

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Advanced Studies in Teaching and Learning Program

EDCI 626: Section DL1
ACTION RESEARCH IN GIFTED EDUCATION
3 credits, Fall 2019 (Online)
August 26 - December 18, 2019

FACULTY

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PREREQUISITES

None

UNIVERSITY CATALOG COURSE DESCRIPTION

Opportunity to identify and investigate school-based problem and apply inquiry, writing, and research skills to a relevant issue or concern in gifted education.

COURSE OVERVIEW

EDCI 626 is the sixth in a series of seven courses required to pursue the M.Ed. concentration in Gifted Child Education in the Advanced Studies in Teaching and Learning (ASTL) program at George Mason University. This capstone course provides students with an opportunity to apply inquiry, writing and research skills to a relevant issue or concern in gifted education. During this course, students will identify and investigate a classroom- or school-based problem (area of focus) related to gifted education by conducting an action research study in their local school. The final product for the course will be the *Action Research Paper* based on preliminary findings from individual projects.

COURSE DELIVERY METHOD

This course will be delivered online using *asynchronous and synchronous* formats via the Blackboard Learning Management System (LMS) housed in the MyMason portal. Course delivery will be through mini-lecture, videos, structured collaborative reflective groups, discussion forums, critical reflective practice, individual blogs and online journals based on topics aligned with national standards and program/learner outcomes.

The Blackboard course site will be open to students at least two days prior to course opening, on **Saturday, August 24, 2019**. To access the course, go to the MyMason portal login page at <http://mymason.gmu.edu/> and click on the green button “Mason Bb Login.” Your GMU email username (everything before @masonlive.gmu.edu) is also your MyMason Portal ID; your GMU email password is also your MyMason Portal password. After logging in, click on the

COURSES tab at the top of the page to see your list of courses, then select **EDCI 626**.

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 standard up-to-date browsers.
 - To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
 - To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#ted-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard accounts 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/>
 - Adobe Flash Player: <http://get.adobe.com/flashplayer>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations:

- **Course Week:** Because asynchronous courses do not have a “fixed” meeting day, our course week will begin on **Mondays** at 12:00 AM EST and finish on **Sundays** at 11:59 PM EST.
- **Login Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or to access course materials *at least three* times per week. In addition, students must log in for all scheduled online synchronous meetings.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **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.

- **Workload:** 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.
- **Instructor Support:** 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.
- **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 that 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.
- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES/OBJECTIVES

By the completion of EDCI 626, participants in this course will be able to:

- A. Identify a classroom- or school-based problem/area of focus related to gifted education in their local school (*ASTL Learning Outcomes 1, 3, 4, 6, 7; NAGC-CEC Stand. 4.4, 6.5; VA Endorsement Comp. 6.a, 7.b*);
- B. Design an action research study to explore the identified problem/area of focus (*ASTL Learning Outcomes 3, 4, 5, 7; NAGC-CEC Stand. 1.2, 5.2, 6.1, 6.2, 6.3, 6.4, 6.5; VA Endorsement Comp. 6.a, 7.b*);
- C. Gather, analyze, and interpret data utilizing qualitative and/or quantitative methods (*ASTL Learning Outcomes 3, 4, 8; NAGC-CEC Stand. 1.2, 4.4, 6.1, 6.4; VA Endorsement Comp. 7.a*);
- D. Develop a manageable and relevant action plan based on preliminary findings (*ASTL Learning Outcomes 2, 4, 5, 7; NAGC-CEC Stand. 5.2, 7.1, 7.2, 7.3; VA Endorsement Comp. 6.a*)

PROFESSIONAL STANDARDS

NAGC-CEC Teacher Preparation Standards (2013) Alignment

The content of EDCI 626, along with the content of the remaining courses in the Gifted Child Education M. Ed. concentration, aligns with the National Association for Gifted Children-Council for Exceptional Children (NAGC-CEC) Teacher Preparation Standards in Gifted and Talented Education (2013). Specifically, this course addresses the following standards:

- Standard 1: Learner Development & Individual Learning Differences

- 1.2 use understanding of development and individual differences to respond to the needs of individuals with gifts and talents
- Standard 4: Assessment
 - 4.4 use assessment results to develop long- and short-range goals and objectives that take into consideration an individual’s abilities and needs, the learning environment, and other factors related to diversity
- Standard 5: Instructional Planning & Strategies
 - 5.2 apply appropriate technologies to support instructional assessment, planning, and delivery for individuals with gifts and talents
- Standard 6: Professional Learning & Ethical Practice
 - 6.1 use professional ethical principles and specialized program standards to guide their practice
 - 6.2 understand how foundational knowledge, perspectives, and historical and current issues influence professional practice and the education and treatment of individuals with gifts and talents both in school and society
 - 6.3 model respect for diversity, understanding that it is an integral part of society’s institutions and impacts learning of individuals with gifts and talents in the delivery of gifted education services
 - 6.4 are aware of their own professional learning needs, understanding the significance of lifelong learning, and participate in professional activities and learning communities
 - 6.5 advance the profession by engaging in activities such as advocacy and mentoring
- Standard 7: Collaboration
 - 7.1 apply elements of effective collaboration
 - 7.2 serve as a collaborative resource to colleagues
 - 7.3 use collaboration to promote the well-being of individuals with gifts and talents across a wide range of settings, experiences, and collaborators

Virginia Department of Education: Gifted Education Endorsement (2018) Alignment

The content of EDCI 626, along with the content of the remaining courses in the Gifted Child Education M. Ed. concentration, aligns with 8VAC20-543-320, the Virginia Department of Education’s Gifted Education (add-on endorsement) competencies (2018). Specifically, this course addresses the following competencies:

- Competency 6.a: Understanding the fundamental principles of differentiated curricula for effective program planning and evaluation, including: a) research and topics for effective administrative arrangements, supervision, and program implementation.
- Competencies 7.a, 7.b: Understanding of contemporary issues and research in gifted education, including: (a) the systematic gathering, analyzing, and reporting of formative and summative data from local, state, and national perspectives; and (b) current local, state, and national policies, trends, and issues.
- Competency 8: Understanding of and proficiency in grammar, usage, and mechanics and their integration in all forms of communication

NBPTS & ASTL Alignment

The Gifted Child Education certificate and M. Ed. concentration are advanced work for practicing teachers. Through the ASTL program, this course also aligns with the NBPTS Propositions – the first five of which are also the first five ASTL learning outcomes. Specifically, this course addresses the following propositions:

- Proposition 1: Teachers are committed to students and their learning. (*ASTL Learning Outcome 1*);
- Proposition 2: Teachers know the subjects they teach and how to teach those subjects to students. (*ASTL Learning Outcome 2*);
- Proposition 3: Teachers are responsible for managing and monitoring student learning. (*ASTL Learning Outcome 3*);
- Proposition 4: Teachers think systematically about their practice and learn from experience. (*ASTL Learning Outcome 4*); and
- Proposition 5: Teachers are members of learning communities. (*ASTL Learning Outcome 5*)

EDCI 626 is also aligned with the three additional outcomes of ASTL:

- Principle 6: Teachers account for the needs of culturally, linguistically, and cognitively diverse learners. (*ASTL Learning Outcome 6*);
- Principle 7: Teachers are change agents, teacher leaders, and partners with colleagues. (*ASTL Learning Outcome 7*); and
- Principle 8: Teachers use technology to facilitate student learning and their own professional development. (*ASTL Learning Outcome 8*)

REQUIRED TEXTS

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. - *Note: The 7th edition has just been announced and will be published in October 2019. If you already own the 6th edition, you may use it for this course. If you do not own the 6th edition, you may choose to purchase either version; however, other courses in future semesters may require the newest edition.*

Mills, G. E. (2018). *Action research: A guide for the teacher researcher* (6th ed.). New York, NY: Pearson.

Other readings will be available on Blackboard.

ADDITIONAL RESOURCES/PUBLICATIONS – at a student’s discretion

- **Gifted Education Professional Organization Websites**, such as the following:
 - National Association for Gifted Children: www.nagc.org
 - Supporting Emotional Needs of the Gifted: www.sengifted.org
 - The Association for the Gifted: www.cectag.com
 - World Council for Gifted and Talented Children: <https://www.world-gifted.org/>

- **Gifted Education Research and Practitioner Journals**, such as the following:
 - *Gifted and Talented International* is the international, refereed journal of the World Council for Gifted and Talented Children. Its purpose is to share current theory, research, and practice in gifted education with its audience of international educators, scholars, researchers, and parents.
<http://www.tandfonline.com/toc/ugti20/current>
 - *Gifted Child Today* provides critical information for teachers and administrators involved with gifted children, including articles about topics such as teaching strategies in gifted education, building a more effective gifted and talented program, and working with gifted children with learning disabilities.
<https://us.sagepub.com/en-us/nam/gifted-child-today/journal202067>
 - *Gifted Child Quarterly* is the premier scholarly journal of the National Association for Gifted Children (NAGC). *GCQ* publishes original scholarly reviews of literature; explorations of policy and policy implications, and quantitative or qualitative research studies that explore the characteristics of gifted students, program models, curriculum and other areas of importance in understanding and maximizing the development and education of gifted students.
<https://us.sagepub.com/en-us/nam/gifted-child-quarterly/journal201850>
 - *Gifted Education International* is a peer-reviewed journal that provides support, information and guidance on 'gifted' education across all aspects of human abilities, with an emphasis on creativity, problem-solving and self-efficacy. *GEI* solicits articles from around the world in order to convey an informed awareness of the policies and practices of different countries. <https://us.sagepub.com/en-us/nam/journal/gifted-education-international>
 - *High Ability Studies* is a refereed journal concerned with aspects of development, personality, cognition, social behavior and cross-cultural issues in relation to high ability. Contents are not restricted to the study of manifest high level achievement, but include the identification and nurturance of unexercised potential. <http://www.tandfonline.com/toc/chas20/current>
 - The *Journal for the Education of the Gifted* is the official publication of The Association for the Gifted. It reports the latest research findings on topics such as: the characteristics of gifted children, evaluating effective schools for gifted children, gifted children with learning disabilities, the history of gifted education, and building successful gifted and talented programs. <https://us.sagepub.com/en-us/nam/journal-for-the-education-of-the-gifted/journal202068>
 - The *Journal of Advanced Academics* is a quarterly journal that focuses on research that supports and enhances advanced academic achievement for students of all ages. In particular, *JAA* publishes articles that feature strategies for

increasing academic achievement, programs that promote high levels of academic achievement and engagement, and programs that prepare students to engage in high-level and rigorous academics. <https://us.sagepub.com/en-us/nam/journal-of-advanced-academics/journal202069>

- ***Parenting for High Potential*** is an award-winning quarterly magazine for parents with advice, resources, and tools to help them successfully navigate through the joys and struggles of raising their gifted children. *PHP* is published by the National Association for Gifted Children in September, December, March, and June. <http://www.nagc.org/parenting-high-potential-1>
- ***Roeper Review*** is an international, quarterly, refereed journal publishing scholarly articles that pertain to practice, policy, applied research, and theory in all dimensions of gifted education. Diverse topics include: theories and philosophical analyses pertinent to giftedness, talent, and creativity; gender issues; curriculum studies; instructional strategies; educational psychology; elementary/early childhood/secondary education of the gifted; emotional, motivation, and affective dimensions of gifted individuals; differentiating instruction; teacher education; tests, measurement, and evaluation; and program development. <http://www.tandfonline.com/toc/uror20/current>
- ***Teaching for High Potential*** is a quarterly magazine filled with practical guidance and classroom-based materials for educators striving to understand and challenge their high potential learners. *THP* is published by the National Association for Gifted Children in August, November, February, and May. <http://www.nagc.org/resources-publications/nagc-publications/teaching-high-potential>

COURSE REQUIREMENTS AND ASSIGNMENTS

General Requirements

- A. Please note that this online course is **NOT self-paced**; it consists of *weekly modules* that progress sequentially through the semester. You will be expected to complete one learning module every week. It is critical that each student complete all readings and activities on a weekly basis. Class ‘attendance’ is both important and **required**. If, due to an emergency, you will not be participating in course activities on time, please contact your instructor prior to due dates or the time scheduled for meeting asynchronously. Please note that learners with more than two ‘absences’ risk a letter grade drop or can lose course credit.
- B. All assignments are due no later than **11:59 PM EST** of the date indicated in each week’s assignments published in the **COURSE SCHEDULE AND TOPICS** section of this Syllabus. Due dates are also posted on our Blackboard course site.
 - a. **Grades for assignments date-stamped in Blackboard after the due date will**

be reduced by 10%, unless prior approval from instructor has been granted. Late submissions cannot be accepted after the course end date.

- b. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because mastery learning is our program's goal, we may ask (or *require*) you to redo an assignment that is far below expectations. Thank you for making genuine learning your goal.
- C. Please adhere to the assignment submission instructions listed in this Syllabus. Only assignments submitted as indicated will be graded; incorrect submissions may result in a grade of zero for those assignments.
- D. All assignments submitted should have the filename format as follows: Last name-Assignment Title. *Please do not upload written assignments in PDF format.* Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlxs). Supporting documents for assignments can be in PDF format.
- E. *Please Note: All written work* should be carefully edited for standard grammar and punctuation, as well as clarity of thought. All submitted work should be prepared through word processing and reflect APA-style (6th edition), as well as be double-spaced, with 1" margins, and 12-point font (Times New Roman).

Instructor Role

- Your professor will read online discussion forums regularly; however, her active role as faculty is to support the discussion development and not so much to “enter into each one” so that the dialogue is authentic among participants. Please note that during this time, your professor will be noting the quality and extent of your participation.

Student Expectations

- Students are also expected to adhere, to the extent possible, to a 24-hour turnaround time for emails.
- Students are expected to visit our Blackboard site *at least three* times during the week: thus, once at the beginning of each week, once in the middle of the week, and then again at the end to read any new posts and replies. Please note that you can subscribe to forums/threads to be notified when new posts are added. Kindly access the posted directions in Blackboard for doing this.
- Students are expected to read all posted/emailed Course Announcements. These contain important information from your instructor. In addition to being sent by email, these will be available in the Announcements link in Blackboard.
- It is also expected that you will monitor your participation to remain timely and responsive and be able to complete all tasks on-time without reminder. Successful students in an online learning environment are proactive, self-regulated, and manage their time well. You should expect to spend 12-15 hours a week on work for this 3-credit course (including reading and posting). This commitment is commensurate with the commitment expected for F2F classes, which also includes preparation, class time, and assignments.
- Questions are welcome, and your instructor is available to respond to individual class

members as needs might arise.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Assignments and Assessments

Detailed assignment rubrics are included at the end of the syllabus.

<i>Assignment</i>	<i>Percent of final grade</i>	<i>Outcomes addressed</i>	<i>Due date</i>
A. Action Research Paper (PBA)	40%	a, b, c, d	Dec. 15
B. Critical Reading Responses	45% (15% per response)	a, b, c	Response #1: Sep. 22 Response #2: Oct. 20 Response #3: Nov. 17
C. Course Engagement	15%	a, b, c, d	Weekly

A. *Performance-Based Assessment: Action Research Paper (40%)*

Students will identify a classroom- or school-based problem (area of focus) related to gifted education in their local school, then design and implement an action research study addressing the issue. The PBA will consist of a final *Action Research Paper* to be turned in at the end of the semester.

A complete description of this paper is included at the end of the syllabus, along with the rubric on which it will be assessed. This paper will be worth 40% of your final grade.

B. *Critical Reading Responses (45%)*

Each participant will write three critical reading responses (4-5 pp. each) addressing a prompt posted to the course Blackboard site. Responses should reflect the use of a critical lens to evaluate the topic and be supported with evidence from a broad representation of course readings and additional literature from the field of gifted education. Additionally, responses should include a reflection that discusses how these course readings have helped to advance your thinking and that of the field, as well as how they apply to your professional context within gifted education. Responses should be written in APA-style (6th ed.) format.

A detailed rubric on how these responses will be assessed is included at the end of the syllabus. Each response will be worth 15% (for a total of 45%) of your final grade.

C. *Course Engagement (15%)*

EDCI 626 operates under the assumption that knowledge is socially constructed and the most meaningful learning opportunities include those where learners have the opportunity to offer and explore diverse perspectives with peers. To do this, it is expected that you will regularly contribute to and engage in discussion forums, as well as to genuinely 'listen' to peers as they do the same. While agreement is not mandatory, consideration and respect for others are. All students are expected to be prepared to actively engage in class activities, including logging on to the Blackboard discussion board at least three times per week to

answer questions, raise additional issues, and engage at least two other colleagues in the group. It is expected that you continuously build upon your prior knowledge developed in previous coursework in the ASTL or Gifted Child Education concentration to connect, question, and extend the discussion with all new posts by citing readings and material in the weekly modules content, and augmenting these with your personal and educational experiences. Discussions will be assessed for timeliness, accuracy of information shared, critical reflection and connection to readings. Discussion responses that focus solely on personal/professional experiences are unsuitable for posting.

We will use Blackboard to communicate regularly in this class. You will be asked to post assignments and responses, read classmates' postings, and actively participate in discussions. Blackboard serves as an important vehicle for discussing ongoing work on your major project with group members. *In addition to quality participation in discussion forums, each week will include tasks to be completed which are related to each week's content. Attendance and active participation in all scheduled Collaborate sessions is also included in course engagement.* Detailed guidelines for course engagement are included at the end of this syllabus. Course engagement will represent 15% of your final grade.

****Please note:** As this is an online course, the majority of our class discussion will be in the form of the electronic discussion board. **Each module will begin on a Monday and run through the following Sunday.** To this end, initial postings for each discussion forum should be completed by **11:59 PM EST on Thursday** so that class members will have until **Sunday at 11:59 PM EST** to interact with the posted material and engage in "conversation."

GRADING SCALE

Grading policies specific to this course follow the University-wide system for grading graduate courses, as follows:

Grade	Grading	Grade Points	Interpretation
A	94-100	4.00	Represents mastery of the subject through effort beyond basic requirements
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: Final grades below a B do not count toward endorsement; "F" does not meet requirements of the Graduate School of Education

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/policies-procedures/>

CORE VALUES COMMITMENT

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

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies

- a. Students must adhere to the guidelines of the George Mason University Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>). **Violations of the Honor Code** include:
 - a. Copying a paper or part of a paper from another student (current or past);
 - b. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor before you submit the work);
 - c. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
- b. Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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. 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 <https://ds.gmu.edu/>).
- e. Students must silence all sound emitting devices 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/>.
- 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/>.

CLASS SCHEDULE
EDCI 626: Fall 2019

Kindly note: Faculty reserves the discretion to alter the schedule as necessary, with timely notification to students. This schedule of readings may be changed to better meet the context and needs of class members enrolled during the semester or to accommodate related professional opportunities that might arise. If changes are made, they will be announced via email, posted on the class Blackboard site, and well noted in advance. Readings that are not part of the required texts will be available on the class Blackboard site.

Session # & Dates	Topics	What to READ and What to DO This Week
<p style="text-align: center;">1 Aug. 26 – Sep. 1</p>	<p><u>Introduction to the Course</u> <u>An Overview of Action Research</u></p>	<p style="text-align: center;">Course syllabus 😊</p> <p>Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 1 & Appendix A</p> <p style="text-align: center;">See additional readings on Blackboard</p>
<p style="text-align: center;">2 Sep. 2 – Sep. 8</p> <p><i>Collaborate</i> <i>Session #1</i></p>	<p><u>Ethical Principles in Research</u> <u>Identifying an Area of Focus</u></p>	<p>Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 2-3</p> <p style="text-align: center;">See additional readings on Blackboard</p>
<p style="text-align: center;">3 Sep. 9 – Sep. 15</p>	<p><u>Situating Your Research in What is Already Known</u></p>	<p>Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 4</p> <p style="text-align: center;">Additional readings to be determined individually based on your chosen area of focus</p>
<p style="text-align: center;">4 Sep. 16 – Sep. 22</p>	<p><u>Writing a Review of the Literature</u></p>	<p style="text-align: center;">Readings to be determined individually based on your chosen area of focus</p> <p style="text-align: center;"><i>Critical Reading Response #1</i></p>

<p>5 Sep. 23 – Sep. 29</p>	<p><u>Techniques for Data Collection</u></p> <p><u>Validity, Reliability, and Generalizability</u></p>	<p>Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 5-6</p> <p>See additional readings on Blackboard</p>
<p>6 Sep. 30 – Oct. 6</p> <p><i>Collaborate Session #2</i></p>	<p><u>Committing to a Data Collection Plan</u></p>	<p>See readings on Blackboard</p>
<p>7 Oct. 7 - Oct. 13</p>	<p><u>Collecting Data</u></p>	<p>See readings on Blackboard</p>
<p>8 Oct. 14 - Oct. 20</p>	<p><u>Data Collection: Looking Back & Looking Forward</u></p>	<p>See readings on Blackboard</p> <p><i>Critical Reading Response #2</i></p>
<p>9 Oct. 21 - Oct. 27</p>	<p><u>Analyzing & Interpreting Data</u></p>	<p>Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 7</p> <p>See additional readings on Blackboard</p>
<p>10 Oct. 28 - Nov. 3</p> <p><i>Collaborate Session #3</i></p>	<p><u>Developing an Action Plan</u></p>	<p>Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 8</p> <p>See additional readings on Blackboard</p>
<p>11 Nov. 4 - Nov. 10</p>	<p><u>Writing Up Action Research</u></p>	<p>Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 9</p> <p>See additional readings on Blackboard</p>

<p>12 Nov. 11 - Nov. 17</p>	<p><u><i>Evaluating Your Study</i></u></p>	<p>Mills, G. E. (2018). <i>Action research: A guide for the teacher researcher</i> (6th ed.). New York, NY: Pearson. – Ch. 10</p> <p>See additional readings on Blackboard</p> <p><i>Critical Reading Response #3</i></p>
<p>13 Nov. 18 - Nov. 24</p>	<p><u><i>Pulling it All Together</i></u></p>	<p>No additional readings</p> <p><i>Virtual meeting with Critical Friends</i></p>
<p>14 Nov. 25 - Dec. 1</p>	<p><u><i>GMU Thanksgiving Break</i></u></p>	<p>No additional readings</p> <p><i>Draft of PBA due by the end of the week</i></p>
<p>15 Dec. 2 - Dec. 8</p>	<p><u><i>Collaborating with Colleagues</i></u></p>	<p>No additional readings</p> <p><i>Provide feedback to Critical Friends</i></p>
<p>EXAM PERIOD Dec. 9 - Dec. 18</p>	<p><u><i>Integrating & Applying</i></u></p>	<p>No additional readings</p> <p><i>Action Research Paper (PBA) due on Sunday, December 15</i></p>

EDCI 626
Guidelines for the Performance-Based Assessment:
Action Research Paper

Students will identify a classroom- or school-based problem (area of focus) related to gifted education in their local school, then design and implement an action research study addressing the issue. The PBA will consist of a final *Action Research Paper* to be turned in at the end of the semester.

The final *Action Research Paper* includes all of the components listed below:

- **Introduction** (see example on pp. 270-271*)
 - Identified area of focus related to gifted education (the area-of-focus statement)
 - Description of the setting and participants (i.e., context)
 - List of research questions

- **Theoretical framework**
 - Review of the literature (see example on pp. 271-274*)
 - Description of intervention or innovation, related to literature reviewed (see “Changes in My Teaching Practices” on pp. 274-275*)

- **Data collection** (see pp. 245-246* and pp. 275-280*)
 - Chart of data sources and connection to research questions (see “Chart 1” on p. 276*)
 - Data collection plan (what, when, where, how, why)
 - Ethical considerations

- **Data analysis** (see example on pp. 246-247*)

- **Action plan** based on study findings, as a table or narrative (see Table 8-1 and 8-2 on pp. 216-218* for an example table; see pp. 247-248* for an example narrative)

- **Discussion** (see “Final Thoughts” on pp. 248-249* and “Discussion” on pp. 283-284* for examples)

- **References** section (in APA-style, 6th edition)

**The Mills text includes several examples of completed action research papers. Specific pages have been identified here in an effort to aid you in designing that component of your research paper.*

This paper will be assessed based on the rubric included at the end of the syllabus, with the following criteria in mind:

- inclusion of all components listed above
- thoroughness, clarity, and accuracy of the content and its reflection of current knowledge in the field
- correct citation of references, to include in-text citations and a reference list, in APA-style (6th ed.)

EDCI 626
Performance-Based Assessment (PBA) Rubric:
Action Research Paper

<i>40 total points</i>	Does Not Meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	1	2	3
Introduction <i>8 points</i> <i>NAGC-CEC</i> <i>Stand. 1.2, 4.4,</i> <i>6.1, 6.4</i>	<ul style="list-style-type: none"> ● May not articulate an area of focus related to gifted and talented learners ● Based on research questions that do not seem to align with the area of focus ● May or may not include description of setting and participants (context) 	<ul style="list-style-type: none"> ● Articulates an area of focus related to gifted and talented learners ● Based on research questions that align with the area of focus, but may be vague ● Includes incomplete description of setting and participants (context) 	<ul style="list-style-type: none"> ● Clearly articulates an area of focus related to gifted and talented learners ● Based on research questions that align with the area of focus ● Includes complete description of setting and participants (context) 	<ul style="list-style-type: none"> ● Thoroughly and clearly articulates an area of focus related to gifted and talented learners ● Based on research questions that clearly align with the area of focus ● Includes detailed description of setting and participants (context)
Theoretical Framework <i>8 points</i> <i>NAGC-CEC</i> <i>Stand. 6.2, 6.5</i>	<ul style="list-style-type: none"> ● Connections to broader literature are not appropriate or are missing ● Cites fewer than 3 sources ● May or may not include description of intervention or innovation AND does not align with the reviewed literature 	<ul style="list-style-type: none"> ● Includes appropriate connections to broader gifted education literature ● Cites 3-4 sources ● Includes incomplete description of intervention or innovation OR does not align with the reviewed literature 	<ul style="list-style-type: none"> ● Includes thoughtful connections to broader gifted education literature ● Cites 5-6 sources (at least 1 of which is a research study) ● Includes complete description of intervention or innovation that aligns with the reviewed literature 	<ul style="list-style-type: none"> ● Includes thoughtful and thorough connections to broader gifted education literature ● Clear, consistent, and convincing citation of 6 or more references (at least 2 of which are research studies) ● Irrelevant sources are not cited ● Includes detailed description of intervention or innovation that aligns with the reviewed literature
Data Collection <i>8 points</i> <i>NAGC-CEC</i> <i>Stand. 5.2, 6.1,</i> <i>6.3, 6.4</i>	<ul style="list-style-type: none"> ● Does not include evidence that multiple data sources are used ● Does not match data sources to research questions ● Does not describe how ethical considerations were addressed 	<ul style="list-style-type: none"> ● Includes evidence that multiple data sources are used, but an attempt to triangulate the data seems to be missing ● Attempts to match data sources to research questions ● Describes how ethical considerations were addressed 	<ul style="list-style-type: none"> ● Includes evidence that multiple data sources are used and there is an attempt to triangulate the data ● Matches data sources to research questions ● Describes how ethical considerations were addressed 	<ul style="list-style-type: none"> ● Includes evidence that multiple data sources are used in order to triangulate the data ● Explicitly matches data sources to research questions ● Clearly describes how ethical considerations were addressed

<p>Data Analysis & Action Plan <i>12 points</i></p> <p><i>NAGC-CEC Stand. 4.4, 6.4, 6.5, 7.2, 7.3</i></p>	<ul style="list-style-type: none"> ● May or may not articulate findings for each research question ● May or may not include action plan 	<ul style="list-style-type: none"> ● May or may not articulate findings for each research question ● Includes action plan that attempts to connect to the findings of the study 	<ul style="list-style-type: none"> ● Articulates findings for each research question ● Includes action plan that is clearly connected to the findings of the study 	<ul style="list-style-type: none"> ● Clearly articulates findings for each research question ● Includes detailed action plan that is clearly connected to the findings of the study
<p>PBA Organization & Reflection <i>4 points</i></p> <p><i>NAGC-CEC Stand. 6.4, 7.2</i></p>	<ul style="list-style-type: none"> ● APA-style (6th ed.) is not used ● Lack of organization ● No evidence of reflection on the action research process 	<ul style="list-style-type: none"> ● Generally follows APA-style (6th ed.) for headings, in-text citations, and the reference list, but with multiple and recurring errors ● Some evidence of organization ● Attempts to reflect on the action research process 	<ul style="list-style-type: none"> ● Follows APA-style (6th ed.) for headings, in-text citations, and the reference list, with few minor errors ● Clearly organized ● Reflects on the action research process 	<ul style="list-style-type: none"> ● Follows APA-style (6th ed.) for headings, in-text citations, and the reference list with few or no errors ● Clearly and thoughtfully organized ● Thoughtfully reflects on the action research process

EDCI 626
Critical Reading Response Rubric

<i>15 total points</i>	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	1	2	3
Discussion <i>5 points</i>	<ul style="list-style-type: none"> ● Response to the prompt identifies two or fewer principle points and/or relies heavily on connections to personal/ educational contexts, rather than course readings or gifted education literature. ● May not use critical lens to understand, evaluate, and/or reflect upon information presented through course content 	<ul style="list-style-type: none"> ● Response to the prompt identifies two to three principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. ● Attempts to use critical lens to understand, evaluate, and reflect upon information presented through course content 	<ul style="list-style-type: none"> ● Response to the prompt identifies three to four principle points and includes connections to: course readings or literature in gifted education and personal/educational contexts. ● Uses critical lens to understand, evaluate, and reflect upon information presented through course content 	<ul style="list-style-type: none"> ● Response to the prompt identifies three to four principle points and includes connections to: course readings, literature in gifted education and personal/educational contexts. ● Uses critical lens to understand, evaluate, and reflect upon information presented through course content
Reflection on the Readings <i>5 points</i>	<ul style="list-style-type: none"> ● May not discuss how these readings apply to your professional context in gifted education ● May not address how these course readings advance thinking and/or the field 	<ul style="list-style-type: none"> ● May discuss how these readings apply to your professional context in gifted education ● Explains how these course readings have served to either advance your thinking or the field 	<ul style="list-style-type: none"> ● Discusses how these readings apply to your professional context in gifted education ● Explains how these course readings have served to advance your thinking and the field 	<ul style="list-style-type: none"> ● Elaborates on how these readings apply to your professional context in gifted education ● Explains how these course readings have served to advance your thinking and the field
Connections to Course Content & the Broader Literature <i>5 points</i>	<ul style="list-style-type: none"> ● Includes a representation of one or no references from EDCI 626 readings, as well as one or no readings outside the scope of the course ● References selected are weakly connected to reflection prompt ● APA-style (6th ed.) used inconsistently or not at all 	<ul style="list-style-type: none"> ● Includes a representation of one reference from EDCI 626 readings, as well as at least two readings outside the scope of the course ● References selected are mostly connected to reflection prompt ● APA-style (6th ed.) used inconsistently throughout 	<ul style="list-style-type: none"> ● Includes a representation of one or two references from EDCI 626 readings, as well as at least three readings outside the scope of the course ● References selected are connected to reflection prompt ● APA-style (6th ed.) used consistently throughout 	<ul style="list-style-type: none"> ● Includes a representation of at least two references from EDCI 626 readings, as well as at least four readings outside the scope of the course ● References selected are meaningful and explicitly connected to reflection prompt ● APA-style (6th ed.) used consistently throughout

EDCI 626
Guidelines for Course Engagement

<i>15 total points</i>	Does not meet Standard (Little or no evidence)	Approaches Standard (Some evidence)	Meets Standard (Clear evidence)	Exceeds Standard (Clear, convincing, and substantial evidence)
	0	1	2	3
Overall Participation <i>5 points</i>	<ul style="list-style-type: none"> • Very few tasks are completed on time AND/OR completed tasks do not demonstrate thoughtful consideration of the content. • Collaborate sessions may not have been attended. 	<ul style="list-style-type: none"> • Some tasks for the week are completed on time AND/OR demonstrate thoughtfulness. • Collaborate sessions were attended and student was somewhat engaged with peers and instructor. 	<ul style="list-style-type: none"> • Most tasks for the week are completed on time and demonstrate thoughtfulness. • Collaborate sessions were attended and student was often engaged with peers and instructor. 	<ul style="list-style-type: none"> • All weekly tasks are completed on time and demonstrate thoughtfulness. • Collaborate sessions were attended and student was consistently and actively engaged with peers and instructor.
Discussion Quality <i>5 points</i>	<ul style="list-style-type: none"> • Discussion posts and many replies are limited. • Few readings are integrated to support posts and reflections. • APA-style (6th ed.) citations are rarely used in posts. • Few posts and reflections utilize and demonstrate learners' prior and/or new knowledge. • Few replies go beyond superficial responses. • Few replies build on others' responses to create connected threads. 	<ul style="list-style-type: none"> • Discussion posts and most replies are 1-3 paragraphs. • Some readings are integrated to support posts and reflections. • APA-style (6th ed.) citations are occasionally used in posts. • Some posts and reflections utilize and demonstrate learners' prior and/or new knowledge. • Replies occasionally go beyond superficial responses. • Some replies build on others' responses to create connected threads. 	<ul style="list-style-type: none"> • Discussion posts and most replies are 1-3 <i>heartly</i> paragraphs. • Readings are often integrated to support posts and reflections. • APA-style (6th ed.) citations are often used in posts. • Most posts and reflections utilize and demonstrate learners' prior and/or new knowledge. • Replies usually go beyond superficial responses. • Most replies build on others' responses to create connected threads. 	<ul style="list-style-type: none"> • Discussion posts and all replies are 1-3 <i>heartly</i> paragraphs. • Readings are consistently integrated to support thoughtful posts and reflections. • APA-style (6th ed.) citations are consistently used in posts. • Posts and reflections utilize and demonstrate learners' prior and new knowledge. • All replies go beyond superficial responses. • Replies build on others' responses to create connected threads.
Critical Friends Group Engagement <i>5 points</i>	<ul style="list-style-type: none"> • Rarely participates in critical friend(s) group work. • Feedback may not be meaningful, detailed, and/or constructive. 	<ul style="list-style-type: none"> • Sometimes participates in critical friend(s) group work. • Feedback is not always meaningful, detailed, and/or constructive. 	<ul style="list-style-type: none"> • Often participates in critical friend(s) group work and provides meaningful, detailed and constructive feedback; OR • Consistently participates in critical friend(s) group, but feedback is not always meaningful, detailed, or constructive. 	<ul style="list-style-type: none"> • Consistently participates in critical friend(s) group work. • Meaningful, timely, detailed, & constructive feedback provided to peer(s) in critical friend(s) group.