George Mason University
College of Education and Human Development
Secondary Education Program
Spring 2014
EDUC 675: RESEARCH IN SECONDARY EDUCATION (3 credits)
Meeting Day/time: Mondays 4:30 p.m.−7:10 p.m. Section 001
Class Location: Robinson B 106

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COURSE DESCRIPTION
EDUC 675 Research in Secondary Education (3:3:0). Designed to help beginning teachers understand various research paradigms for using research literature and systematic evidence to improve practice. Emphasis is placed on linking research and practice and making informed instructional decisions.
Pre-requisites: Teacher Licensure. To be taken as the last course in the M.Ed.
Co-requisite: M.Ed. Exit Requirement
Note: The course requires that you have access to a classroom to conduct your research. If you do not have your own classroom, you will need to let the instructor know during the first class. Alternative arrangements used successfully in the past will be offered.

COURSE LEARNING OUTCOMES
This course is designed to enable students to:
1. demonstrate an understanding of the process and components used in teacher research by conducting and assessing a chosen scholarly inquiry situated in their classroom and impact on students' learning;

2. prepare a research proposal which makes explicit links between theory and practice;
3. examine ethical considerations when conducting teacher research; conduct teacher research which includes: research question(s), research proposal; review of related literature, methods, data collection/analysis, findings, discussion of impact on students, teacher, and education field; and abstract;
4. participate in "critical collaborative inquiries" to gain multiple perspectives in interpreting research and for validation and peer review of research;
5. demonstrate integration of national and state standards for content and pedagogy as related to the research question by reflecting on their own teaching practice and its impact on students' learning; SPA STANDARDS respective to students' discipline;
6. demonstrate skills in the application of technology and use of resources in teacher research.

RELATIONSHIP TO PROFESSIONAL STANDARDS
Students will demonstrate an understanding and application of subject area standards aligned with the *National Content Standards* and identified by their Specialized Professional Association (SPA); and an understanding and application of teaching and learning standards as outlined by *INTASC*. National Content Standards for respective discipline: NCSS, NCTE, NCTM, NSTA
> National Council for the Social Studies http://www.ncss.org/
> National Council of Teachers of English http://www.ncte.org/
> National Council of Teachers of Mathematics http://www.nctm.org/
> National Science Teachers Association http://www.nsta.org/
> http://books.nap.edu/readingroom/books/nses/

INTASC: Interstate New Teacher Assistance and Support Consortium
> http://www.ccsso.org/content/pdfs/corestrd.pdf

Virginia State Standards
- Virginia Department of Education http://www.pen.k12.va.us/
- State of Virginia, SOL Resources http://www.pen.k12.va.us/VDOE/Instruction/sol.html
- State of Virginia Standards of Learning Test Information http://www.pen.k12.va.us/VDOE/src/SOLassessments.shtml

CEHD CORE VALUES COMMITMENT
The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. http://cehd.gmu.edu/values/ For additional information on the College of Education and Human Development, visit our website [See http://gse.gmu.edu/].

CEHD PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times.
http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf
The Graduate School of Education (GSE) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions.
Commitment to the profession
> Promoting exemplary practice
> Excellence in teaching and learning
> Advancing the profession
> Engagement in partnerships
Commitment to honoring professional ethical standards
> Fairness

Honesty
Integrity
Trustworthiness
Confidentiality
Respect for colleagues and students

Commitment to key elements of professional practice
Belief that all individuals have the potential for growth and learning
Persistence in helping individuals succeed
High standards
Safe and supportive learning environments
Systematic planning
Intrinsic motivation
Reciprocal, active learning
Continuous, integrated assessment
Critical thinking
Thoughtful, responsive listening
Active, supportive interactions
Technology-supported learning
Research-based practice
Respect for diverse talents, abilities, and perspectives
Authentic and relevant learning

Commitment to being a member of a learning community
Professional dialogue
Self-improvement
Collective improvement
Reflective practice
Responsibility
Flexibility
Collaboration
Continuous, lifelong learning

Commitment to democratic values and social justice
Understanding systemic issues that prevent full participation
Awareness of practices that sustain unequal treatment or unequal voice
Advocate for practices that promote equity and access
Respects the opinion and dignity of others
Sensitive to community and cultural norms
Appreciates and integrates multiple perspectives

GMU POLICIES AND RESOURCES FOR STUDENTS
a. Students must adhere to the guidelines of the George Mason University Honor Code [See
http://oai.gmu.edu/honorcode/].

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

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

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].

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

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

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

Emergency Procedures
You are encouraged to sign up for emergency alerts by visiting the website https://alert.gmu.edu. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on http://www.gmu.edu/service/cert .

NATURE OF COURSE DELIVERY
The major purpose of this course is for you to learn how to design and conduct a teacher research project and apply it in your classroom in order to improve your teaching and students' learning. The course is designed to promote a professional teaching and learning community with peer review critical friend support. Throughout the course, you are completing a step informally that you will later insert into your final paper. As you build your project with a commitment to each step in the process, it comes together. The course will be taught through a variety of activities to support the development of your teacher research projects involving: whole class and small group discussions, group, pair and group work, online work, and through dialogue and reflections of/in practice. Individual consultations are also built into class time.

REQUIRED READINGS
1) Samaras, A. P. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry.* Thousand Oaks, CA: Sage.
2) Selected former student exemplar research projects posted on Blackboard.
3) American Psychological Association (2009*). Publication Manual of the American Psychological Association*. American Psychological Association: Washington, DC. (Available at library).

ONLINE STUDENT STUDY GUIDES FOR TEXT: http://www.sagepub.com/samaras/
See Chapter Resources for each chapter:
- PowerPoint Slides
- Self-Study Scholar Advice
- Chapter Summary
- Discussion Question

Accompanying Textbook BLOG: You are encouraged to visit the textbook blog and add comments at http://teaching-insideout.com/. To subscribe, the URL of my RSS feed to my blog is http://teaching-insideout.com/feed/

ASSSIGNMENTS AND EVALUATION (see text for assignment descriptions)

1. Attendance and Participation (10%)
2. Research Draft Components; includes Online Participation (30%) 4 pts each
   - Research Artifact with Photograph
   - Research Question and Rationale
   - 3 Researcher Memos (2pts@)
     This is foundational to your M.Ed. exit requirement explained below.
   - Research Proposal with Design Chart
   - Literature Review
   - Draft 1 including Method
   - Check-coding of analysis (in-class)
3. Teacher Research Project (60%)

==MAKE IT A HABIT TO WRITE REGUALARLY AND SAVE YOUR WORK IN MULTIPLE PLACES.==

Attendance and Participation
Attendance and participation at all classes, for the entire class period is a course expectation and absence will affect your grade. Successful completion of this course requires attendance at all Face-to-Face classes and active participation in the online critical friend work. Being on time is also essential and lateness will affect your grade. Please notify instructor ahead of time if you must miss class and work with peers for missed material.

As part of your course participation, you will have the opportunity to work with critical friends as you develop your teacher research project. Critical Friend Inquiries (CFI) are designed for peer review with support and to provide alternative perspectives on interpretation to increase the validity of your research. Critical friends provide support as well as a feedback loop to improve your practice. It is *critical* to have friends in research but critical friends are *not critical* in their approach with each other. Establish ground rules with "critical friends" and visit them often. Use your group blackboard group space to post files and communicate frequently. Be committed and accountable to each other and check in often.

Your work involves sharing weekly updates in class, sending and corresponding to critical friend research memos, brainstorming ideas as a teacher about the classroom dilemma you are researching, exchanging ideas for strategies and lessons, sharing how you are integrating standards in meaningful ways, and conducting a peer review of the draft research report.

You are expected to complete all readings and participate in class and in online discussions with openness, consideration, and effort to "hear for" and "listen to" others as you also seek to be understood. Since this is a professional development course (post licensure), high quality work (i.e., "A" work) is expected on all assignments and in class participation. All written assignments are to be submitted as a file and submitted electronically under the respective Class Discussion Thread on Bb. Title each assignment with your last name and the name of the

project/assignment, e.g., Smith.ResProp.02.14.14. Use Times Roman 12 pt font, double-spaced for all assignments.

For full consideration, all assignments are due and posted *electronically* on Bb prior to the beginning of class on the day and time they are due, unless otherwise announced. Come to class prepared to contribute your critical reflections of your own experiences and ideas.

Demonstration of **positive professional dispositions** towards colleagues during peer review along with a willingness to accept constructive criticism is a course expectation and a professional disposition. *Professionals are responsible, ethical, and accountable to each other.*

Participation Rubric

Category	Exemplary 10 pts.	Accomplished 9pts	Developing 8pts	Undeveloped Below 8 pts
Assignments are central to the development of your project. Attendance and participation are critical components of this course. It gives you the opportunity to learn from and contribute to building a positive classroom experience and learning community. Participants contribute to each other's learning by actively listening, exchanging ideas, sharing learning from reading and websites, peer view, and supporting each other's efforts.	Successfully completes all assignments. Outstanding and consistent participation in discussions and class activities. Promotes conversation focused on the topic. Comments demonstrate a high level of understanding from assigned readings. Listens actively to peers. Embraces peer review; Prompts peer feedback and input. Purposely shares leadership roles in group work.	Completes all assignments. Participates in discussions and activities on a regular basis; questions and comments reveal thought and reflection and contribution from assigned readings. Frequently involves peers in discussion. Conducts peer review; Shares leadership roles in group work.	Does not complete some assignments. Does not contribute to discussions or activities very often, but generally reveals some thought and reflection and some contribution from assigned readings. Follows rather than leads group activities. Solicits some peer discussion and peer review. Misses classes. Is late for class. Somewhat shares leadership roles in group work.	Few assignments completed. Few contributions to class discussions. Little evidence of participation and contribution. Shows little concern for peers' learning or input or peer review. Misses many classes and is late often. Does not share leadership roles in group work.

Communicate with Professor
At the end of each class, please take a minute and *reflect on the class session and email me if you have question(s) or concerns that remain unanswered*. Your comments will provide feedback to help me be responsive to your ongoing learning needs.

Teacher Research Project
All teacher research reports must adhere to APA format. No report binders or covers; just clip. Your project should be useful to you and your students. A written a report that includes the specific headings and subheading are posted on Bb under "Assignment Guidelines" "Research Project Headings Template" Look at the headings at the beginning of the semester so you can see where you are headed.

Recommended Weekly Researcher Log
It is highly recommended that you keep a researcher log of progress of your teacher research project each week and include it in the appendix of your final report. See Self-Study Research Project Timeline Log in Chapter 2. Table 2.2, pp. 28-29). This is your tentative timeline and tool to self-regulate your progress and the research process.

Performance-Based Assessment (PBA) in Taskstream
Every student registered for any EDUC course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment: "Teacher Researcher Project" 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.

PBA for EDUC 675, "Research in Secondary Education"
Teacher Research Project Description and Assessment Rubric (60 points)

Title and Abstract (2 points possible)
Your title can be as creative as you like—take researcher/artistic license with this. In 125 to 150 words, what was your study about? What was your major finding? Consider the following questions as you draft your title and abstract:

1) Have you provided a single, articulate, concise paragraph of no more than 150 words?
2) Does you abstract concisely describe your purpose and the context, method, key findings, and significance of your research?

Grade/Points	Rubric Description
A- to A Exemplary 1.8 – 2 points	Provides a concise (125-150 words) summary that reports factually on the purpose of the study and the methods and procedures to be followed.
B to B+ Proficient 1.6 – 1.7 points	Provides an identifiable summary (125-150 words) that addresses the purpose of the study. Touches on methods and procedures to be followed, but is not sharply focused.
C Approaching Proficiency 1.4 – 1.5 points	Provides only general statements about the study. Information on methods and procedures to be followed is sketchy or missing. Falls short of 125 words or greatly exceeds the 150-word limit.
F Unsatisfactory Less than 1.4 points	Student work is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.

Assessment/Feedback: X/2

Introduction, Rationale, Area of Focus, and Research Questions (5 points possible)
Describe the setting, including the community, school, students, and other relevant information. What is the purpose of your study? What problem or issue are you addressing? Describe why the concerns are important to you and what your research might help you learn as a result of its conduct. What is its background and significance? How does it relate to your masters

curriculum? What is (are) your research question(s)? Do you have a hypothesis? If so, what is it and how did you formulate it? Be sure that your research questions steer you toward a descriptive response. Consider the following questions as you draft your introduction, rationale, area of focus, and research questions:

1) Have you explained the outgrowth of your study?
2) Have you offered perspectives that shaped this question for you?
3) Have you situated the study in terms of explaining the outgrowth of this puzzlement in the context of your work? e.g., your students, classroom, school, district?
4) Have you clearly and concisely explained why this research is important? Have you addressed the broader educational and social significance of this research?
5) Have you clearly and concisely stated the research problem?
6) Have you clearly and concisely stated your main research question and any sub-questions?

Grade/Points	Rubric Description
A- to A Exemplary 4.5 – 5 points	Establishes a sound context/theoretical framework for the study and a compelling rationale for its execution. Clearly and explicitly states the research question and purpose of the study.
B to B+ Proficient 4 – 4.4 points	Provides an adequate context/theoretical framework for the study and a defensible rationale for its execution, though one or both may be weakly developed. Explicitly states the research question and purpose of the study.
C Approaching Proficiency 3.5 – 3.9 points	Provides minimal information on the context/theoretical framework for the study. Does not offer a rationale for the study's execution, or does so only superficially. Explicitly states the research question and purpose of the study.
F Unsatisfactory Less than 3.5 points	Student work is so brief, incomplete, or off topic that any reasonably accurate assessment is impossible.

Assessment/Feedback: X/5

Literature Review (8 points possible)
In order to properly address a research question you need to be familiar with previous investigations of your topic. You should conduct a literature review in which you cite and synthesize approximately 8-10 sources and discuss how they informed your design. Teacher research appeals to a broad range of research resources, including reports of teachers' experiences. Transitions should connect one annotated source with the next. At the end of the literature review, include a one-paragraph summary of the major discoveries in your review, connecting these to the focus of your study. References must be from refereed journals, books (generally not textbooks), curriculum resources, and scholarly compilations. NOTE: The literature review should emphasize synthesis and analysis (Bloom, 1956, 1984). Use direct quotes sparingly. Craft your literature review as a story of the study of your topic. Consider the following questions as you draft your literature review:

1) Did you conduct an ongoing literature review which informed your research?
2) Is the review relevant and connected to your study?
3) Is the review adequate, coherent, and analytical?
4) Does the review include references from a variety of sources?
5) Is the review integrated into a conceptual framework with a mapping of the theories,

literature, and phenomena that help to inform your study?

Grade/Points	Rubric Description
A- to A Exemplary 7.2 – 8 points	Cites at least 10 peer-reviewed, published reports of empirical research. Highlights gaps in the literature to which the proposed study will respond. Organizes the literature by clearly identifiable themes, proceeding from general to more specific within each theme. Effectively synthesizes referenced sources, using few, if any, direct quotes.
B to B+ Proficient 6.4 – 7.1 points	Cites at least 8 peer-reviewed, published reports of empirical research. Highlights gaps in the literature to which the proposed study will respond. Organizes the literature by identifiable themes, although organization within themes may follow no clear or consistent pattern of presentation. Attempts to synthesize referenced sources. Uses few direct quotes.
C Approaching Proficiency 5.6 – 6.3 points	Cites fewer than 8 peer-reviewed, published reports of empirical research. Does not explicitly highlight gaps in the literature to which the proposed study will respond. Summarizes cited works sequentially, rather than synthesizes and organizes them thematically. Relies heavily on direct quotes.
F Unsatisfactory Less than 5.6 points	Student work is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.

Assessment/Feedback: X/8

Description of the Method (15 points possible)
In this section describe how you implemented your research. Include a description of subjects (i.e., students, teachers, administrators), the context of the research, the strategies and materials (put sample material in an appendix), the number and total time of each research session, and a complete description of the methodologies. Repeat your question in this section—remind us often what you are studying. Describe how you selected your subject sample—why did you choose these individuals and who are they, in terms of gender, ethnicity, age, grade level, language/culture, and educational achievement? Describe ALL of your methods, including what influenced the selection of your methodology and design, what measures you took to assure the validity of your study, and how you triangulated your data. Be sure to include a table and timeline of your methods—what you collected and when. Be sure to describe what type of data you collected—for example, did you do a needs assessment (via a test) to address student achievement, and then design and implement a new instructional strategy? Or did you observe a group of students to see how they behaved in a particular context, and then interview them to ascertain their reasons? Did you do a series of in-depth interviews with students or teachers? How do the data relate to your research question? How do they relate to your masters curriculum? Finally, describe how you planned to make sense of—analyze—your data in light of your research question(s). Provide rich descriptions of HOW you reviewed your data, the themes that became apparent in your reviews, and your ultimate findings. Consider the following questions as you draft your literature review:

1) Have you described your research context; community, school, and classroom context?
2) Have you included demographic information of participants?
3) Did you include your reflection of the problem? e.g., behaviors observations, possible causes?
4) Have you explained the reasons for your pedagogies based on your noticing of your classroom and the literature reviewed?

5) Have you described in detail what data you collected, how you collected it, and when you collected it, including data generated from your pedagogies and strategies?
6) Are your data from multiple sources?
7) Did you include a description of the pedagogical strategies you enacted?
8) Did you explain how you analyzed your data and include a data audit trail?
9) Have you included and explained the role of your critical friends in your data interpretations and validation?
10) Did you explore using visuals and technologies for analyzing and displaying your findings in a coherent manner?

Grade/Points	Rubric Description
A- to A Exemplary 13.5 – 15 points	Explains, and justifies the appropriateness of the study design, procedures followed, sampling methods, data collection and analytical tools (including any statistical tests), given the stated purpose of the study. Discusses ethical issues raised by study and explains how they were addressed.
B to B+ Proficient 12 – 13.4 points	Explains the study design, procedures followed, sampling methods, and analytical tools (including any statistical tests), given the stated purpose of the study. Discusses ethical issues raised by the study and how they were addressed.
C Approaching Proficiency 10.5 – 11.9 points	Explains study design, procedures followed, sampling methods, and analytical tools (including any statistical tests), given the stated purpose of the study; explanations, however, are not fully developed. Mentions ethical issues raised by the study but addresses them only superficially.
F Unsatisfactory Less than 10.5 points	Student work is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.

Assessment/Feedback: X/15

Results and Findings (15 points possible)
In this section, indicate what you discovered or found as a result of your data gathering. Focus on results that are related to your research concern and answer your research questions or shed light on your research hypotheses. Introduce your findings before you begin to describe them, and remind us of your research question again. Organize this section in a way that makes sense for your data/findings—by student, by theme, by data source, etc. Use illustrative examples from your data to SHOW us your findings. Use tables to summarize and SHOW us what you've learned. Focus on what's truly interesting in your findings, even if you have limited data to support this. Feel free to use mini case studies to illustrate your findings, through the lens of a few students. Remember that the goal is to share what you learned about your teaching for yourself first; our goal is not NECESSARILY to extract findings that will be generalizable across EVERY teaching setting. Interpret your data in as much detail as possible, describing whether or not—or how—your findings corroborated your expectations. Were there any surprises in your findings? Can you think of any alternative explanations for your findings? Consider the following questions as you draft your results and findings:

1) Did you restate your research question and what was found through your research?
2) Are the findings thoroughly and adequately presented?
3) Is there convincing evidence to support your themes?
4) Is there connection and coherence among the separate themes?
5) Did you explain your findings to your critical friend to gain his or her perspective on your interpretations?

Grade/Points	Rubric Description
A- to A Exemplary 13.5 – 15 points	Reports and interprets narrative and numerical data accurately, objectively, and concisely using analytical tools appropriate to the methodology. Highlights explicit links between study outcomes, hypotheses (if stated), and the original research question.
B to B+ Proficient 12 – 13.4 points	Reports and interprets narrative and numerical data accurately, objectively, and concisely. For the most part, analytical tools are appropriate to the methodology. Does not highlight explicit links between study outcomes, hypotheses (if stated), and the original research question; however, such links may logically be implied.
C Approaching Proficiency 10.5 – 11.9 points	Reports and interprets narrative and numerical data with little apparent concern for accuracy and objectively. Analytical tools are inappropriate to the methodology. Provides, at best, tenuous links between study outcomes, hypotheses (if stated), and the original research question.
F Unsatisfactory Less than 10.5 points	Student work is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.

Assessment/Feedback: X/15

Discussion, Reflection, Implications, Recommendations, and Action Plan (10 points possible)
In this section reflect on the findings of your data collection and discuss what they might mean to you as a teacher and teacher researcher. What did you learn from the study? How did it relate to your masters curriculum? How will it influence your teaching—that is, based on the results and themes that emerged from the study, what changes will you make in your teaching? How will you share these findings with others? What are the implications for future research? Speculate on what it would mean if your data pointed in one direction versus another. Again, focus on what's truly interesting in your data/findings, even if you have limited information to support this. Make some bold recommendations for how we might serve students better. Be sure to describe what all of this information—the teacher research process, your data, your findings—mean to you as a professional and a person**.** Describe how you might share the findings of your paper—with your principal, your grade level team, other teachers who are working with these students, use it in a workshop, claim it as an area of expertise on your resume, etc. Be sure to describe potential implications of your study and its findings for other teachers and for education policymakers. Consider the following questions as you draft your discussion, reflection, implications, recommendations, and action plan:

1) Have you adequately explained the implications of your study to your students' learning?
2) Have you adequately explained the implications of your study to your professional development?
3) Have you adequately explained the implications of your study to your teaching and reframing of your practice? Revisit your original research question. Take a retrospective journey and reflect back on the "self" or your role and the conscious (and perhaps at the time unconscious) consequences of your actions in the process of studying your teaching practice.
4) Have you adequately explained the implications of your study to the education field?
5) Have you adequately explained the relevance of your study to national and state education standards?
6) Have you discussed any limitations?

7) Have you identified areas for future research possibilities?

Grade/Points	Rubric Description
A- to A Exemplary 9 – 10 points	Offers evaluation of the study's strengths and weaknesses. Addresses theoretical/practical implications of study findings including how they will be shared with others. Highlights threats to validity, reporting on how they were addressed. Supports assertions/interpretations using sound arguments consistent with study findings. Describes recommendations for future research, and how results will be applied in the practice.
B to B+ Proficient 8.0 – 8.9 points	Addresses theoretical/practical implications of study findings including how they will be shared with others. Highlights threats to validity, reporting on how they were addressed. Supports assertions/interpretations using sound arguments consistent with study findings. Does not describe recommendations for future research, nor how results will be applied..
C Approaching Proficiency 7 – 7.9 points	Addresses practical implications of study findings including how they will be shared with others. Attempts to discuss threats to validity, but does so superficially and/or fails to offer antidotes. Does not consistently support assertions/interpretations using sound arguments consistent with study findings. Does not describe recommendations for future research, nor how results will be applied in practice.
F Unsatisfactory Less than 7 points	Student work is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.

Assessment/Feedback: X/10

References, Appendices, Writing Styles, Mechanics, and General Notes (5 points possible)
Include a complete list of references in APA format. Append all appropriate materials, including, if relevant, any questionnaires, inventories, assessments, sample student work, etc. Include at least one example of each tool you use—it's ideal to include one blank version and one version completed by one of your research subjects. In addition, follow these general guidelines:
  • The model for your study report is not a masters thesis nor traditional class research paper, but rather an article prepared for submission to a journal that focuses more on practice than theory.
  • You may find it helpful to select a journal whose research emphasis and readership match your research topic and follow its manuscript submission criteria. Chapter 8 in the Mills text presents a sample article.
  • It is expected that the entire project will be described in a 25-30 page paper; please do not exceed the 30-page limit.
  • Write in the past tense as much as it makes sense to do so
  • Your paper does not have to be anonymous; you can include names, as this is an internal document and will not be shared anywhere outside of our class
  • Be sure to make a personal and professional connection to your topic and project
  • Citations are not necessary in the introduction
  • Feel free to revise your questions based on data, to make these questions more focused
Consider the following questions as you draft your references and appendices and consider the overall writing quality of your paper:

  1) Did you follow the APA style for the report for a running head, page numbering, references, citations, and the appendix? Does the report include a title page with project

title, author's name, and author's professional affiliation?
2) Are references current and from different sources?
3) Are all references cited in the research report included in the references? Have you provided a complete reference list of all print and nonprint (Internet) references?
4) Is the report coherent, concise, and well structured with a clear purpose?
5) Is the report grammatically correct with proper usage of language?
6) Does the report have your distinctive focus and voice? Have you used professional language (i.e., no jargon)? Have you written in an accessible style and presentation?

Grade/Points	Rubric Description
A- to A+ Exemplary 4.5 – 5 points	Paper is well written with no notable drafting errors. Voice, verb tense, and writing style are consistent throughout. Technical terms are used precisely and accurately, reflecting a firm understanding of underlying concepts. Text is original; opinions and propositions are supported by strong logic and formal references to published research. Sections are linked with unifying transitions, giving the report a clear sense of direction. Paper adheres to formatting specifications provided in course text and materials. Citations/references page follow APA style.
B to B+ Proficient 4 – 4.4 points	Paper is well written with few notable drafting errors. Voice, verb tense, and writing style are generally consistent with few exceptions that do not substantially diminish readability. Most technical terms are used correctly, reflecting adequate understanding of the underlying concepts. Text is original, but opinions and propositions are not consistently supported by logic and references to published research. Transitions do not connect sections seamlessly but do not substantially diminish readability. Paper does adhere to formatting specifications provided in course text and materials. Citations/references page do not follow APA style.
C Approaching Proficiency 3 – 3.9 points	Paper falls short of accepted standards for master's level composition. Drafting errors and error patterns are widespread. Voice, verb tense, and writing style vary from section to section. Technical terms are used incorrectly and/or imprecisely, reflecting only a rudimentary understanding of the underlying concepts. Text is formulaic, relying heavily on paraphrases and "borrowed" materials not formally cited. Transitions are weak, contributing to an apparent lack of direction. Paper does not adhere to formatting specifications provided in course text and materials. Citations and references page do not follow APA style.
F Unsatisfactory Less than 3 points	Paper is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.

Assessment/Feedback: X/5

Overall Assessment/Feedback: for PBA X/60

Grading Scale for Research Project
Exemplary: 60 points. Substantially meets the project and report requirements. All criteria are addressed fully.
Accomplished: 56-59 points. Meets the project and report requirements. Criteria adequately addressed.

Developing: 55-53 points. Meets some, but not all, of the project and report requirements. Weaknesses in addressing some of the criteria. Consider revision.
*Undeveloped***:** 53 points and below. Does not meet the project and report requirements. Weaknesses in addressing the majority of the criteria. Needs significant revision.

M.Ed. Program Exit Requirement:

Clinical Experiences to Impact on Teacher Research Presentation

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Working in small symposium-style, theme-based groups *the primary goal of this M.Ed. Program Exit Requirement is for you to engage in an activity that demonstrates and makes explicit your understandings of the impact of your clinical experiences to your teacher research project.* You are required to document three individual reflections related to the impact of your clinical experiences to your teacher research project and then discuss, synthesize, and present your understandings collectively in symposium-style groups with peers who have studied and enacted related teacher research topics (organized by a theme).

Steps:

First, you are required to document your perspectives of the connections and impact of your clinical experiences to your research project in a series of 3 individually written and posted researcher memos over the course of the semester. Respond to your groups' memos.

Second, you are required to collectively design, post, and present a synthesis of your group's understandings of the impact of clinical experiences related to your group's research theme-based topic. Using contemporary media-based methods, you are required to present your understandings in class and potentially to members of the teacher professional community, thus contributing to the knowledge base of clinical experience connections related to your research theme/topic. The goal of this assignment is for your group to design and enact a presentation that moves the public understanding of your groups' collective knowledge of the connections you made explicit about the impact of clinical practices to your teacher research project and with a discussion of the implications of those understandings to your new role as a professional teacher.

Last, in addition to posting your presentation on a whole class Blackboard Discussion thread and presenting it in class, you are encouraged to display your presentation in an alternative setting and through creative means to further demonstrate the significance of what you learned from clinical experiences to teacher research in our Secondary Education Program to the broader educational community.

Note: The Clinical Experiences to Impact on Teacher Research Presentation is an ungraded requirement for our course and is your M.Ed. Program Exit Requirement. Your grade for EDUC 675 will be posted only upon successful completion of successfully meeting this M.Ed. Program Exit Requirement.

Grading Scale for Course *Please note that B- is not a passing grade*

Grade	Standards	Grading	Grade Points	Graduate Courses
A	Meets Standard	93 – 100	4.00	Satisfactory / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory / Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing
B-	Approaches Standard	80 – 82.9	2.67	Satisfactory* / Passing

READING RESOURCES

Teacher Research
Falk, B., & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research.* Portsmouth, NH: Heinemann.
Goodnough, K. (2001). Teacher development through action research. *Action in teacher education,23* (1), 37-46. Access through GMU, Library, e-journal.
Greely, K. (2000). *Why fly that way?: Living community and academic achievement.* NY: Teachers College.
Hubbard, R. S., & Power, B. (1999). *Living the questions: A guide for teacher-researchers.* Portland, ME: Stenhouse.
Kagan, D. M. (1993). *Laura and Jim and what they taught me about the gap between educational theory and practice.* NY. State University of New York Press.
Leedy, P. D., and Ormrod, J. E. (2001). *Practical research: Planning and design.* Upper Saddle River, NJ: Merrill.
MacLean, M.S. & Mohr, M. (1999). *Teacher-researchers at work.* National Writing Project, Berkeley, CA.
Samaras, A. P., & Freese, A. R. (2006). *Self-study of teaching practices primer.* New York, NY: Peter Lang.
Samaras, A. P., Freese, A. R., Kosnik, C., & Beck, C. (Eds.) (2008). *Learning communities in practice.* The Netherlands: Springer Press.
Samaras, A. P., Freese, A. R., Kosnik, C., & Beck, C. (Eds.) (2008). *Learning communities in practice.* The Netherlands: Springer Press.
Seidman, I. (1998). *Interviewing as qualitative research: A guide for researchers in education and the social sciences.* New York: Teachers College Press.
Zenkov, K. & Harmon, J. (2009). Picturing a writing process: Using photovoice to learn how to teach writing to urban youth. *Journal of Adolescent and Adult Literacy, 52*(7), 575-584.

Analysis
Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods*. Boston, MA: Allyn & Bacon.
Czaja, R., & Blair, J. (1996). *Designing surveys: A guide to decisions and procedures.* Thousand Oaks, CA: Pine Forge Press.
Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage.

Patton, M. Q. (1990). *Qualitative evaluation and research methods (Second Edition).* CA: Sage.

Rovessi, C., & Carroll, D. J. (2002). *Statistics made simple for school leaders.* Lanham, MD: Scarecrow Press.

Salkind, N. (2000). *Statistics for people who think they hate statistics.* Thousand Oaks, CA: Sage.

Saldaña, J. (2009). *The coding manual for qualitative researchers.* Thousand Oaks, CA: Sage.

Research and Writing
Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research.* Chicago, IL: The University of Chicago.

Dahl, K. K. (1992). *Teacher as writer: Entering the professional conversation.* Urbana, IL: NCTE.

Writing a Research in Action Paper
Writinghttp://www.gmu.edu/departments/english/composition/wits/research/index.html

Help with Research http://library.gmu.edu/mudge/Dox/basics.html

Data Collecting Tools: Go to Google docs, then spreadsheets to create survey.
Also Survey Monkey http://www.surveymonkey.com/home.asp

National Reports and Test Reporting Centers

- The Nation's Report Card/National Assessment of Educational Progress http://nces.ed.gov/nationsreportcard/
- National Center for Educational Statistics http://nces.ed.gov/help/sitemap.asp
- TIMSS and PIRLS The International Math and Science Study and International Literacy Study http://www.timss.org/
- Best Evidence/School Reform Reports/School Models. Johns Hopkins University http://www.bestevidence.org/index.htm

See http://www.sagepub.com/samaras/selfstudy.htm for additional resources.

PROPOSED CLASS SCHEDULE

Date	Topic/Learning Experiences	Readings and Assignments Due POST = on Class Discussion Thread **before class.**
1 **1/27**	INTRODUCTION TO COURSE FINDING YOUR RESEARCH QUESTION	During the first week, read Preface, Chapters 1 and 2 Start noticing your classroom and brainstorm possible research topics. **POST Researcher Memo 1:** Write about the *explicit* connections and impact you can make from your former and current clinical experiences to your teacher research project. Read and respond to your group's memos. Upload a picture of yourself in the Bb discussion thread.
2 **2/3**	RESEARCH RATIONALE RESEARCH DESIGN SELF-STUDY METHODS	Overview Self-Study Resource Center at http://www.sagepub.com/samaras/ Read Chapters 4 & 6 **Bring and post a picture of your Research Artifact and research topic.** Use CFI 5.3 pp. 104-106
3 **2/10**	RESEARCH ETHICS LITERATURE REVIEW	Read Chapters 5 & 7 **POST Research Question and Rationale**
4 **2/17**	**ONLINE WORK**	Read Chapters 8 & 9 **Start Digging through Literature:** Use electronic databases to build lit review **POST Researcher Memo 2:** Write about the *implicit* connections and impact you can make from former and current clinical experiences to your teacher research project. Read and respond to your group's memos.
5 **2/24**	DATA COLLECTION WORKSHOP	**Read 2 Student Research Exemplars** in your discipline and with a focus on Research Design and **be prepared to share in class** **POST and Peer Review Research Proposal with Design Chart** Use CFI 6.3, pp. 123-126

6 **3/3**	**ONLINE WORK** Work in field to collect and document data.	**POST and Peer Review Pedagogical Strategies /Data Chart for input from critical friends** **Group VoIP to dialogue about** *your Clinical Experiences to Teacher Research Impact*
3/10- **3/16**	*Have a wonderful Spring Break!*	
7 **3/17**	DATA ANALYSIS WORKSHOP	Read Chapters 10 & 11 **POST Literature Review**
8 **3/24**	**ONLINE WORK**	**POST DRAFT 1 for professor and peer review**
9 **3/31**	ASSESS RESEARH QUALITY/VALIDATION WORKSHOP WRITING YOUR PAPER	Read Chapter12 Bring data analysis piece for check-coding **POST Researcher Memo 3:** Synthesize and write about your understandings of the impact of your clinical experiences to your teacher research project. Read and respond to your group's memos.
10 **4/7**	**ONLINE WORK**	Read Chapter 13 **POST PEER REVIEW OF DRAFT 1 with tracking and comments**
11 **4/14**	**ONLINE WORK**	**POST DRAFT 2 for Professor red flags only**
12 **4/21**	**ONLINE WORK**	**Group VoIP to prepare for** *your Clinical Experiences to Teacher Research Impact Presentation*
13 **4/28**	CONNECTING CLINCIAL EXPERIENCES TO TEACHER RESEARCH	*Clinical Experiences to Impact on Teacher Research Presentations* ~ *Class Dialogue and Critique*
14 **5/5**	TEACHER RESEARCH PROJECT PRESENTATIONS	In 5 minutes tell us: 1. your RQ and Rationale 2. your key discoveries. 3. most valuable insight/mistake **POST and BRING hard copy of Final Teacher Research Project. Post Appendixes online only.**