



George Mason University  
College of Education & Human Development/Graduate School of Education  
Secondary Education Program

**EDCI 559 (Section 011), "Research and Assessment in Elementary Education"  
Spring 2018 (3 credits)**

Key Information

Instructor: Kristien Zenkov, PhD, Professor

Office hours: Mon/Tues, 3:00-4:15; by appointment, via phone, or via Skype or Google Hangout

Phone: 703.993.5413 (O); 216.470.2384 (M)/Email: [kzenkov@gmu.edu](mailto:kzenkov@gmu.edu)

Office/Mail: 1808 Thompson Hall, 4400 University Drive, MSN 4B3, George Mason University  
College of Education and Human Development, Fairfax, VA 22030

Class Meetings and Course Overview

Wednesday, 4:30-7:10/Thompson Hall 2010, Fairfax Campus

Our class will meet using a variety of structures. When we gather on campus we will meet in Thompson 1010. We will gather as a whole class, in 1:1 conferences, and in small groups. Although the work required to achieve these goals is intensive, the course is designed to provide you with much support. Our readings and discussions will help you develop your own rationale and "road map" for your own research project. We will dig into readings together, write often and share our writings with one another, and support each other in our research goals.

Prerequisites

Admission into elementary education graduate program; capstone course for degree must be taken last in programmatic sequence.

University Catalog Course Description

Provides teacher candidates an understanding of research paradigms utilizing systematic evidence to improve practice and further skills in assessment of learning outcomes. Emphasizes linking research and practice, making instructional decisions based on systematically collected data.

Course Overview

This course is designed to help teacher candidates understand various research paradigms utilizing research literature and systematic evidence to improve teacher practice, and to further their skills at assessment of learning outcomes. Course emphasizes linking research and practice and making instructional decisions based on systematically collected data.

### Instructor Introduction and Theoretical Framework

I believe that the best teachers know themselves as literate people in the broadest sense. I will ask you also to know yourselves as professionals with a variety of literacies, including those of photographers, visual sociologists, and community constituents. Teachers and those who work with children and youth must be resilient individuals who are willing to take risks to let school literacies matter to themselves, their students, and the broader community. I will expect you to be your best, brightest, most thoughtful, and most creative selves. I intend that this course will be one that you remember, and that you will care passionately about the work we do. I will have uncompromising professional standards for your behavior, participation, and openness. At the same time, I will do everything possible to ensure that you meet these standards. My hope is that we will experience much intellectual camaraderie, engaging discussion, and laughter as we proceed. I encourage you to take risks and celebrate the risks taken by your colleagues.

I bring the perspectives of a veteran teacher and teacher educator, as well as the points of view of a community activist and artist. I approach all educational experiences with the goal of helping students to learn to be active, creative, “real world” members of a just society. It is important for us as educators to approach our teaching with a simultaneously critical and creative perspective: when we assess current teaching practices, we also begin to develop new ones. I offer an explicit critique of schooling: as a classroom teacher with more than fifteen years’ experience, an active scholar, and an advocate for children and youth and schools, playing a critical role is my right and responsibility. It is my hope that you will take on this same role.

Perhaps most importantly to you, I have spent my school and university teaching career working across school and university settings with a wide range of children and youth, so I am confident that I will be able to support you in this class. Finally, much as you as university students must be concerned with your own development and others’ assessments of your class efforts, I am committed to my growth as a teacher and teacher educator. I will ask for your support in my research as I study your inquiry processes and as I begin to author (or co-author, with you) a book exploring how best to help early career teachers conduct action, teacher, or practitioner research. I am particularly interested in comparing efforts of members of our class who use traditional action, teacher, or practitioner research methods with those who use Youth Participatory Action Research (YPAR) methods.

### Nature of Course Delivery

This course includes multiple instructional strategies and formats including face to face and asynchronous online class sessions. Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory will be explored throughout our activities.

Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the “Class Schedule” section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

Learning Outcomes

## A. Students will be able to:

1. Articulate the role of systematic evidence in the improvement of teaching and learning.
2. Use educational research literature as a basis for reflecting on and improving their teaching practice.
3. Make explicit linkages between research and assessment practice.
4. Distinguish between the purposes and methods of theoretical, applied, and action research as well as quantitative and qualitative research.
5. Explain the fundamentals of validity and reliability, and articulate the potential threats to validity within various research paradigms.
6. Critique the quality of research studies within various paradigms.
7. Describe the purpose and cycle of action research, specifically in relationship to assessment of their learners.
8. Design appropriate and authentic assessments and analyze student data.
9. Design an action research study based on research and student assessments.
10. Use technology to assist in locating, using, conducting research, and analyzing data.

## B. Outcomes and Standards (see below)

Learning Outcomes	NBPTS Propositions	NETS Standards	InTASC Standards	ACEI Standards
1	1, 3	V	2, 3, 4, 5, 6, 9, 10	3.1, 3.2, 3.3, 3.4, 4.0, 5.1
2	1, 3, 4	IV & V	9, 10	5.1
3	1, 3, 4	IV & V	6, 9	4.0, 5.1
4	4	V	6,	4.0
5	4	V	6	4.0
6	4	V	6, 9, 10	4.0, 5.1
7	1, 3, 4	IV & V	6, 7, 9	3.1, 4.0, 5.1
8	1, 3	IV & V	6	4.0
9	4	IV & V	6, 7, 9	3.1, 4.0, 5.1
10	4	V	4	2.1, 2.6

## Professional Standards

Upon completion of this course, students will have met the following professional standards:

*ACEI Standards*

- Standard 3.1: Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community
- Standard 3.2: Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students
- Standard 3.3: Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking and problem solving
- Standard 3.4: Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments

- Standard 4.0: Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.
- Standard 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

#### *INTASC*

- Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

#### *National Board for Professional Teaching Standards*

- Proposition 1: Teachers are committed to students and learning
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from their experience.

*National Technology Standards*

- Standard IV: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
- Standard V: Teachers use technology to enhance their productivity and professional practice.

*Virginia State Technology Standards for Instructional Personnel*

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.

Required Text(s)

Mills, G. E. (2014). *Action research: A guide for the teacher researcher* (6<sup>th</sup> ed.). Boston, MA: Pearson.

Zenkov, K., Pellegrino, A., Sell, C., Biernesser, S., & McCamis, M. (2015). Picturing kids and “kids” as researchers: Preservice teachers and effective writing instruction for diverse youth and English language learners. *The New Educator*. Note: This article will be provided electronically.

\*Note: Other text readings will be provided electronically.

*Elementary/ESOL Exemplar Action/Teacher/Practitioner Papers*

Lancia, A. (2013). *Electronic Portfolios: 21st Century Assessment Tools for Early Childhood Learners*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

McCusker, D. (2013). *Using movement to explicitly teach vocabulary to first grade English language learners*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Peckenhams, E. (2013). *“I know that I’m use water for somethink”: A study of self-assessment in a third grade science classroom*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Sharp, R. (2012). *Learn with your friends: Literature circles with English Language Learners in Africa*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Stone, K. (2013). *The “art” of mother tongue inclusion: Its effect on achievement, self-esteem and identity*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Vranas, J. (2013). *Combating the “Bueller effect:” A study of the effects of homogeneous ability grouping on confidence and participation*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

*English Exemplar Action/Teacher/Practitioner Papers*

Bradshaw, L. (2017). *Fostering Student-Centered Active Learning: How Does it Impact Comprehension, Engagement, & Motivation?* Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Kendrick, L. (2016). *Bellringers and Journaling: English Class as a Tool for Personal Growth*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

- Lima-Whitney, A. (2014). *Proofreading understanding, attitudes & practice*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Mitro, C. (2014). *Effective Strategies for Teaching Shakespeare: Getting High School Students to Connect With and Internalize the Bard*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Newman, K. (2015). *Empowering Student Voice by Applying a Social Justice Perspective to the Study of Literature*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Patterson, J. (2014). *Effects of reading interventions on reading comprehension, reading fluency, and attitudes toward reading*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Slater, B. (2017). *Student-Centered Goal Setting and Pursuing Skills in the Classroom*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Steele, L. (2015). *Literacy Skills, Self-Efficacy and Self-Reflection*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Tate, M. (2016). *"Imagination on Paper": How Creative Writing Warm-ups Can Be Used Effectively in an English Classroom*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Townsend, S. (2013). *ANOTHER homework assignment? Increasing homework motivation in the middle school classroom*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

#### *Social Studies Exemplar Action/Teacher/Practitioner Papers*

- Aguirre, R. (2015). *Comparing the Effectiveness of Guided Notes in Traditional and Block Schedule Classes*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Barton, S. (2014). *Effectiveness of Informal Mentoring on Vulnerable Learners*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Green, O. (2016). *Integrating Technology as a Student Motivator*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Travis, M. (2017). *Implications of a 1:1 Laptop Initiative in High School Classrooms*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Weatherholtz, N. (2015). *Types of Assessments in a Classroom of Diverse Learners*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

#### *Science Exemplar Action/Teacher/Practitioner Papers*

- Araneo, K. (2016). *Implementing Goal Setting Strategies in an Online Learning-Centered Classroom to Build Motivation and Promote Student Success*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Leathart, S. (2012). *A Slice of Pizza: The Use of Authentic Contexts in a High School Biology Class*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Polen, C. (2014). *Particle physics: An essential and engaging part of the program*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.
- Snow, L. (2015). *Explicit Teaching of Reading Comprehension Strategies to Improve Content Literacy in Biology*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Sutton, M. (2015). *Classroom Climate Interventions: Building a Sense of Community in the Classroom*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

#### Math Exemplar Action/Teacher/Practitioner Papers

Baney, C. (2015). *Understanding the Numbers through the Words: Improving Literacy in the Math Classroom*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Brand, M. (2014). *Station teaching co-teaching method*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Hahne, C. (2012). *Confidence + Good Grades = Success!: Defining and Promoting Student Success in Mathematics Through the Use of Self-Monitoring and Progress Tracking*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Koca, J. (2017). *Students' Mathematics Identities: Cultivating a Sense of Belonging in a Math Classroom*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

Rooney, K. (2017). *The Never Ending Reflection Story, Math Edition: Students see themselves as learners*. Unpublished masters action/teacher/practitioner research project. Note: This paper will be provided electronically.

#### Recommended Texts

American Psychological Association (2009). *Publication manual* (6th ed.). Washington, DC: American Psychological Association.

Note: APA guidelines are available online at <http://owl.english.purdue.edu/owl/resource/560/01/>

#### Action/Teacher/Practitioner Research/Research Websites

- [http://gse.gmu.edu/research/tr/tr\\_action/](http://gse.gmu.edu/research/tr/tr_action/)
- <http://www.scu.edu.au/schools/gcm/ar/arp/arfaq.html>
- <http://www.lupinworks.com/jn>
- <http://www.drawntoscience.org/educators/action-research/what-is-action-research.html>
- <http://www.accessexcellence.org/LC/TL/AR/>
- <http://www.standards.dfes.gov.uk/ntrp/>
- <http://www.teacherresearch.net/>
- <http://www.gmu.edu/departments/english/composition/wits/research/index.html>
- <http://library.gmu.edu/mudge/Dox/basics.html>

#### Data Collection Tools

- Go to GoogleDocs, then “spreadsheets” to create survey
- 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/>

#### 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>

### Course Performance Evaluations

Students are expected to submit all assignments on time in the manner outlined by the instructor.

### TK20 Performance-Based Assessment Submission Requirement

Every student registered for any Elementary Education course with a required performance-based assessment is required to submit these assessments, Action Research Report, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### Assignments

Assignment	Points
1. Attendance and Participation [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	20
2. Component Drafts: [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10] a. Part One: Rationale and Research Question(s) b. Part Two A: Annotated Bibliography 1 c. Part Two B: Annotated Bibliography 2 d. Part Three: Context and Instructional Change e. Part Four: Data Collection and Student Assessment f. Part Five: Data Analysis g. Part Six: Findings and Implications	5 points EACH (35 total)
3. Final Action Research Report (PBA) [Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9, 10]	30
4. Action Research Poster and Presentation [Outcomes 1, 2, 3, 7]	15
Total	100

### *General*

All assignments should be turned in via Blackboard on the due date indicated in the schedule below. The submission deadline for assignments is Wednesday midnight (US eastern standard time) each week. All projects must be typed, in 12-point font, with one-inch margins, double-spaced, in Times New Roman font, and follow APA guidelines. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe. I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

*Note: Please title each assignment with your last name, the name of the project/assignment, and the date you are submitting it (e.g., Smith\_Literature\_Review\_Draft\_9-1-12).*

### *Attendance, Participation, and Peer Feedback (20 points)*

Students are expected to attend *all* class periods of courses for which they register. Class participation—both in online and face-to-face settings—is important not only to the individual student,



but to the class as whole. Class participation is a factor in grading; instructors may use absences, tardiness, or early departures as de facto evidence of non-participation and as a result lower the grade. Participants are expected to read the assigned materials, complete online activities, arrive promptly, attend all class meetings for the entire session, and participate in online and face-to-face class discussions. It is your responsibility to offer insights, questions, comments, and concerns from the readings; I suggest that you keep a reading log that includes both notes on and reactions to each reading. This log could also contain the field notes that you will take on your classroom as you complete your research project. If, due to an emergency, you will not be able to participate during a given week of class, please contact me as soon as possible and certainly prior to any face-to-face class time; it's best to do so via my email or my mobile phone (216.470.2384). Students are responsible for obtaining information given during class discussions despite attendance. Demonstration of positive and collaborative professional dispositions toward colleagues during peer review, along with a willingness to accept constructive criticism, is a course expectation.

By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. My goal is to develop a comfortable online and face-to-face classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. Your attendance, thoughtfulness, clarity, and active sharing of responsibility for our classroom community will affect your grade. It is your responsibility to share and respond with insights, questions, comments, concerns, and artifacts from the readings and your teaching and research experiences. Absences and tardies—in both online and campus class sessions—will impact your grade. Two tardies are equal to one absence, and missing 30% or more of class sessions will result in automatic course failure. Please turn off all mobile phones, computers, and pagers when you participate in our class.

You will have the chance to work with peers across the semester as you craft your research project. A peer reviewer is a colleague whom you trust personally and professionally, as well as a kind but courageous about asking provocative questions about your work and your perspective. In our course, a significant amount of in- and out-of-class time will be spent considering each other's work. Let's keep in mind that peer reviewers intend not just to know their own work but to understand the contexts, circumstances, and settings of their peers' efforts. Let us also be advocates for each other's critical reflections on our teaching practices. We will establish non-negotiables for our work as a class and for each of our peer interactions.

#### *Component Drafts (1-6) (35 points)*

These sections will be submitted throughout the semester for formative feedback. These drafts MUST be submitted by their syllabus due dates. They are worth 5 points each.

- Part One: Rationale and Research Question(s) (due Feb 14)
- Part Two A: Annotated Bibliography #1 (due Feb 28)
- Part Two B: Annotated Bibliography #2 (due Mar 7)
- Part Three: Context and Instructional Change: Describe your school, community, classroom and student population; and describe the instructional change (due Mar 21)
- Part Four: Data Collection and Student Assessments: Describe how you collected data to answer your research question(s). This includes formative and summative assessments designed to gather that data (due Apr 25)
- Part Five: Data Analysis: Describe how you analyzed your data (due May 16)
- Part Six: Findings and Implications: Describe your findings and their implications for teaching and learning (due May 30)

*Action Research Final Report (30 points)—TK20 Requirement: Due Jun 6*

This is the major assignment for this class and is the Performance Based Assessment (PBA) for the course. The final written report will include the sections above and a final implications section for a total of six sections. Points will also be earned for quality of writing and use of APA style in final report. See attached rubric.

- Part One: Rationale and Research Question(s)
- Part Two: Annotated Bibliography
- Part Three: Context and Instructional Change
- Part Four: Data Collection and Student Assessments
- Part Five: Data Analysis
- Part Six: Findings and Implications

*Note: Final Report must be submitted via TK20 by June 6<sup>th</sup>, 11:59pm*

*Action Research Poster Presentation (15 points)*

You will present your action research. This presentation will be based on your written final report (see above). You will participate with other sections of EDCI 559 in a poster session. You will prepare a conference-style poster and one-page handout for distribution to your audience. Date and location of presentation TBA.

Assessment and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below, and a specific rubric provided with each assignment. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must *choose* to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student did not follow all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member.

Grading Scale

94-100 = A	90-93 = A-	88-89 = B+	81-87 = B	70-80 = C	Below 70 = F
------------	------------	------------	-----------	-----------	--------------

Course Schedule

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

Date	Readings	Topics and Activities	Assignment Due
1/24	<ul style="list-style-type: none"> <li>▪ Mills Ch. 1: What is Action Research?</li> <li>▪ Zenkov et al article</li> <li>▪ Exemplar research projects</li> </ul>	Face-to-Face (Thompson 1010) <ul style="list-style-type: none"> <li>• Introductions and syllabus</li> <li>• Review teacher research models and elements</li> <li>• Critical friends groups</li> <li>• Dissection of “Rationale and Research Question” section</li> </ul>	Readings logs for assigned readings
1/31	<ul style="list-style-type: none"> <li>▪ Mills Ch. 3: Deciding on an Area of Focus</li> <li>▪ Exemplar research projects</li> </ul>	Face-to-Face (Small groups at schools) <ul style="list-style-type: none"> <li>• Work on rationale and research question(s)</li> <li>• Designing your study</li> </ul>	Reading logs for assigned readings
2/7	<ul style="list-style-type: none"> <li>▪ Mills Ch. 3: Deciding on an Area of Focus</li> <li>▪ Exemplar research projects</li> </ul>	Face-to-Face (Small groups at schools) <ul style="list-style-type: none"> <li>• Work on rationale and research question(s)</li> <li>• Designing your study</li> </ul>	Reading logs for assigned readings
2/14	<ul style="list-style-type: none"> <li>▪ None!</li> </ul>	Work on Rationale and Research Questions	Feb 14: Part 1: Rationale and Research Question(s)
2/21	<ul style="list-style-type: none"> <li>▪ Mills Ch. 4: Review of Related Literature</li> <li>▪ Exemplar research projects</li> </ul>	Face-to-Face (Thompson 1010) <ul style="list-style-type: none"> <li>• Reviewing the literature</li> </ul>	None!
2/28	<ul style="list-style-type: none"> <li>▪ None</li> </ul>	Working on reviewing the literature	Feb 28: Part 2A: Annotated Bibliography: Find 5 research articles related to your topic
3/7	<ul style="list-style-type: none"> <li>▪ Mills Ch. 5: Data Collection techniques</li> <li>▪ Exemplar research projects</li> </ul>	Face-to-Face (Small groups at schools) <ul style="list-style-type: none"> <li>• Qualitative data collection and analysis</li> <li>• Quantitative data collection and analysis</li> <li>• Content and Change overview</li> </ul>	Mar 7: Part 2B: Annotated Bibliography: Find 5 research articles related to your topic
3/14	<ul style="list-style-type: none"> <li>▪ Mills Ch. 6: Data Collection considerations</li> <li>▪ Exemplar research projects</li> </ul>	Independent work session <ul style="list-style-type: none"> <li>• Work on Context and Change</li> <li>• Ensuring Trustworthiness</li> <li>• Validity, Reliability, Generalizability</li> <li>• Evaluating the Quality of Action Research</li> </ul>	None!

3/21	▪ None!	No Class – IT, data collection	March 21: Part 3: Context and Change
3/28	▪ None!	No Class – IT, data collection	None!
4/4	▪ None!	No Class – IT, data collection	None!
4/11	▪ None!	No Class – School Divisions Spring Break	None!
4/18	▪ None!	No Class – IT, data collection	None!
4/25	▪ Mills Appendix 1: Elizabeth McPolin ▪ Exemplar research projects	Face-to-Face (Thompson 1010) <ul style="list-style-type: none"> <li>• Data collection</li> <li>• Analyzing data</li> </ul>	April 25: Part 4: Data Collection
5/2	▪ Mills Ch. 7 Data analysis and interpretation ▪ Exemplar research projects	Face-to-Face (Thompson 1010) <ul style="list-style-type: none"> <li>• Analyzing data</li> </ul>	None!
5/9	▪ None!	Work on data analysis	None!
5/16	▪ None!	Work on data analysis	May 16: Part 5: Data Analysis
5/23	▪ Mills Ch. 10 Disseminating Action Research ▪ Exemplar research projects	Face-to-Face (Thompson 1010 @ 7:20 pm) <ul style="list-style-type: none"> <li>• Preparing the final research report</li> </ul>	
5/30	▪ None	Work on Findings, Implications, and Presentation	May 30: Part 6: Findings
Date TBA	▪ None	Face-to-Face <ul style="list-style-type: none"> <li>• Sharing Symposium</li> <li>• Location TBD</li> </ul>	June 6: Final Report

### Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students are expected to exhibit professional behaviors and dispositions at all times. (See Elementary Education Program Handbook).

### Core Values Commitment

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/>

### GMU Policies and Resources for Students

#### *Policies*

Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>

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](mailto: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/>.

- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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

### Additional Program Information for Students

To participate in this course, students will need to satisfy the following technical requirements:

- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- 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.
- 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/](http://www.apple.com/quicktime/download/)

## Action Research Rubric

Levels/Criteria	3	2	1
Introduction: Describes the problem. Clear research question stated. Significance of problem is addressed. <i>InTASC 9</i> <i>ACEI 5.1</i>	The problem is described in details. The description fully leads the reader to the research question. The research question is clear. It is measureable. The significance of the problem is addressed fully. It is clear why this is an important problem to study.	The problem is adequately described. The description partially leads the reader to the research question. The research question is vague. It is measureable. The significance of the problem is adequately addressed, but it is not clear as to why this is important.	The problem is not adequately described. It does not lead the reader to the research question. The research question is unclear. It is not measureable. The significance of the problem is unfocused and rambles. It is not clear why this is an important topic to study.
Annotated Bibliography: Research studies are used. Studies relate to the research question. <i>InTASC 9</i> <i>ACEI 5.1</i>	At least nine to ten research studies are used to support the literature review. These are from respectable journals. The studies are appropriate for the topic and research questions. Bibliography is in APA style with no errors.	Five to eight research studies are used. At least one of them is from a respectable journal. The studies are somewhat appropriate for the topic and research question. Bibliography follows APA style with no more than two errors.	Less than five research studies are used. The articles are not from respectable journals. The studies are not appropriate for the topic or research question.
Context and Intervention Provided: Setting Described. Population identified. Intervention. <i>InTASC 9</i> <i>ACEI 5.1</i>	The setting is fully described. It includes, size of school, location, grade level, subject taught, etc. All pertinent information is included. The population is fully described. It includes number of students, gender and ethnic breakdown, grade levels, academic abilities, etc. Information relevant to the research is included. Intervention is fully described. It is clear what the intervention is and how it will be implemented. Intervention is realistic.	The setting is adequately described. Most information is included, but not all. The population is adequately described. Most information is included, but not all. Intervention is adequately described, but either the description of the intervention or the implementation is confusing.	Setting is not included or inadequately described. It is not clear where the research will be conducted. Population is not included or inadequately described. It is not clear who will be participating in the research study. There is no intervention or implementation explained or the intervention does not align with the research question.
Research Design: Design of study matches goals. Formative and Summative Assessments included.	The methodology chosen (quantitative, qualitative, mixed methods) is appropriate for the research question. There is adequate time allowed for data collection. The treatment is reasonable	Two of the three stated criteria are adequate. Formative and summative assessments are included in the design. Copies are not included and they are not well described. Most, but not all, of the	None or one of the criteria is adequate. The research is not ethical. Either formative or summative assessments are included, but not both. Copies are not included and they are not well

Data sources appropriate. <i>InTASC 9</i> <i>ACEI 5.1</i>	and ethical. There is a mixture of formative and summative assessments included in the design. They are well-described or a copy is included. All data sources are appropriate for the research question. The information collected will help answer the question.	data sources are appropriate.	described. The majority of the data sources are not appropriate for the research question. Data collected is not ethical.
Analysis of Data: Appropriate analysis for data collected. <i>InTASC 9</i> <i>ACEI 5.1</i>	The entire analysis of the data is appropriate. The information gathered addresses the research question.	The majority of the analysis is appropriate. However, it is not clear how other parts were analyzed.	The analysis is inappropriate or not well-defined.
Findings and Implications: Findings are presented clearly. Implications from data proposed. Connects back to the findings.  <i>InTASC 9</i> <i>ACEI 5.1</i>	Findings are presented in a clear format. Key findings are thoroughly discussed. Implications from the data are well-developed and fully discussed. The implications are connected back to the results of the data analysis.	Findings are presented in an appropriate format, although they could be clearer. Key findings are discussed in general terms. Implications from the data are adequately discussed. It is clear the student is able to interpret the findings. However, the implications are not tied back to the results.	Findings are not presented in a clear format or are absent. Key findings are not adequately discussed. Implications from the data are inadequately discussed. It is not clear the student is able to interpret the findings. The implications are not tied back to the results.
Overall Style: Clear, concise writing. Grammar and punctuation. Multiple levels of headings used to organize ideas. <i>InTASC 9</i> <i>ACEI 5.1</i>	The writing is very clear and concise. The reader can understand what the problem is and how the research will address it. There are no grammar and punctuation errors. There is evidence of multiple levels of headings. These are used appropriately in all instances.	The majority of the writing is clear and concise. There are one to three grammar and punctuation errors. There is evidence of multiple levels of headings. These are used appropriately in the majority of instances.	The majority of the reading is vague and unclear. The reader has difficulty seeing the connections between the various sections. There are four or more grammar and punctuation errors. There is no evidence of multiple levels of headings or these are used inappropriately in the majority of instances.