George Mason University
College of Education and Human Development
PROGRAM: ASTL - Advanced Studies in Teaching and Learning
Fairfax 2012 –2013 Core Cohorts
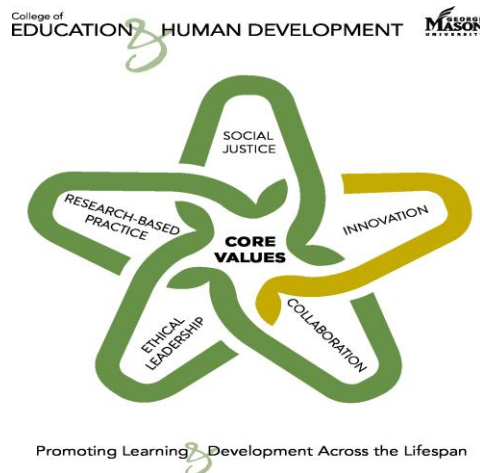
EDUC 606
EDUCATION AND CULTURE
Spring 2013

Professor:
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Class Meeting Dates: Thursday evenings, 4:30 – 7:10
Room: Robinson A 349

Beginning January 24, 2013 thru May 2, 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

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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 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 participate in different small Critical Research Groups 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. Discussions may take place in class, via email, or our electronic MyMason. The instructors will be available for in-person or phone consultations to complement the support from your Critical Research Groups.

Important Note: The **performance-based assessment (PBA) MUST** be uploaded and submitted to Taskstream for evaluation when the assignment is due. **Only PBAs** posted to Taskstream will be graded. **NO** final grades are able to be posted until all materials are in Taskstream.

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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 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

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book (a culturally based action research project conducted with young English language learners) that is available from the GMU bookstore, 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.

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, FOR BOTH SECTIONS choose* **EDUC 606** *and* **Hardy, Shanon** *as the instructor. Password:* **Leadership**

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 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.

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

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.*

V. 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 http:// 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

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- 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/].

VI.   COURSE DELIVERY

The delivery of EDUC 606 is through experiential hands-on learning activities, in-class collaborative work groups, online learning modules, special videos, and mini-lectures to accomplish the course objectives.

VII. COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA

General Requirements

1. Class attendance is both important and required. *If, due to an emergency, you will not be in class or will be late, you should contact the instructor via phone or email prior to the class meeting. Students with more than two absences risk a drop in letter grade or may lose course credit.*
2. It is expected that assignments or action research section drafts will be turned in on time (the beginning of the class in which they are due or submitted electronically by the required date – please note points for section drafts in the assignments section of this syllabus and on the rubric). Timely submission of drafts is imperative for receiving instructor feedback.
3. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is *critical* for you to keep up with the readings and to participate in class.
4. According to university policy, all beepers and cell phones should be turned off before class begins. *Thank you!*

EVALUATION CRITERIA
1.   Class Participation - 40%

Class Discussions and Engagement. You should come prepared to each class to actively participate in whole class and small group discussions. You will participate in various types of groups for class discussions that will be created based on your current teaching assignments. Later in the course, you will be part of a research group that will be comprised of a small group

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of teachers who are exploring related cultural questions in their major projects. In whole class and small group discussions (whether conducted face-to-face or electronically) each person is expected to listen carefully and actively, raise questions, and encourage one another to think more deeply and more broadly. *Please remember that your responses to others and the expertise you lend to any discussion are as important as what you share about your own work.*

Online work & MyMason. 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.

> ***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 3 (DUE: May 2, 2013)
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.
Prompt for Reflection Point 3:
In this section, you should 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 toward their educational settings. Please reflect on your own learning and your growth and change at this point in the Core and consider your cultural and linguistic perspectives. 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 your 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 about research or cultural knowledge
3. Personal reflection on culture (written to Okun Prompt or as a result of the CIP study)
4. Other, as selected by individual (be specific)
5. Other, such as the Okun from EDUC 612, and additional evidence as

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selected by individual (be specific)

Summary Overview of Class Participation Components:

Assignment	Participation Points (40)
MyMason – see class schedule	10
Beginning Portfolio	10
Reflection Point for Portfolio (3)	5
In-class Participation	15

2. **Cultural Research Study - 60% -- *The EDUC 606 Performance-Based Assessment*** **(Oral Presentation and One Page Summary on April 25th);**
Final written study submission via Taskstream on May 2nd – see Taskstream requirements section V)

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 submit to Taskstream the drafts of each section on the dates listed below, first to be read in class by your Critical Research Group for peer feedback, and then emailed to the instructor. *(Please note that **16 of the total action research project points** are associated with the four draft sections due to Instructor.) When you submit your drafts to Taskstream 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 - to Critical Research Group (CRG) in class (2/14) & Taskstream (2/21): 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 - to CRGs (3/7) & Taskstream (3/14): 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 - to CRGs (3/28) & Taskstream (4/4):
■ **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

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"solution."

Monitoring of Intervention/Action Plan with Conclusions/Implications – to CRGs (4/11) & Taskstream (4/18)

Draft Due of Emergent Full CIP Action Research Study for Critical Research Group Review and final suggestions (4/18)

Oral Presentations/Sharing _with One-Page Executive Summary_: April 25
In the past, teachers have often included their list of references on the back. We leave this as an option, but please bring enough copies to share with fellow cohort members and your instructors (14 copies/yellow section   14 copies/green section) – We will compile them all into a CIP Booklet for you to retain.

Final CIP Project due May 2 – please upload 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:

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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 One **January 24**	*Introduction to EDUC 606 – course requirements and Overview of Semester* *CIP SITE:* http://classweb.gmu.edu/cip Handout: CIP Web Hunt sheet *Activity:* How do we define 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?	Ballenger Reading Guide posted on MyMason
Class Two **January 31**	**Part One: Opening the Door to Cultural Assumptions and Puzzlements** *Activity:* Collaborative Problem Solving Process for "Ballenger" puzzlement (How does culture fit in with the problem solving process?) Building on the previous research you have done in the Core and on your deepening critical capacity, begin to refine the culturally related puzzlement you have identified in your educational setting. Begin to list articles that may assist you in your Literature Review to provide insight into your puzzlement. **Part Two: CIP Connections** *Activity***:** Review Web Hunt and components of CIP Website	**Read:** **Ballenger -** Chapters 1 & 2 **Jones & Costner** – No need to wait for superman: A case study of one unique high school. **DUE:** Completion of CIP Web Hunt
Class Three February 7	**Part One: Continuation of Cultural Assumptions** **Part Two***: CIP Connections*	**Read:** **Ballenger -** Chapters 3 & 4 **Read on the CIP site**: Jacob, Johnson, Finley, Gurski, & Lavine. (1996). One student at a

	Quick review of CIP Culturally-related Action Research Study and anchoring to the CIP site; Examine specifically CIP Steps 1 & 2: Identifying and refining a "puzzlement" in your classroom - developing a robust focus of inquiry about your puzzlement as you draft the Setting and Puzzlement for your Critical Research Group for next week (groups will be formed during class according to your study topic). *Activity:* **Puzzlement Carrousel**	time: The Cultural Inquiry Process. – located on the CIP site **Reference to skim/refresh:** Falk and Blumenreich Ch. 3 *** Begin to read articles about your puzzlement to use in your Literature Review**
Class Four February 14	*Opening Activity: "Five Tricks"* – an in-class experiential activity & debrief **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*** ***Discuss Hollins chapters 1 and 2*** *Part 2: CIP Connections* *Activity:* In class sharing of draft of setting and puzzlement	**Read:** **Ballenger** – Chapters 5 & 6 **Hollins (a) & Hollins (b)** **Hawley and Nieto:** Another inconvenient truth: race and ethnicity **Bring today:** your draft of "Setting and Puzzlement" for Critical Research Group feedback
Class Five **February 21**	**Part One: *Learning to see the school's cultures*** *Activity:* **Article Discussions** **Part Two**: *CIP Connections*: Finalize your question that you have cast Reflect on CIP Step 3 together	**Read:** **Ballenger** – Chapter 7 **Gonzalez:** The Funds of Knowledge **Read:** Ogbu & Simons article **DRAFT #1 (4 points):** **Due Today to Taskstream**: Draft of Setting and "Puzzlement(s)"
Class Six **February 28**	Part One: The School's Cultures and Home/Community Connections Guest Speaker	**Read:** Group 1 – **Auerbach** or Group 2 – F**erlazzo** **Ballenger** - Chapter 8

	Part Two: *CIP Connections* Begin discussing Framing Your Study (See Falk & Blumenreich, Ch. 5); work on your literature review with your Critical Research Group members. Draft due next week!	**Read:** Fenlon article
Class Seven **March 7**	**Part One*:*** Language, Culture, and the Teacher's Role English Language Learners in our Classrooms – Toward a Culturally Responsive Pedagogy (ppt posted) Discuss Goldenberg, Cummins and Zwiers articles **Part Two*:*** *CIP Connections* Activity: In class sharing of draft of "framing the study" – plans Discussion of selected CIP article or executive summaries you have read; CRG feedback on your "Framing the Issue" draft	**Read:** Goldenberg article **Read**: Cummins, et al. article **Read:** Zwiers article **Share with classmates:** 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 Eight **March 14** **GMU SPRING BREAK**	**Online Class** **Begin literature review for action research Powerpoint on data collection, intervention, etc.**	**DRAFT #2 (4 points):** **Due today to Taskstream:** Draft of Framing your Study

Class Nine March 21	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 Discussion – Heath & Kachru articles In-class video – *Speaking in Tongues* With follow-up discussion of video & article **Part Two:** *CIP Connections* *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? Work with CRGs and draft this section for next week's class. Start collecting your data!	**Read:** Heath article **Read:** Kachru article **Re-read:** CIP 3.3, 3.4, 3.5 & sub- pages Consult Falk & Blumenreich Ch. 6 "Data Collection Tools"
Class Ten March 28 Online	See Online agenda	**DUE:** Send to classmate draft of data collection, data analysis, intervention plan
Class Eleven **April 4**	*Part One: Culture and The Teacher* Groups and articles discussion – connecting these with your cultural work in schools *Part Two: CIP Connections* **CRG s**– go over data collection draft together **Whole Group:** CIP Step 5 - Developing Interventions - triangulation of data, and relationship of Steps 4 & 5 to puzzlement CIP Step 6 - Monitoring your Study and looking at your intervention plan and emergent results of your interventions	**Read** Bazron, Osher, et al. article, Creating culturally responsive schools (E-Reserves) **Read:** Zimmerman-Orozco article **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" **DRAFT #3 (4 points):** **Due today to Taskstream:** Draft of data collection, data analysis, intervention plan.

Class Twelve **April 11**	**Introduction to the ASTL Portfolio** *Activity:* Work in class on portfolio *Activity:* In class sharing of draft of monitoring of interventions with conclusions/implications	**Bring today:** your drat of Monitoring of Intervention/Action Plan with Conclusions/Implications
Class Thirteen **April 18**	**Final Steps: Writing up your research project to share with others.** Review Project Rubric together Individual and CRG consultations on your individual projects In class sharing	**Bring today:** Draft of emergent full action research study. CRGs will support individuals to provide feedback about: data analysis, explanations about interventions, ideas for monitoring, and results from your actions/interventions. **DRAFT #4 (4 points):** **Due today to Taskstream:** Section on Monitoring of Intervention/Action Plan with Conclusions/Implications
Class Fourteen April 25	***Oral Presentation of Research Projects*** **Wrapping it All Up** Final Course Evaluations	**Due today:** One page Executive summary of your Research Project— Make enough copies for classmates and instructors from *both* sections of the Core
Class Fifteen May 2		**Action Research Paper Uploaded to Taskstream** Portfolio Reflection Point #3 due via email to Dr Fox/Ohanion

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 three 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.	

Critical Friends Groups during the CIP project – Learning Outcome 5