GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
TRANSFORMATIVE TEACHING PROGRAM

EDUC 667 DL1 Teacher Inquiry in Practice II (Credits: 3)
Spring 2017

PROFESSORS:

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COURSE DESCRIPTION:
A. Prerequisite: Admission into the MEd Curriculum and Instruction concentration in Transformative Teaching program; completion of the EDUC 663 Culturally Relevant Pedagogy Course and the EDUC 665 Teacher Inquiry in Practice I Course.
B. Builds on the teacher research project begun in Teacher Inquiry in Practice I as teachers continue to address their pedagogical questions, take actions to improve teaching and learning, gather, analyze and interpret multiple forms of data, and share their experience in communities of practice.

DELIVERY METHOD:
This course will be delivered online (76% or more) using both synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by January 18.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:

➢ Adobe Acrobat Reader: https://get.adobe.com/reader/
➢ Windows Media Player:
   https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
➢ Apple Quick Time Player: www.apple.com/quicktime/download/

EXPECTATIONS:

- **Course Participation:** Active and consistent participation in the course as described in the individual course syllabus is extremely important for online courses. Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions. The completion of all readings assigned for the course is assumed. Online courses will, at a minimum, have weekly requirements for student participation that can be documented by any or all of the following methods:
  - ➢Submission/completion of assignments as specified by the professors
  - ➢Communication with the professors
  - ➢Active, meaningful, and respectful communication with peers

  Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Students must also regularly check their GMU email for communications from the instructors. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Written Assignments:** All formal written assignments will be evaluated for content and presentation. (Formal assignments do not include Blackboard discussions, class/course feedback, in-class reflections or journaling) The American Psychological Association, Sixth Edition (APA) style guide should be followed for formal written assignments. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support. Students will do the following:
  - ➢Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
  - ➢Develop points coherently, definitively, and thoroughly.
  - ➢Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
  - ➢Use correct capitalization, punctuation, spelling, and grammar.

- **Sessions:** Because our online courses do not have a "fixed" meeting day, our session will generally **start** on Wednesday and **finish** on Tuesday. Synchronous meetings will be arranged as needed.

- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.

- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly.

- **Mentoring/Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send an email to your instructors to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. We suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** We will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructors.

LEARNER OBJECTIVES:
This course is designed to enable students to:
1. Further develop as researchers and reflective practitioners,
2. Carry out, write, and present a classroom research project,
3. Frame research inquiries around moral/ethical purposes and on moral/ethical truths, and
4. Develop a critical perspective on issues related to teaching and learning.

PROFESSIONAL STANDARDS:
This course fits with the core values of the College of Education and Human Development, which include collaboration, research based practice, innovation, ethical leadership, and social justice.

This course is designed to meet the following professional teaching standards:
- GMU Dispositions for a Career Educator I, II, and III
  - Commitment to the Profession
  - Commitment to Honoring Professional Ethical Standards
  - Commitment to Key Elements of Professional Knowledge
- Teachers College Columbia Teacher Expectations I and II
  - Lifelong Learners
  - Learner-Centered Educators
- NBPTS Propositions 2, 3, and 4
  - Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
  - Teachers are Responsible for Managing and Monitoring Student Learning
  - Teachers Think Systematically about Their Practice and Learn from Experience

REQUIRED TEXTS:
Cochran-Smith, M., and Lytle, S.L. (2009). *Inquiry as stance: Practitioner research for the next generation*. New York: Teachers College Press. (selected chapters)

Kohn A. (2015). *Schooling beyond measure and other unorthodox essays about education*. Portsmouth: Heinemann. (selected chapters)

Hirsch, E.D. Jr. (2010). *The making of America: Democracy and our schools*. New Haven: Yale University Press. (selected chapters)

Scherff, L., and Spector, K. (2011). *Culturally Relevant Pedagogy*, Rowman and Littlefield
Education: Lanham, Maryland. (selected chapters)

*Please Note: Additional articles, chapters, PowerPoint presentations, and media will be distributed
and/or posted on Blackboard as needed. You should also be doing some background reading on your
chosen research topic.

COURSE ASSIGNMENTS (aligned with outcomes/objectives)

1. Assignment descriptions
- Class Participation (Assesses objectives 1, 2, 3, and 4)
- Teacher Research Journal Reflections (Assesses objectives 1, 2, 3, and 4).
  This assignment provides you with an opportunity to formalize your thinking and plans around
  your research project and to allow your mentor to see where you are so that we can offer our
  support. Throughout the course, you must be engaged in reflection and ongoing dialogue about
  the research problem and process, drawing on classmates' knowledge and experience to address
  new and unresolved questions and issues. This work will allow you to generate ideas and to
  consider and negotiate interpretations of evidence that will result in a fuller understanding of
  your teaching and your students' learning. Given our ongoing emphasis on critical pedagogy,
  learner-centered teaching, and culturally relevant pedagogy, you are encouraged to consider
  incorporating one or more of these approaches as part of your research to improve teaching and
  learning in your classroom and school. There are three assigned journal reflections this
  semester. Each will have a set of reflection prompts for you to address.
- Final Research Report (Assesses objectives 1, 2, 3, and 4). This report will provide you with an
  opportunity to take a strong critical stance as you formally reflect upon the progress you have
  made in your teacher research project and to publicly share your insights. You should be
  continuously reflecting and dialoguing with classmates and your students about your research
  problem and process and negotiating interpretations of evidence; the impact of this dialogue on
  your thinking and research progress should be documented in this report. Detailed guidelines
  will be provided.

2. Assignment weighting

Class Participation		
	Session #2	10 points
	Session #3	10 points
	Session #4	10 points
Teacher Research Journal Reflections		
	Reflection #8	10 points
	Reflection #9	10 points
	Reflection #10	10 points
Final Research Report		40 points

3. Grading policy: Grade distribution

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
75-79	C
74 and below	F

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT
There is no required performance-based assessment for this course.

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

CORE VALUES COMMITMENT
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU POLICIES AND RESOURCES FOR STUDENTS
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
- Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).

- The 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 Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

EDUC 667/669 Class Schedule
The two courses are integrated for the spring semester

Sessions	Topics & Major Assignment Due Dates
Session 1 (2 weeks) Dates: Jan. 25 – Feb. 7	Topics: Critical consciousness; Teacher Research Due Feb. 7: Teacher Research Journal Reflection #8
Session 2 (2 weeks) Dates: Feb. 8 – Feb. 21	Topics: Data Analysis and Claims Due Feb. 21: Teacher Research Journal Reflection #9 Due Feb. 21: Portfolio Graphic Organizer
Session 3 (2 weeks) Dates: Feb. 22 – March 7	Topics: Teacher Research Impact Due March 7: Teacher Research Journal Reflection #10
Session 4 (3 weeks) Dates: March 28 – March 28 (Includes spring break)	Topics: Teaching & Learning; Portfolio Development Due March 13: An outline of your research report and any questions.
Session 5 (3 weeks) Dates: March 29 – April 18	Topics: Teacher Research Reflection, Dialogue and Refinement

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

ASSESSMENT RUBRIC:
The PBA will be assessed according to the professional standards and the specific assignment guidelines using the following rubric:

Teacher Inquiry in Practice II

CRITERIA	Beginning (Does not meet standards) 1	Developing (Meets standards) 2	Accomplished (Exceeds standards) 3	Exemplary (Exceeds standards) 4
Imagination and Creativity (GMU I, TC II)	Beginning to take risks beyond what is familiar	Generates multiple possibilities before attempting to solve problems creatively	Creative problem-solving technique includes multiple possibilities, research, divergent and convergent thinking, and tenacity	Metacognitive and innovative thinking and practice derived from creative problem solving that sparks more questions, possibilities, and creativity for self and students. Overcomes social and material obstacles
Theorizing/Praxis (GMU I, TC II, NBPTS 3)	Beginning to question own thinking about pedagogy *or* practice	Questions own thinking about pedagogy *and* practice	Consistently questions own thinking about pedagogy and practice w/ students and families, seeks research texts and studies, and applies theories to shape practice	Metacognitively synthesizes own and others' theories, hypotheses, and research and connects them to practice and uses practice to test theory
Content Depth (GMU III, TC II, NBPTS 2, NETS-T 1,2,3,4,5)	Demonstrates uneven skill and knowledge about the disciplines and practices that you present	Demonstrates skill and knowledge about the trends, theories, *or* disciplinary practices in education	Demonstrates skill and knowledge about the trends, controversies, theories, *and* disciplinary practices in teaching and effectively applies skills and knowledge to create critical, imaginative, and creative thinking for all students.	Demonstrates critical metacognition about skill and knowledge on the trends, trends, theories, and disciplinary practices in teaching and learning and effectively applies skills and knowledge to create critical, imaginative, creative, and relevant multicultural curricula for all students.

Research skills and social change (GMU II, TC 1, NBPTS 4)	Demonstrates minimal understanding of the research process and potential impact on practice.	Demonstrates clear understanding of the research process and potential impact on practice.	Demonstrates clear understanding of the research process and potential impact on practice; demonstrates imaginative, creative, and critical thought about some aspect of the research process.	Demonstrates clear understanding of the research process and potential impact on practice; demonstrates imaginative, creative, and critical thought in all aspects of the research process.
Elements of the Research Report	Fails to address all required elements of the research report	Minimally addresses all elements of the research report	Adequately addresses all elements of the research report	Thoughtfully addresses all elements of the research report
Data Collection	No data was collected	Notes were taken on observations and/or conversations with students and parents.	Rich notes were taken on observations and conversations with students and parents.	Detailed descriptive and analytic notes were taken on observations and conversations with students and parents.
Data Analysis	Data were not analyzed	Observations and/or conversations were minimally analyzed although assumptions were left unexamined.	Observations and conversations were systematically analyzed and assumptions were examined.	Observations and conversations were analyzed in a sophisticated way: multiple interpretations were used, assumptions were carefully examined, and data were triangulated
Claims and Conclusions	There were no claims or the claims made were not supported by the data	Claims were minimally supported by the data	Claims were adequately supported by the data	Claims were supported not only by the data, but by existing literature and theories