) debrief. **Re-read:** CIP 3.1 & 3.2 and their sub-pages.
Class 6 **Week of** **February** **11 to** **February** **17**	**Part One***: School Influences & Understanding Issues of Cultural Mismatches (CIP 3.3) and Power Imbalances and Peer Responses (CIP 3.4)* **Mini lecturette** on Hofstede and Cultural Distance Research and its application in the educational setting **Part Two:** *CIP Connections Step 6* *Data Collection for your Study* Discuss: Collecting and analyzing information to understand your puzzlement & Identify appropriate interventions. What data will you collect for your project? . Keep collecting your data! Next week draft of data collection, data analysis, intervention plan to peer	**Read:** Heath – *Questioning at home and at school: A comparative study* Kachru – *Teaching and learning of world Englishes* **Re-read:** CIP 3.3, 3.4, 3.5 & sub- pages Consult Falk & Blumenreich Ch. 6 "Data Collection Tools" **DUE: DRAFT #2 (4 points):** **Upload to Taskstream:** Draft of Framing your Study
Class 7 **Week of** **February** **18 to** **February** **24**	*Part One: Culture and The Teacher* Articles discussion – connecting these with your cultural work in schools *Part Two: CIP Connections Step 7* Review triangulation of data	**Read:** Bazron, Osher, et al.- *Creating culturally responsive schools* Zimmerman-Orozco – *A circle of caring* **Re-read (carefully)**: CIP Steps 4 - 7 (top level and sub-pages related to your cultural questions) Consult your Falk & Blumenreich Ch. 7 "Analyzing Data" <u>**Due to a peer:**</u> Draft of data collection, data analysis, intervention plan
Class 8 **Week of**	**Final Steps: Writing up your research project to share with others. Step 7**	<u>**DUE: DRAFT #3 (4 points):**</u> **Upload to Taskstream:** Draft

February 25 to March 3	Review Project Rubric together **ASTL Professional Portfolio** Portfolio discussion and examples Work on Portfolio	of data collection, data analysis, intervention plan.
Class 9 Week of March 4 to March 10	*PowerPoint Presentation of Research Projects (May not be completely finished)* **Wrapping it All Up**	**DUE: DRAFT #4 (4 points): Upload to Taskstream:** Section on Monitoring of Intervention/Action Plan with Conclusions/Implications **Due today:** One page Executive summary of your Research Project (upload to MyMason)
Class 10 Week of March 11 to March 17	Final Action Research study should be uploaded to Taskstream by midnight March 17. Thank you! Final Course Evaluations	Also, Portfolio Reflection Point #3 due via email to Drs. Fox & Hardy by March 27th

EDUC 606 EDUCATION AND CULTURE
Performance-Based Assessment
Teacher Research Project Rubric

No Evidence Little or No Evidence	Beginning Limited Evidence	Developing Clear Evidence	Accomplished Clear, Consistent, and Convincing Evidence
Puzzlement(s) and Background – Learning Outcome 4			
*States puzzlement(s) only implicitly or the puzzlement may not be culturally related *Presents little about "what is known" OR *Puzzlement is not stated *Information about "What is known" is missing 0- 2 pts.	*States culturally based puzzlement(s), but not clearly or without supporting details *Information about "what is known" lacks clarity 3-5 pts.	*States culturally based puzzlement(s) clearly, but supporting details may be needed *Presents "what is known" clearly, but may not provide supporting details. 6-7 pts.	*States culturally based puzzlement clearly and thoroughly, with many supporting details *Presents "what is known" clearly and thoroughly, with many supporting details 8 pts.
Cultural Questions – Learning Outcome 6			
*States cultural questions only implicitly or no cultural questions are stated *Provides limited or no discussion of relationship between cultural question(s) and puzzlement(s)/what is known *Provides minimal or no rationale/support for choice of cultural question(s)	*States at least 1 cultural question, however *May lack clear logical relationship between cultural question(s) and puzzlement(s)/what is known *May provide only partial rationale/support for choice of cultural questions(s)	*States at least 1-2 cultural questions clearly, with some supporting details provided *Demonstrates logical relationship between cultural question(s) and puzzlement(s)/what is known *Provides some rationale/support for choice of cultural question(s)	*States at least 1-2 cultural questions clearly and thoroughly presented, with many supporting details provided *Thoroughly demonstrates logical relationship between cultural question(s) and puzzlement(s)/what is known *Provides clear, consistent, and convincing rationale/support for choice of cultural question(s)

0-5 pts.	6-8 pts.	9-10 pts.	11 pts.
Literature and References – Learning Outcome 6			
*Connections to broader literature are not appropriate or are missing *Cites less than 4 sources (or less than 2-3 not assigned for the course) 0-1 pts.	*Includes appropriate connections to broader literature *Cites 4 sources (with 2-3 not assigned for the course) 2 – 3 pts.	*Includes thoughtful connections to broader cultural and content-based literature; *Cites 5 sources (with 3 not assigned for the course) 4 – 5 pts.	*Includes thoughtful and thorough connections to broader cultural and content-based literature; *Clear, consistent, and convincing citation of more than 6 sources (with 3 not assigned for the course) 6 pts.
Data Collection and Analysis – Learning Outcome 4			
*Link to cultural question(s) is unclear or missing *Presents minimal or no discussion of data collection and analysis methods *Presents little or no data related to cultural question(s) *Presentation of data is unclear or poorly organized *Demonstrates little or no attempt to understand puzzlement(s) from a cultural point of view 0-12 pts.	*Links to cultural question(s), but may be less than totally clear *Presents discussion of data collection and analysis methods, but less than complete or less than clear *Presents some data to address cultural question(s) *Presentation of data may lack some clarity or organization *Attempts to understand puzzlement(s) from cultural points of view, but may include some judgments 13-14 pts.	*Links clearly to cultural question(s) *Presents clear discussion of data collection and analysis methods *Presents solid data to address cultural question(s) *Presentation of data is clear and well organized *Attempts to understand puzzlement(s) from cultural point of views 15-16 pts.	*Links clearly and completely to cultural question(s) *Presents clear and complete discussion of data collection and analysis methods *Presents extensive and convincing data to address cultural question(s) *Presentation of data is clear, consistent, and convincing *Makes clear, consistent, and convincing attempts to understand puzzlement(s) from cultural point(s) of view 17 pts.

Interventions – Learning Outcome 6 and Impact

*Implements or describes few or no interventions *Link to cultural questions and data is unclear or missing 0-8 pts.	*Implements or describes some interventions *Link to cultural questions and data is less than totally clear 9-11 pts.	*Implements or describes several interventions *Link to cultural questions and data is clear 12-13 pts.	*Implements or describes many interventions in a clear, consistent, and convincing manner *Link to cultural questions and data is clear and complete 14 pts.

Monitoring (Actual and Planned) – Learning Outcome 6

*Links to puzzlement(s) and interventions not clear or missing *Presents evidence to evaluate interventions with little or no clarity or in a poorly organized manner *Insufficient or no evidence presented to support evaluation decisions 0-2 pts.	*Links to puzzlement(s) and interventions, but less than totally clear *Presents evidence to evaluate interventions with some lack of clarity or organization *Some evidence presented to support evaluation decisions 3-5 pts.	*Links clearly to puzzlement(s) and interventions *Presents evidence to evaluate interventions clearly and in organized manner *Sufficient evidence presented to support evaluation decisions 6-7 pts.	*Links clearly and completely to puzzlement(s) and interventions *Presents evidence to evaluate interventions clearly and in a consistent and convincing manner *Clear, consistent, and convincing evidence presented to support evaluation decisions 8 pts.

Conclusions and Implications – Learning Outcome 7

*Presents minimal or no statement of conclusions in relation to puzzlement(s) *Minimal or no discussion of broader implications (for own practice and/or for other teachers, schools, etc.) 0-1 pts.	*Presents statement of conclusions in relation to puzzlement(s), but may lack some clarity *Explicitly discusses broader implications (for own practice and/or for other teachers, schools, etc.) *May link to other research 2-3 pts.	*Presents clear statement of conclusions in relation to puzzlement(s) *Strong to Extensive discussion of broader implications (for own practice and/or for other teachers, schools, etc.) *Links to other research 4-5 pts.	*Presents clear, consistent, and convincing statement of conclusions in relation to puzzlement(s) *Explicit and extensive discussion of broader implications (for own practice and/or for other teachers, schools, etc.) *Clear, consistent, and convincing links to other research 6 pts.

Overall Style - Learning Outcome 4

*Poorly organized across	*Generally well organized	*Well organized across all or	*Well organized consistently across

sections of report *Inconsistent "voice" used *Poorly written overall with many stylistic or grammatical errors & error patterns	across sections, but has some organizational problems *Consistent "voice" used *May have minor problems with clarity of writing overall; may have stylistic errors or error patterns evident	most sections of report *Consistent "voice" used *Clearly written overall; very few errors evident	all sections of report *Clear and consistent "voice" used *Clearly and convincingly written overall; no stylistic errors or error patterns
0-1 pts.	2 -3 pts.	4 – 5 pts.	6 pts.

Draft Sections Submitted by Due Date

No drafts submitted 0 pts.	One draft submitted to instructor by date. 4 pts.	Two drafts submitted to instructor by due dates. 8 pts.	All four drafts submitted to instructor by due dates. 16 pts.

APA Format – Learning Outcome 4

*Does not follow APA format for headings, citations, or references OR *No evidence of APA format 0-1 pts.	*Generally follows APA format for headings, citations, and references, but contains several errors 2 pts.	*Generally follows APA format for headings, citations, and references, but may have some minor errors 3 pts.	*Follows APA format for headings, citations, and references 4 pts.

Reflection – Learning Outcome 4

*Does not include, or includes only a minimal reflection 0- 1 pts.	*Includes *Does not address all 3 required areas, or may lack detail or thoughtful connections 2-3 pts.	*Includes reflection section *Addresses the 3 required areas thoroughly and thoughtfully 4 pts.	

EDUC 606 -- RUBRIC FOR ASYNCHRONOUS DISCUSSION PARTICIPATION; CLASS DISCUSSION; JOURNAL POSTINGS

Criteria	No Evidence (0)	LEVEL OF PERFORMANCE		
		Beginning (1)	Developing (2)	Accomplished (3)
Frequency	Participates not at all	Participates 1-2 times on the same day.	Participates 3-4 times but postings not distributed throughout week.	Participates 4-5 times throughout the week.
Initial Assignment Posting	Posts no assignment	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignments that address all aspects of the task; lacks full development of concepts.	Posts well developed assignments that fully address and develop all aspects of the task.
Follow Up Postings	Posts no follow-up responses to instructor or others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Clarity & Mechanics	Posts long, unorganized, inappropriate or rude content containing multiple errors.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free or grammatical or spelling errors.