

George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDCI 777 -Section 001
Research to Practice

3 Credits, Fall 2019

Wednesdays/7:20 - 10 pm, Thompson Hall, Rm. 1020, Fairfax Campus

Faculty

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Prerequisites/Corequisites:

Required Prerequisite: EDCI 792, 793 or 794 for licensure candidates (completion of all other program requirements)

Recommended Corequisite: [EDCI 776](#)

University Catalog Course Description

Provides culminating experience that synthesizes and applies essential elements of teaching culturally and linguistically diverse and exceptional learners in international contexts. Emphasizes teacher as change agent through critical inquiry into practice. Promotes collaboration among teachers and school professionals to advance achievement of diverse learners.

Course Overview

Teachers are often encouraged to implement **research-based practices**, required to attend workshops where research findings are presented, provided with lists of books that synthesize research, and asked to suggest changes in practice based on the implications of research.

Although these practices have their usefulness, the assumption implicit in much of the discourse surrounding educational research is that teachers are consumers and/or objects of research, rather than producers of research. The past decade has seen a growing movement to upend those assumptions through an emphasis on the importance of **teacher research**. Thus, the research and theory we will read about and the methodologies with which we will engage are those associated with teacher research (i.e., research conducted by teachers for professional purposes), and developing or deepening an inquiry stance. Teacher research positions teachers as producers of knowledge—professionals who can learn about and improve their practice by studying important questions that emerge from their own experiences and observations.

This class is designed to support you in using and building on the ideas and content you have encountered in your previous coursework. Most importantly, the course assists you as you consider ways to better support your current and future students. Toward these ends, the course requires you to conceptualize, design, and begin to implement an original research project in your school/classroom. Only when you attempt to work through the **action research** (also called teacher or practitioner research) process introduced in this course will you be able to use it eventually in your own teaching practice. Thus, for every activity in this course, you must act and study with multiple lenses—as a student, teacher, and advocate.

Although the work required to achieve these goals is intensive, the course is designed to provide you with much support. You will need to hit the ground running, starting your research project early, and working on it steadily. Through our readings, we will explore research methodologies, analyses of the history and impact of teacher research, and the efforts of other teacher researchers. Our readings and discussions will help you develop your own rationale and road map for your inquiry project.

Course Delivery Method

The course is delivered through a variety of face-to-face, online, and individualized instructional approaches. During class meetings there will be large group, small group, and individual activities. Candidates will conduct independent and team research, as well as communicate with one another and the instructor in person and online. We will engage in the following activities over the course of the semester:

1. Mini-lectures, activities, and discussions related to research methods led by the instructor and supported by course text and other selected readings
2. Discussion groups* (face-to-face and/or online) to provide peer feedback at each step of the process
3. Research group meetings in which participants will concentrate on selected readings and providing instructor and peer feedback and support for each other's writing and research process
4. Individual, small group, and whole group meetings to discuss research efforts.

*Please note that because you have much to learn from each other and because teaching is often a collaborative effort, you will frequently work in groups. This will give you a chance to share ideas, to be exposed to a variety of perspectives (rather than only the professor's), and to support one another as you continue to hone your teaching and research skills.

Learner Outcomes

This course is designed to enable candidates to:

1. Identify the basic elements of educational research, including methods (qualitative and quantitative), drafting a research question, designing a research project, trying out a teaching intervention, engaging in data collection and analysis, and defending the validity and reliability of inferences made from the data
2. Formulate an action research question that is relevant to their work setting
3. Design and conduct an action research study
4. Use action research as a foundation for professional development, improvement of instruction, and advocacy for students
5. Identify strategies for sharing the results of action research

Professional Standards

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

TESOL Standards

STANDARD 1: KNOWLEDGE ABOUT LANGUAGE

Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English language learners (ELLs) acquire academic language and literacies specific to various content areas.

STANDARD 3: PLANNING AND IMPLEMENTING INSTRUCTION

Candidates plan supportive environments for ELLs, design and implement standards-based instruction using evidence-based, ELL-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual ELL outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their ELLs' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for ELLs.

STANDARD 4: ASSESSMENT AND EVALUATION

Candidates apply assessment principles to analyze and interpret multiple and varied assessments for ELLs, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, ELLs, and ELLs' families.

STANDARD 5: PROFESSIONALISM AND LEADERSHIP

Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of ELLs, advocating for ELLs and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.

ACTFL Standards**STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs**

Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

STANDARD 4: Integration of Standards in Planning and Instruction

Candidates in foreign language teacher preparation programs understand and use the national Standards for Foreign Language Learning in the 21st Century (2006) or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

ACTFL STANDARD 5: Assessment of Languages and Cultures – Impact on Student Learning

Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

ACTFL STANDARD 6: Professional Development, Advocacy, and Ethics

Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

Mason Dispositions for a Career Educator I, II, and III

- o Commitment to the Profession
- o Commitment to Honoring Professional Ethical Standards
- o Commitment to Key Elements of Professional Knowledge

NBPTS Propositions 2, 3, and 4

- o Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
- o Teachers are Responsible for Managing and Monitoring Student Learning
- o Teachers Think Systematically about Their Practice and Learn from Experience

Required Text

Putman, S. M. & T. Rock. (2018). *Action research: Using strategic inquiry to improve teaching and learning*. Los Angeles, CA: SAGE.

Recommended Texts

Grahn, L. and D. McAlpine. (2017). *The keys to strategies for language instruction*. Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL).

Short, D., H. Becker, N. Cloud, A.B. Hellman, L. N. Levine. (2018). *The 6 principles for exemplary teaching of English learners, grades K – 12*. Alexandria, VA: TESOL International Assn.

Online ResourcesBlackboard

- Sample Action Research Projects
- Outlines for writing up each Stage of the AR Process
- Collaborate Ultra – virtual office hours & team meetings

Putman/Rock Book: <http://edge.sagepub.com/putman>

- Video & Multimedia Clips, including short presentations from actual Action Researchers
- 2 Teachers' Journeys – examples at each stage of the Action Research process following the same two teachers and their projects in every chapter
- Voices from the field – messages from other teacher researchers on how they moved through the process
- Charts, templates, and checklists for planning each stage of the AR process
- Chapter Resources – e-Flashcards (terminology), self-quizzes, additional web resources, selected journal articles on Action Research

Teacher Research Websites

http://gse.gmu.edu/research/tr/tr_action/ (GMU teacher research)

<http://www.accessexcellence.org/LC/TL/AR/> (teacher research)

<http://teachersnetwork.org/tnli/research/> (a Fairfax County, VA teacher's research journey)

<http://www.nea.org/tools/17289.htm> (another Fairfax Co. teacher on value of research)

<http://cadres.pepperdine.edu/ccar/resources.html> (international teacher research)

<http://carn.org.uk/?from=carnnew/> (international teacher research)

More Action Research Resources

Each starred () textbook below contains at least 2 sample Action Research reports.*

Alber, S.M. (2011). *A toolkit for action research*. Lanham, MD: Rowan & Littlefield. (*contains lots of sample data collection tools & data analysis display formats*)

Dana, N. F. & D. Yendol-Hoppey. (2014). *The reflective educator's guide to classroom research, 3rd ed.* Thousand Oaks, CA: Corwin Press.

*Hendricks, C. (2016). 4th ed. *Improving schools through action research*. Columbus, OH: Pearson.

*Johnson, A. P. (2011). 4th ed. *A short guide to action research*. Boston: Pearson.

McNiff, J. (2017). *Action research*. London: Sage Ltd.

*Mertler, C. A. (2019). *Action research: Improving schools and empowering educators, 6th Ed.* Los Angeles: Sage.

*Mills, G. E. (2017). 6th ed. *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Pearson.

*Bradbury-Huang, H. (2015). *The SAGE handbook of action research: Participative inquiry & practice*. London: Sage Ltd.

Sagor, R.D. & C. Williams. (2017). *The action research guidebook*. Thousand Oaks, CA: Corwin Press.

Course Performance Evaluation

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

Fieldwork Requirement

To succeed in this course, you will need access to actual students in a classroom setting in order to do your action research project.

Teachers in this course report spending 5 - 10 hours or more per week working with students in a classroom, doing the assigned or research readings, or writing up their research proposals and assessment plans.

You will also need to actually TEACH students using your approved teaching intervention for at least 6 - 7 weeks (typically several days a week). You will design, administer, and analyze the results of at least three assessments.

In-Service Teachers: Most candidates in this course who have full-time teaching positions will be able to do their research project with students in their PreK-12 classroom. You will need to register to work at your school as your field experience site with the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *“I will arrange my own field experiences (observations and/or case studies) because I am a full-time contracted school system employee and will complete field experience at my workplace.”* The deadline to submit your field experience placement is Week 2 of class.

Full- or Part-time Employment Not in a Classroom Setting: If you are employed but do not have access to a classroom or to students for whom you are responsible, you will need to make arrangements to get time off work in order to do the required assignments for this course. Contact the course instructor to arrange access to a teacher and his/her students in a classroom. Once you confirm the teacher and have a school name, you will need to register with the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating: *I will be placed by my program.* The deadline to submit your field experience placement is Week 2 of class. This is to allow time for background checks needed to get into a school.

International Students: If you are an international student and are available to work with students during the school day, with enough advance notice we can usually arrange a match with a cooperating teacher in a school (similar to the internship process), for you to do your research and data collection. Contact the course instructor to arrange access to a teacher and his/her students in a classroom. Once you confirm the teacher and have a school name, you will need to register with the online Field Experience Request form available here: <https://cehd.gmu.edu/endorse/ferf>. You will check the box indicating that: *I will be placed by my program.* The deadline to submit your field experience placement is Week 2 of class. This is to allow time for background checks needed to get into a school.

Course Requirements by Weight toward Grade

<i>Assignment</i>	<i>% of Grade</i>	<i>Standards Addressed</i>
Action Research Paper		GMU I, II; TC I; NBPTS 3
Steps 1 & 2	20%	TESOL 1, 3; ACTFL 3.4
Step 3	20%	TESOL 1, 3, 4; ACTFL 4, 5
Steps 4 & 5	30%	TESOL 3, 4; ACTFL 4, 5
Teaching Intervention - Simulation	20%	GMU I, II, III; TC I, II; NBPTS 2, 3, 4 TESOL 5; ACTFL 6
Discussion Group – Peer Feedback	10%	TESOL 5; ACTFL 6

Written papers (saved as Word documents) and PowerPoint slides (saved as slides) will be submitted both to Blackboard and in paper copy by class time on the due date.

Course Requirements

Action Research Project, Steps 1 – 5*

Candidates will design and conduct an *action research project* that is relevant to their present or future teaching positions. You will determine your students' learning needs and identify a teaching intervention (an evidence-based teaching approach) that has a high likelihood of improving their learning, write a literature review and proposal for this project, implement your teaching intervention with the target students for an extended period of time (6 – 7 weeks), collect and analyze pre- and post-testing assessment data, and share the results of your study with both our class (and potentially an outside audience) in a PowerPoint presentation.

Both pre- and in-service teachers must complete the project. It is possible to partner with another candidate (maximum two per team) for the purpose of sharing data and getting feedback on a common topic. The data you collect will depend on your research question, the teaching intervention, and the students. Data sources for this project may include combinations of the following:

- 1) quantitative analyses – test scores, survey results
- 2) qualitative analysis – non-numeric data such as interviews & teacher observation notes
- 3) student work samples - pre- and post-tests, writing samples, audio or video samples
- 4) visual representations - PowerPoints, images or photos of the classroom

Each step of the research process will be submitted for a separate score as indicated below in order to make the process manageable for you and for the instructor to provide you with feedback that will improve your understanding of the action research process as you move forward to the next step.

20% Steps 1 & 2 – Research Question & Literature Review

Identify the students' learning need, recommend a teaching intervention to address the learning need, formulate a research question, and write a review of research that justifies and informs selection of your teaching intervention and data collection plan.

20% Step 3: Data Collection Plan

Describe how you plan to implement your teaching intervention and with whom, identify multiple sources of evidence of learning and formulate a data collection plan, including plans for assessing student learning based on your teaching intervention.

30% Steps 4 - 5: Data Analysis & Action Plan

Analyze the data, interpret the results for future teaching implications, propose an action plan, and write a report on the process.

20% Teaching Intervention Simulation

Collaborating with others in this class, participants will demonstrate your teaching intervention by engaging peers in this class in a simulation as if we were your students. You are encouraged to present your teaching intervention (e.g., cooperative learning) using PowerPoints, videos of how you used the teaching intervention with your students, or other visual supports. Prepare a handout that allows your classmates to follow the process used for your teaching intervention.

10% Discussion Group – Peer Feedback

You will be responsible for providing critical and constructive peer feedback to others in an assigned small group online. You will be given specific questions to respond to and a deadline by which to provide your feedback. You will be given feedback on your work, as well.

*See Blackboard for detailed instructions for each step of the action research process.

Other Requirements

Attendance and Participation

Graduate School of Education students are expected to attend *all* class periods of courses for which they register. Class participation – in both face-to-face and online settings – is important not only to the individual student, but to the class as a whole. Class participation may be a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of non-participation and as a result lower the grade (if stated in the course syllabus). Participants are expected to read the assigned materials, complete on-line activities, arrive promptly, attend all class meetings for the entire session, and participate in online and/or face-to-face discussions. It is your responsibility to offer insights, questions, comments, and concerns from the readings and other course materials.

If, due to an emergency, you are unable to participate in any class session, please contact the instructor as soon as possible via email.

LAPTOP/CELL PHONE POLICY

Laptop use is permitted at the discretion of the instructor and for specific purposes in the face-to-face class setting (e.g. small group work). Laptops will be closed during the instructor's presentations, class activities & discussions, and guest or peer presentations which call for your full attention. Cell phones must be turned off/silenced (not on *Vibrate*) during class periods, but they may be used at the break. Ask the instructor if you have a specific request.

GUIDELINES FOR WORKING IN TEAMS

Teachers who work together as a team (maximum two members) need to carefully plan each team member's role in the project. Each of you should take a lead role, but you should not proceed without getting feedback from your team members and informing them of your progress, consulting them for ideas, and so on. Taking a lead role means that you will be the person primarily responsible for a particular task; it does not mean that you will be working alone. In some cases, team members may decide to take two lead roles each.

Lead roles may include:

- Identifying outside readings that can inform your project and sharing them with the team;
- Presenting assessment models and rubrics to the team for feedback;
- Presenting ideas on how to address issues of validity and reliability; and
- Drafting an outline of each section of the paper.

GRADING POLICY AND HONOR CODE

Grading

George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	Grading 4-pt. Rubric	Grading 100-pt. Scale	Conversion to Mason Grade Points	Interpretation
A+	4.0	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	3.85	94-99	4.00	
A-	3.7	90-93	3.67	
B+	3.5	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	3.0	80-84	3.00	
C*	2.0	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<2.0	<69	0.00	

Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education.

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

Additional Note on Grading: Each instructor’s grading policy is based on (a) a professional philosophy that reflects his/her training on assessment and evaluation and (b) prior experience teaching a course. Therefore, instructors should not be expected to assign grades the same way.

Team or Individual Grade? Partners (*two per team maximum*) have the option of submitting individual papers or a team report (same grade for all) at each step of the action research process. If partners choose to submit one paper per team, each team member will need to certify in writing that they have done 50% of the writing and name the specific sections and page numbers that they have taken the lead on. Because working with a partner can be challenging and unpredictable, at each step of the process partners can opt out of a team report and choose to write an individual paper. It is recommended that at least two of the three required papers (*Steps 1 – 5*) be submitted for an individual grade. For the *Teaching Intervention Simulation*, each presenter will receive an individual score.

Honor Code & Integrity of Work : TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously, and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. 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);
3. 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/>
4. See our class Blackboard web site for more information on how to avoid plagiarism.

Late Work Policy

At the graduate level all work is expected to be of high quality (produced electronically as a Word document or PowerPoint file) and submitted on the dates due. *Work submitted late may be reduced one letter grade for every day of delay.* When you face circumstances (e.g., illness) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is at the discretion of each instructor to approve late/makeup work.*

Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor to withdraw after the deadline.* There is no guarantee that such withdrawals will be permitted.

Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion will be reflected with a zero and as an absence. **At the discretion of each instructor, students with two or more absences may not receive credit for the course.**

Incomplete (IN)

This grade may be given to students who are in good standing but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an Incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

Class Schedule

Week # & Date	Topics	Readings to be discussed this week
1 8/28	What is Action Research? Steps in the Action Research process. Identifying possible research topics. Objectives of this course. Course requirements. Extensive online resources. Group dynamics: Practical aspects of collaboration, member roles.	<i>Putman & Rock, Ch. 1</i> P. 23, Exercise #2
2 9/4	Identifying and narrowing down your research topic. Developing the research question. <i>Individual & Team Work Session. Sample Action Research Project A.</i>	<i>P & R, Ch. 2</i> P. 42, Ex. #3
3 9/11	Creating a literature review. Searching web sites for related literature. Reviewing the literature, synthesizing the information, and organizing your literature review. Due today: Discussion Group 1 – Peer Feedback.	<i>P & R, Ch. 3</i> P. 68, Ex. #1
4 9/18	Developing a research plan. Qualitative, quantitative, & mixed methods research. Classroom data sources. Determining data collection tools. Triangulation matrix. Ethical considerations. <i>Individual & Team Work Session. Sample Action Research Project B. Feedback Forms.</i>	<i>P & R, Ch. 4</i> P. 96, Ex. # 1
5 9/25	Developing a data collection plan. Validity & Reliability. Data sources - qualitative & quantitative data collection techniques. Formative & summative classroom assessments. <i>Individual & Team Work Session.</i> Deadline: Steps 1 & 2 – RQ & Literature Review	<i>P & R., Ch. 5</i> P. 124, Fig. 5.9
6 10/2	Designing rubrics and rating scales. <i>Individual & Team Work Session. Meetings with course instructor.</i> Due today: Discussion Group 2 – Peer Feedback	
7 10/9	Revising Data Collection Tools. Creating a timeline. <i>Individual & Team Work Session. Meetings with course instructor.</i>	<i>P & R., Ch. 5</i>
8 10/16	<i>Individual & Team Work Session.</i> Deadline: Step 3 – Data Collection Plan. Feedback Forms.	
9 10/23	Data analysis. Organizing data for analysis. Finding patterns in the data. Descriptive statistics. <i>Individual & Team Work Session.</i>	<i>P & R, Ch. 6</i> Pp. 149 -150, Fig. 6.7
10 10/30	Data Tables: Showing Data Results. Data analysis – Interpreting the data. Reporting the data. <i>USING EXCEL to analyze your data.</i>	<i>P & R, Ch. 6</i>

11	11/6	Reflecting on results of Action Research - developing an Action Plan. <i>Team Work Session</i> . Due today: Discussion Group – Peer Feedback #3	<i>P & R, Ch. 7</i> P. 158 – Note-Able Thoughts P. 164, Fig. 7.1 P. 169, Ex. #2
12	11/13	Writing the Action Research Report. Sharing your Action Research. Writing conference proposals. Making professional presentations. <i>Individual & Team Work Session</i> . Feedback Forms.	<i>P & R, Ch. 8</i> P. 177, Table 8.1 P. 184, Figs. 8.3, 8.4 Conf. Prop. Forms (Bbd)
13	11/20	Due Today: Teaching Demos, Part 1. <i>Team Work Session. Meetings with course instructor.</i>	
14	11/27	NO CLASS – THANKSGIVING HOLIDAY	
15	12/4	Last Class. Due Today: Teaching Demos, Part 2. <i>Team Work Session. Meetings with course instructor.</i> Course Evaluation Forms. Final Feedback Forms. Materials Release Forms.	
16	12/11	No Class - but due today: Steps 4 & 5 - Data Analysis & Action Plan.	

Examples of action research projects are presented in our course textbook and on the author's website, as well as in the books listed on P. 6 of this syllabus.

In addition, the course instructor will make available to you on Blackboard sample projects written by previous students in this course.

Resubmission Policy: *Course requirements (summative assessments) that have been graded and returned to you with the instructor's feedback cannot be considered for re-submission for a higher grade. The Dean for Student & Academic Affairs strongly discourages this practice.*

File-naming Protocol: When sending or submitting any draft files or other materials electronically (e.g., email or Blackboard), please ensure that the filename includes your last name and first initial, the topic or name of the file being submitted, and the date submitted as follows:

MartinezL_ARSteps 1 & 2 Draft_Sept. 25.2018

Final papers submitted for grading must be uploaded to our Blackboard site.

Professional Dispositions

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must 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/> .

Steps 1 - 2: Research Question & Literature Review

SCORE	1	2	3	4
Research Question	Drafts research question inappropriate to the topic, not based in the body of literature, assumes an answer, does not specify independent or dependent variable, and does not have potential for informing future teacher actions.	Drafts research question inappropriate to the topic, not based in the body of literature or assumes an answer, does not specify independent or dependent variable or that may not have potential for informing future teacher actions.	Drafts research question appropriate to the topic but may not be based in the body of literature, may assume an answer, or may not specify independent or dependent variable, with potential for informing future teacher actions.	Drafts research question appropriate to the topic, based in the body of literature, does not assume an answer, specifying independent and dependent variables, with potential for informing future teacher actions.
Analysis	Describes but does not analyze research.	Analyzes research but does not use it to support most aspects of instructional intervention with target population and/or misinterprets findings.	Analyzes research with weak or only partial justification for using the instructional intervention with the target population or misinterprets findings.	Accurately analyzes research to justify instructional intervention for the target population, provides extensive context and trends related to the topic, and indicates how theory and practice have informed each other.
Relevance	Selects research not relevant to research question and uses citations inappropriately.	Selects research indirectly relevant to research question or conducts a limited or narrow review; may use citations inappropriately.	Selects some research related to research question, excludes relevant aspects of the topic and/or misses using citations to support points made.	Selects research directly relevant to research question and uses citations that support points made.
Integration	Organizes review of research by individual studies or as an annotated list.	Organizes review of research by individual studies.	Organizes review of research by theme and subtopic and by individual studies.	Integrates review of research by theme and subtopic rather than by individual study.
Writing	Writes with lack of cohesion and clarity throughout and includes many basic errors in grammar, syntax, mechanics and/or word choice.	Writes with lack of cohesion and clarity in places and includes numerous basic errors in grammar, syntax, mechanics or word choice.	May lack cohesion in places or include basic errors in grammar, syntax, mechanics, or word choice.	Writes clearly and cohesively with few errors in grammar, syntax, mechanics, or word choice.

Feedback:

Step 3: Data Collection Plan

SCORE	1	2	3	4
Instructional Intervention	Does not describe the teaching intervention.	Describes more than one teaching intervention or leaves many unanswered questions.	Describes the teaching intervention but may leave unanswered questions on procedures, materials, activities, and learner tasks.	Clearly describes and justifies a single teaching intervention with details on procedures, materials, activities, and learner tasks.
Validity & Reliability	Does not address validity and reliability for each data source.	Contains numerous inaccuracies in description of validity and reliability.	Shows how some data sources ensure various types of validity and reliability of inferences or may contain inaccuracies or incomplete justification.	Provides an accurate and complete justification of how each data source ensures various types of validity and reliability of inferences.
Data Collection Tools	Describes assessment tools that do not reflect the nature of the research question and does not defend assessment design and scoring format. Does not attach assessment tools.	Attaches similar assessment tools, some may not reflect the nature of the research question and/or does not defend appropriateness of assessment design and scoring format.	Attaches a variety of assessment tools but some may not reflect the nature of the research question and/or may not accurately defend appropriateness of assessment design and scoring format for each one.	Attaches a variety of assessment tools that reflect the nature of the research question, provides complete and specific description of assessment sources, and effectively justifies appropriateness of assessment design and scoring format for each one.
Writing	Presents a plan that lacks organization and coherence and contains numerous errors in writing. Uses few and/or irrelevant citations.	Presents a plan that needs re-organization and elaboration and contains numerous errors in writing. Uses few citations.	Presents a plan that needs re-organization or contains errors in writing or needs elaboration. May use citations that do not support points made or incorrect citation format or may omit references.	Presents a well-organized plan with few errors in writing and uses citations to course textbook and those providing the theoretical basis for the project.

FEEDBACK:

Steps 4 - 5: Data Analysis & Action Plan

SCORE	1	2	3	4
DATA ANALYSIS	Includes major inaccuracies in reporting results and/or patterns of change or does not report changes and does not provide a description of revisions made to post-testing tools based on pre-testing results; provides few or no data tables or graphs.	Includes major inaccuracies in reporting results and/or patterns of change and/or does not report changes or may not provide a description of revisions made to post-testing tools based on pre-testing results; data tables and/or graphs may show results for only some data sources and may contain inaccuracies.	Includes some or minor inaccuracies in reporting results and/or patterns of change, may not report changes for each data source, or may not provide a complete description of revisions made to post-testing tools based on pre-testing results; data tables and graphs show results of each data source but may contain inaccuracies.	Accurately reports results and patterns of change for each data source and includes a complete description of revisions made to post-testing tools based on pre-testing results. Provides data tables and graphs that clearly and accurately show results of each data source or scoring tool.
DATA INTERPRETATION	Does not interpret the data.	Makes few or inaccurate interpretations and unsupported inferences from the data and/or does not compare results to the literature review.	May not interpret results for each data source, makes inaccurate or unsupported inferences from the data, or does not consistently and effectively compare results to those found in the literature review. May include some description rather than interpretation.	Thoroughly interprets results of each data source, making valid and complete inferences from the data, consistently and effectively comparing results to those found in the literature review.
VALIDITY & RELIABILITY	Includes serious threats to validity and reliability and does not address validity and reliability for each data source.	Includes serious threats to validity and reliability or contains major and/or numerous inaccuracies or omissions in defense of validity and reliability of inferences for each data source.	Contains minor inaccuracies or provides incomplete defense of validity and/or reliability of inferences for each data source.	Accurately defends various types of validity and reliability of inferences for each data source.
ACTION PLAN	Does not make connections between data results and proposed action plan and does not reflect on effectiveness of methodology used in action research study.	Makes incomplete and/or inaccurate connections between data results and proposed action plan and does not reflect on effectiveness of methodology used in action research study.	Makes incomplete connections between data results and proposed action plan and/or may not reflect on effectiveness of methodology used in action research study.	Makes clear connection between data results and proposed action plan and reflects on effectiveness of methodology used in action research study.

Feedback:

Teaching Intervention Simulation

Presenters:

Date:

Score:

SCORE	1	2	3	4
Rationale	Explains how presentation relates to research questions and teaching interventions but lacks overall clarity and omits essential information.	Explains how presentation relates to research questions and teaching interventions with some lack of clarity or omission of information.	Explains how presentation relates to research questions and teaching interventions but may omit some information.	Clearly and thoroughly explains how presentation relates to research questions and teaching interventions.
Teaching Intervention	Reports on the teaching intervention rather than leading a simulation and lacks clarity or accuracy throughout.	Presents little demonstration or simulation or lacks clarity and accuracy in some areas.	Presents the teaching intervention but may demonstrate or simulate only parts of it in an incomplete experience of the teaching intervention, lack some clarity, or contain some inaccuracies.	Clearly and accurately demonstrates and simulates main aspects of the teaching intervention.
Engagement	Does not engage participants in activities.	Engages only some participants in activities or has few activities.	Engages participants with some experience of the teaching intervention.	Actively engages participants in activities for a complete experience of the teaching intervention.
Self-Assessment	Does not submit a self-assessment report.	Submits self-assessment but does not analyze both strengths and weaknesses. Needs elaboration and includes inaccuracies, lack of clarity, and/or omissions. May miss the deadline.	Submits self-assessment, analyzing strengths and weaknesses of the demonstration with some inaccuracies, lack of clarity, or omissions. May miss the deadline.	Submits thorough and accurate self-assessment by the deadline, analyzing strengths and weaknesses of the demonstration.
Teamwork	Participates in only a limited manner; makes a vague contribution.	Participates much more or less than others or makes an indistinct contribution.	Participates more or less than others in the presentation; makes a clear contribution.	Participates equally and fully in the presentation; clearly makes a strong contribution.

Feedback:

Discussion Group – Peer Feedback

SCORE	1	2	3	4
Quality of Feedback	Does not respond to the minimum required number of postings and/or provides feedback that is not based on research or assigned readings. May be late in posting or provide a cursory response.	Responds to most but not all assigned postings and provides feedback, but this may not be based on research or assigned readings. May be late in posting or provide a cursory response.	Responds to each assigned posting and provides feedback based on research and/or assigned readings in order to support each writer. May be late in posting or include some inaccuracies in response.	Responds in a timely manner to each assigned posting and provides a thorough and accurate response and critical feedback based on research and assigned readings in order to support each writer.