

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

**EDUC 669 DL1 Teaching and Learning in Practice (Credits: 3)  
Spring 2016**

**PROFESSORS:**

|               |  |  |  |
|---------------|--|--|--|
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**COURSE DESCRIPTION:**

**A.** Prerequisite: Admission into the MEd Curriculum and Instruction concentration in Transformative Teaching program; completion of the EDUC 663 Culturally Relevant Pedagogy Course and the EDUC 665 Teacher Inquiry in Practice I Course.

**B.** 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 using synchronous and asynchronous formats via the Blackboard learning management system (LMS) housed in the MyMason portal. You will log in to the Blackboard course site using your Mason email name (everything before “@masonlive.gmu.edu) and email password.

**TECHNICAL REQUIREMENTS:**

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- 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 the course requirements.
- A headset microphone for use with the Blackboard Collaborate web conferencing tool
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
  - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
  - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://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)

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

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

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

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

**COURSE ASSIGNMENTS AND EXAMINATIONS: (aligned with outcomes/objectives)**

**1. Assignment descriptions**

- 1. 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 and examination weighting (percentages, points)**

|   |            |           |
|---|------------|-----------|
| Class Participation   | Session #1 | 10 points |
|   | Session #3 | 10 points |
|   | Session #6 | 10 points |
| Critical Consciousness Developmental Portfolio Photonarrative |            | 70 points |

**3. Grading policies (grading scale appropriate for GR level)**

**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.

### **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- 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. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

### **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/>

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].**

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

| Sessions   | Readings & Assignments  |
|--|---|
| <p><b>Session 1 (2 weeks)</b><br/> <b>Dates:</b> Jan. 20 – Feb. 2</p> <p><b>Topics: Critical consciousness; Teacher Research</b></p> | <ol style="list-style-type: none"> <li>1. <b>Read:</b> 2 syllabi prior to watching the video overview of the spring semester</li> <li>2. <b>Watch:</b> the video overview of the spring semester – explanation of the photonarrative portfolio and your continuing research process</li> <li>3. <b>Read:</b> <ul style="list-style-type: none"> <li>• Cochran-Smith &amp; Lytle (chapters 5 &amp; 7)</li> <li>• McDonough article</li> <li>• Advanced Educator Dispositions (review)</li> </ul> </li> <li>4. <b>Bb Discussion #1 on readings</b> (See Discussion folder for guidelines)</li> <li>5. <b>Teacher Research Journal Reflection #8</b> – related to critical consciousness/ethics/policy; how your writing has shaped the story</li> </ol> |
| <p><b>Session 2 (2 weeks)</b><br/> <b>Dates:</b> Feb. 3 – Feb. 16</p> <p><b>Topics: Data Analysis and Claims</b></p>                 | <ol style="list-style-type: none"> <li>1. <b>Read:</b> <ul style="list-style-type: none"> <li>• Cochran-Smith &amp; Lytle text (chapter 12)</li> <li>• Scherff &amp; Spector text (chapters 5 &amp; 7)</li> </ul> </li> <li>2. <b>Teacher Research Journal Reflection #9</b></li> <li>3. <b>Bb Collaborate session #1 w/critical friends in breakout rooms – data analysis activity: (in advance, send claims and three pieces of evidence for each claim on PP slides).</b></li> <li>4. <b>Follow-up with mentor (phone call/Skype)</b></li> </ol>   |
| <p><b>Session 3 (2 weeks)</b><br/> <b>Dates:</b> Feb. 17 – March 1</p> <p><b>Topics: Teacher Research Impact</b></p>                 | <ol style="list-style-type: none"> <li>1. <b>Read:</b> <ul style="list-style-type: none"> <li>• Hirsch text (preface and chapter 1)</li> <li>• Kohn text (Part 5)</li> </ul> </li> <li>2. Listen to portion of BBC Newshour audio (Jan. 6, 2016): re radicalization and closed-mindedness (start 45.30 stop 50.50) <a href="http://www.bbc.co.uk/programmes/p03d78gq#play">http://www.bbc.co.uk/programmes/p03d78gq#play</a></li> <li>3. <b>Bb Discussion #2 on readings &amp; BBC Newshour segment</b> (See Discussion folder for guidelines)</li> <li>4. <b>Teacher Research Journal Reflection #10</b></li> </ol>  |

|   |  |
|---|--|
| <p><b>Session 4 (3 weeks)</b></p> <p><b>Dates:</b> March 2 – March 22</p> <p>(Includes spring break)</p> <p><b>Topics: Teaching &amp; Learning; Portfolio Development</b></p> | <ol style="list-style-type: none"> <li>1. <b>Read/view:</b> Selected materials from <i>Rethinking Schools</i>, <i>Teaching Tolerance</i>, <i>IndyKids</i>, <i>SPLC</i>, <i>etc.</i> <i>My Brown Eyes</i>, <i>9500 Liberty</i>, <i>etc.</i></li> <li>2. <b>Bb Discussion #3 on readings and viewings</b> (See Discussion folder for guidelines)</li> <li>3. <b>An outline of your research report and any questions</b> you have as you're beginning to draft the final research report - email to your mentor: <b>due March 13.</b></li> </ol> |
| <p><b>Session 5 (3 weeks)</b></p> <p><b>Dates:</b> March 23 – April 12</p> <p><b>Topics: Teacher Research Reflection, Dialogue and Refinement</b></p>                         | <ol style="list-style-type: none"> <li>1. <b>Bb Collaborate session #2:</b> developmental portfolio</li> <li>2. <b>Critical Friends share research</b> – choose a section of your working draft that you struggled with, send to your partner/group and then set up a sharing meeting time: April 4-11; send the section and a synopsis of your conversation to your mentor – <b>due April 12.</b></li> </ol>  |
| <p><b>Session 6 (2+ weeks)</b></p> <p><b>Dates:</b> April 13 – May 2</p> <p><b>Topics: Advanced Educator Dispositions</b></p>   | <ol style="list-style-type: none"> <li>2. <b>Critical Consciousness Developmental Portfolio Photonarrative</b> – due April 15.</li> <li>3. <b>Final teacher research report</b> – due May 2.</li> <li>4. <b>Dispositions activity – self-assessment</b> – due May 2.</li> <li>5. <b>Complete end of semester/program reflective feedback</b> – due May 2.</li> </ol>   |

## 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   | <b>Beginning<br/>(Does not meet standards)<br/>1</b>   | <b>Developing<br/>(Meets standards)<br/>2</b>  | <b>Accomplished<br/>(Exceeds standards)<br/>3</b>   | <b>Exemplary<br/>(Exceeds standards)<br/>4</b>  |
|--|--|--|---|---|
| <b>Imagination and Creativity<br/>(GMU I, TC II)</b>                 | 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.<br>Overcomes social and material obstacles  |
| <b>Theorizing/Praxis<br/>(GMU I, TC II, NBPTS 3)</b>                 | Beginning to question own thinking about pedagogy <i>or</i> practice                         | Questions own thinking about pedagogy <i>and</i> 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   |
| <b>Content Depth<br/>(GMU III, TC II, NBPTS 2, NETS-T 1,2,3,4,5)</b> | Demonstrates uneven skill and knowledge about the disciplines and practices that you present | Demonstrates skill and knowledge about the trends, theories, <i>or</i> disciplinary practices in education | Demonstrates skill and knowledge about the trends, controversies, theories, <i>and</i> disciplinary practices in teaching and effectively applies skills and knowledge to create critical, imaginative, and creative thinking for all students. | Demonstrates critical metacognition about skill and knowledge on the trends, trends, theories, and disciplinary practices in teaching and learning and effectively applies skills and knowledge to create critical, imaginative, creative, and relevant multicultural curricula for all students. |



|   |   |   |   |   |
|---|---|---|---|---|
| <p><b>Critical Consciousness (GMU V, TC IV, NBPTS 1)</b></p>            | <p>Emergent understanding of personal and/or social power in own experience.</p>  | <p>Emergent understanding of personal and social power from multiple perspectives in diverse contexts.</p>          | <p>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.</p> | <p>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.</p> |
| <p><b>Collaboration (GMU IV, TC III, NBPTS 5)</b></p>                   | <p>Minimal evidence of listening to and sharing ideas with others.</p>  | <p>Adequate evidence of listening to and sharing ideas with others.</p>   | <p>Substantial evidence of listening to and sharing ideas with others; demonstrates respect and sensitivity to others' perspectives.</p>  | <p>Substantial evidence of listening to and sharing ideas with others, demonstrates respect and sensitivity to others' perspectives; considers multiple viewpoints and negotiates understandings.</p>   |
| <p><b>Communication Skills (GMU IV, TC III, NBPTS 5)</b></p>            | <p>Expresses minimal ideas about ways to effectively collaborate with others as a teacher leader and critical educator.</p> | <p>Expresses ideas about ways to effectively collaborate with others as a teacher leader and critical educator.</p> | <p>Expresses multiple ideas about ways to effectively collaborate with others as a teacher leader and critical educator.</p>  | <p>Expresses multiple complex ideas about ways to effectively collaborate with others as a teacher leader and critical educator.</p>  |
| <p><b>Research skills and social change (GMU II, TC 1, NBPTS 4)</b></p> | <p>Demonstrates minimal understanding of the research process and potential impact on practice.</p>                         | <p>Demonstrates clear understanding of the research process and potential impact on practice.</p>                   | <p>Demonstrates clear understanding of the research process and potential impact on practice; demonstrates imaginative, creative, and</p>   | <p>Demonstrates clear understanding of the research process and potential impact on practice; demonstrates imaginative, creative, and critical thought in all aspects of the</p>  |

|  |  |  |   |                   |
|--|--|--|---|-------------------|
|  |  |  | critical thought about some aspect of the research process. | research process. |
|--|--|--|---|-------------------|