GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
TRANSFORMATIVE TEACHING PROGRAM
EDUC 669 DL1 Teaching and Learning in Practice (Credits: 3)
Spring 2021

PROFESSORS:

Names:	Betsy DeMulder, PhD	Stacia Stribling, PhD
Office hours:	By Appointment	By Appointment
Office:	2505 Thompson, Ffx	APTDIE Suite, Ffx
Phone:	703-993-8326	703-993-8326
Email:	edemulde@gmu.edu	sstribli@gmu.edu

COURSE DESCRIPTION:
A. Prerequisite: Admission into the MEd Curriculum and Instruction concentration in Transformative Teaching program; completion of the EDUC 663 Culturally Relevant Pedagogy Course and the EDUC 665 Teacher Inquiry in Practice I Course.
B. Provides a structured opportunity to transform curricula, design assessments and demonstrate the cumulative knowledge and practices of the entire TT program, with an emphasis on policy applications and sustainability.

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

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

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

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

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

  Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Students must also regularly check their GMU email for communications from the instructors. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Written Assignments:** All formal written assignments will be evaluated for content and presentation. (Formal assignments do not include Blackboard discussions, class/course feedback, in-class reflections or journaling) The American Psychological Association, Sixth Edition (APA) style guide should be followed for formal written assignments. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at http://library.gmu.edu/resources/edu/. Students may consult the Writing Center for additional writing support. Students will do the following:
  - ➢ Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
  - ➢ Develop points coherently, definitively, and thoroughly.
  - ➢ Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
  - ➢ Use correct capitalization, punctuation, spelling, and grammar.
- **Sessions:** Because our online courses do not have a "fixed" meeting day, our session will generally **start** on Wednesday and **finish** on Tuesday. Synchronous meetings will be arranged as needed.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly.

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

LEARNER OBJECTIVES:
This course is designed to enable students to:
1. Name, reflect and act on the connections among their research experiences in the TT program, their teaching practice and policy issues.
2. Develop voice and agency.
3. Explore and develop performance-based assessment.
4. Participate in a structured portfolio process to critically examine and reflect on professional/personal growth.
5. Envision and plan for continued reflective practice and professional development over the course of their teaching careers.

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

This course is designed to meet the following professional teaching standards:
- GMU Dispositions for a Career Educator I, II, III, IV, and V
  - Commitment to the Profession
  - Commitment to Honoring Professional Ethical Standards
  - Commitment to Key Elements of Professional Knowledge
  - Commitment to Being a Member of a Learning Community
  - Commitment to Democratic Values and Social Justice
- Teachers College Columbia Teacher Expectation I, II, III, and IV
  - Lifelong Learners
  - Learner-Centered Educators
  - Effective Collaborators
  - Advocates of Social Justice and Diversity
- NBPTS Propositions 1, 2, 3, 4 and 5
  - Teachers are Committed to Students and Their Learning
  - Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
  - Teachers are Responsible for Managing and Monitoring Student Learning
  - Teacher Think Systematically about Their Practice and Learn from Experience
  - Teachers are Members of Learning Communities

REQUIRED TEXTS:

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

McDonough, K. (2009). Pathways to critical consciousness: A first-year teacher's engagement with issues of race and equity. *Journal of Teacher Education* 60(5) 528–537.

Teaching Tolerance magazine: Articles from the Teaching Tolerance magazine provide a range of explorations of structural, systemic and institutional injustices. These issues influence the interpersonal and professional relationships in our schools. As educators, we may feel overwhelmed by the scope and complexity of the injustices, but our critical consciousness calls us to use our insights and skills to work to eliminate injustices faced by many children who enter our classrooms.

To prepare for our Zoom discussion in Session 4, you are tasked as follows:

- **Select at least three readings (total) from one or both of the 2020 issues of Teaching Tolerance Magazine.** (You can access these through their website or by clicking on the links to the PDFs.)
  https://www.tolerance.org/magazine/fall-2020
  https://www.tolerance.org/magazine/spring-2020

- Consider the intersections among the articles you chose and your own experiences.
- What are some specific actions you have taken or can take in your classroom and school to address the issues raised in the Teaching Tolerance readings?

<u>Additional Resources:</u> We have also included some additional resources – articles and some videos – in the Readings and Other Resources folder. These are available for you to peruse when/if you have time.

Articles:
- **Standardized testing and curricula**, Activism is Good
  Teaching: http://www.rethinkingschools.org/archive/30_02/30-2_crawford-garrett_perez_sanchez_short_tyson.shtml
- **Blaming Mothers for disabilities**: http://www.rethinkingschools.org/archive/30_02/30-2_colker.shtml
- **Restorative justice;** http://www.rethinkingschools.org/archive/29_01/edit1291.shtml
- **Climate justice**; http://www.rethinkingschools.org/archive/25_03/edit253.shtml
- **Climate Change:** https://www.rethinkingschools.org/articles/where-are-the-climate-change-superheroes
- **Islamophobia**, http://www.tolerance.org/blog/teaching-uncertainty
- **Islamophobia**; http://indykids.org/salam-i-come-in-peace-muslims-stand-up-against-islamophobia/
- **Islamophobia**: https://www.rethinkingschools.org/articles/rethinking-islamophobia
- **Gun violence;** http://indykids.org/imagine-peace-activists-call-for-an-end-to-gun-violence/
- **Civil rights/voting rights**; http://indykids.org/civil-rights-then-and-now/
- **Black Lives Matter:** https://www.rethinkingschools.org/articles/how-one-elementary-school-sparked-a-citywide-movement-to-make-black-students-lives-matter

- **Homelessness**; http://indykids.org/youth-homelessness-on-the-rise/
- **ICE & Deportation**: https://www.rethinkingschools.org/articles/aren-t-grown-ups-supposed-to-keep-kids-safe
- **Critical Physics:** https://www.rethinkingschools.org/articles/did-any-of-you-just-search-for-physicist
- **Rape Culture:** https://www.rethinkingschools.org/articles/how-could-you-let-this-happen
- **Family deportations**: http://indykids.org/no-voice-in-america-when-my-family-was-torn-apart-by-deportation/
- **Giftedness:** https://www.rethinkingschools.org/articles/what-about-the-students-who-are-not-labeled-as-gifted
- **Ebola: Teaching Science, Race and Media:** https://www.rethinkingschools.org/articles/ebola-teaching-science-race-and-the-media

Videos:
- Immigration: Urban Education video on immigration that references 9500 Liberty https://vimeo.com/channels/urbaneducation/6948845
- **The Crucifixion of Colored Town: Mass Incarceration in Miami:** https://www.youtube.com/watch?v=y8OIRySjAco
- **A Walk in My Shoes: Social Justice in Education Full Documentary:** https://www.youtube.com/watch?v=QWdcN2RSHhI
- **Religious diversity in the classroom:** https://www.youtube.com/watch?pst=PLuxWvTjFf7sXupo__eEPdBBqyUEwmgMdd&v=wwKs2JwzvLc

*Please Note: Additional articles, chapters, PowerPoint presentations, and media will be distributed and/or posted on Blackboard as needed.

COURSE ASSIGNMENTS (aligned with outcomes/objectives)
1. Assignment descriptions
1. Class Participation (Assesses objectives 1, 2, 3, 4, & 5)
2. Critical Consciousness Developmental Portfolio Photonarrative – PBA (Assesses objectives 1, 2, 4, and 5). Focused on your own growth and development (detailed guidelines will be distributed).

2. Assignment weighting

Class Participation:		
	Session #1	10 points
	Session #5	10 points
	Session #6	10 points
Critical Consciousness Developmental Portfolio:		
	Graphic Organizer	20 points
	Photonarrative	50 points

3. Grading policy: Grade distribution

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

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT
Every student registered for any Transformative Teaching program course with a required performance-based assessment is required to submit this assessment, the *Critical Consciousness Developmental Portfolio Photonarrative* 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.

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

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

GMU POLICIES AND RESOURCES FOR STUDENTS
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
    1. Students must follow the university policy for Responsible Use of Computing (see https://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 https://ds.gmu.edu).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).
- **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:** As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

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

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

Sessions	Readings & Assignments
Session 1 (2 weeks) Dates: Jan. 27 – Feb. 9 Topics: Critical consciousness;	1. **Read:** the EDUC 667 syllabus and the EDUC 669 syllabus prior to watching the three video overviews of the spring semester 2. **Watch the introductory video (includes information**

Teacher Research	**about both courses)**:
	 3. **Read:**
	     ● Cochran-Smith & Lytle (chapters 5 & 7)
	     ● McDonough article
	 4. **Synchronous meeting on Zoom (Wednesday, Feb. 3 or Sunday, Feb. 7) – discussion of readings and research progress** *10pts.*
	 5. **Due Feb. 9: Teacher Research Journal Reflection #8 –** related to critical consciousness/ethics/policy; how your writing has shaped the story. *10pts.*

Session 2 (2 weeks)
 <u>Dates</u>: Feb. 10 – Feb. 23
 	
 <u>Topics</u>: Data Analysis and Claims
	1. **Read & Watch:**
	     a. Cochran-Smith & Lytle text (chapter 12)
	     b. Video explaining triangulation
	 2. **Due Feb. 23: Teacher Research Journal Reflection #9** *Instructions and prompts for this journal entry found in "Assignments"10 pts.*
	 3. **Synchronous meeting on Zoom (Wednesday, Feb.17 or Sunday, Feb. 21) – Data analysis** *10pts.*
	 4. **Due Feb. 23: Portfolio Graphic Organizer** *20 pts.*

Session 3 (2 weeks) <u>Dates</u>: Feb. 24 – March 9 <u>Topics</u>: Teacher Research Impact	1. **Synchronous meeting on Zoom (Wednesday, March 3 or Sunday, March 7) w/critical friends in breakout rooms – data analysis activity** *10pts.* 2. **Due March 9: Teacher Research Journal Reflection #10** *10pts.*
Session 4 (3 weeks) <u>Dates</u>: March 10 – March 30 <u>Topics</u>: Teaching & Learning; Portfolio Development	1. **Read/view**: Three readings (total) from one or both of the 2020 issues of Teaching Tolerance Magazine: https://www.tolerance.org/magazine/fall-2020 https://www.tolerance.org/magazine/spring-2020 To prepare for our Zoom discussion, you are tasked as follows: • Consider the intersections among the articles you chose and your own experiences. • What are some specific actions you have taken or

	can take in your classroom and school to address the issues raised in the Teaching Tolerance readings? 2. **Due Sunday, March 14: A working draft of your research report and any questions** - email to your mentor. *5 pts.* 3. **Synchronous meeting on Zoom (Wednesday, March 24 or Sunday, March 28) Discussion of readings and research progress.** *5pts.*
Session 5 (2 weeks) <u>Dates</u>: March 31 – April 13 <u>Topics</u>: Teacher Research Reflection, Dialogue and Refinement	1. **Synchronous meeting on Zoom (Wednesday, April 7 or Sunday, April 11)** – discuss progress on the developmental portfolio. *5 pts.* 2. **Due April 1-8: Critical Friends share research** – send to your partner the working draft of your research report and highlight a section that you struggled with. Then set up a sharing meeting time. Collaboratively write a synopsis of your discussion. 3. **Due April 13: Share section & synopsis w/mentor** – Send to your mentor the section(s) of your working draft on which you received feedback from your critical friend and include a synopsis of your critical friend discussion. *5 pts.*
Session 6 (2 weeks) <u>Dates</u>: April 14 – April 27	1. **Due April 20: Critical Consciousness Developmental Portfolio Photonarrative.** *50 pts.* 2. **Due April 27: Final teacher research report.** *40 pts.* 3. **Due April 27: Complete end of semester/program reflective feedback.** *10 pts.* **Graduation!! Commencement/Degree Celebration: TBD**

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

ASSESSMENT RUBRIC

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

Critical Consciousness Developmental Portfolio Photonarrative

Assignment rubric

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

			create critical, imaginative, and creative thinking for all students.	and relevant multicultural curricula for all students.
Critical Consciousness (GMU V, TC IV, NBPTS 1)	Emergent understanding of personal and/or social power in own experience.	Emergent understanding of personal and social power from multiple perspectives in diverse contexts.	Consistent understanding of personal and social power from multiple perspectives in diverse contexts and how power connects to perspectives, marginalization, cultural capital, social justice, and achievement.	Analyzes personal and social power from multiple perspectives in diverse contexts, including institutional and societal contexts, and how power and privilege connects to world view, marginalization, cultural capital, social justice, and achievement. Uses critical consciousness as framework in formulation of theory and practice in teaching and learning.
Collaboration (GMU IV, TC III, NBPTS 5)	Minimal evidence of listening to and sharing ideas with others.	Adequate evidence of listening to and sharing ideas with others.	Substantial evidence of listening to and sharing ideas with others; demonstrates respect and sensitivity to others' perspectives.	Substantial evidence of listening to and sharing ideas with others, demonstrates respect and sensitivity to others' perspectives; considers multiple viewpoints and negotiates understandings.
Communication Skills (GMU IV, TC III, NBPTS 5)	Expresses minimal ideas about ways to effectively collaborate with others as a teacher leader and critical educator.	Expresses ideas about ways to effectively collaborate with others as a teacher leader and critical educator.	Expresses multiple ideas about ways to effectively collaborate with others as a teacher leader and critical educator.	Expresses multiple complex ideas about ways to effectively collaborate with others as a teacher leader and critical educator.
Research skills and social change (GMU II, TC 1, NBPTS 4)	Demonstrates minimal understanding of the research	Demonstrates clear understanding of the research	Demonstrates clear understanding of the research process and	Demonstrates clear understanding of the research process and potential impact on

	process and potential impact on practice.	process and potential impact on practice.	potential impact on practice; demonstrates imaginative, creative, and critical thought about some aspect of the research process.	practice; demonstrates imaginative, creative, and critical thought in all aspects of the research process.