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

EDUC 665 DL1 Teacher Inquiry in Practice I (3 Credits)
Fall 2022

PROFESSORS:

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PREREQUISITES/COREQUISITES:
- Prerequisites: Admission into the MEd Curriculum and Instruction concentration in Transformative Teaching program; completion of the EDUC 659 Teacher Leadership Course.
- Corequisites: EDUC 663 Culturally Relevant Pedagogy.

UNIVERSITY CATALOG COURSE DESCRIPTION: Builds further understanding of teacher research as teachers form and frame salient questions, examine the existing literature related to their questions, and take actions to improve teaching and learning.

COURSE 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. The course site will be available on August 20th.

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

TECHNICAL REQUIREMENTS:
To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- 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 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: 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/

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

  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. In addition, students must log-in for all scheduled online synchronous meetings.
- **Log-in Frequency:** 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.
- **Course Schedule:** Because asynchronous courses do not have a "fixed" meeting day, our sessions will generally start on Wednesday and finish on Tuesday. Synchronous meetings will be arranged as needed.
- **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, Seventh 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.

- **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.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

LEARNER OBJECTIVES:
This course is designed to enable students to:
1. Become researchers and reflective practitioners,
2. Plan, carry out, write, and present a classroom research project,
3. Frame research inquiries around moral/ethical purposes and on moral/ethical truths, and
4. Develop a critical perspective on issues related to teaching and learning.

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, and III
  - o Commitment to the Profession
  - o Commitment to Honoring Professional Ethical Standards

- o   Commitment to Key Elements of Professional Knowledge
- Teachers College Columbia Teacher Expectations I and II
  - o   Lifelong Learners
  - o   Learner-Centered Educators
- 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 TEXTS:

Elementary Teachers:
Kleinrock, L. (2021). Start here start now: A guide to antibias and antiracist work in your school community. Portsmouth, NH: Heinemann.

Secondary Teachers:
Germán, L.E. (2021). Textured teaching: A framework for culturally sustaining practices. Portsmouth, NH: Heinemann.

Everyone:

Caro-Bruce, C., Flessner, R., Klehr, M. and Zeichner, K. (2007). *Creating equitable classrooms through action research.* CA: Corwin.

Brown-Jeffy, S. and Cooper, J. E.(2011). Toward a conceptual framework of culturally relevant pedagogy: An overview of the conceptual and theoretical literature. *Teacher Education Quarterly*. V38 N1 p65-84. (**This article will be provided on Bb.**)

Gay, G. (2010). Culturally Responsive Teaching, 2nd Ed. New York, New York: Teachers College Press. [chapters 7 & 8] (**These chapters will be provided on Bb.**)

Book Club Choice:
You may choose one from the following list or come up with your own title. It needs to be a text connected to the idea of culturally relevant pedagogy in some way. The books listed below are mostly written for teachers, but you can also choose a young adult novel that might be used in your CRP project:

Agarwal-Rangnath, R. (2020). *Planting the seeds of equity: Ethnic studies and social justice in the K-2 classroom.* Teachers College Press.

Au, W., Brown, A.L., & Calderon, D. (2016). *Reclaiming the multicultural roots of U.S. curriculum: Communities of color and official knowledge in education*. Teachers College Press.

Baines, J., Tisdale, C., & Long, S. (2018). *"We've been doing it your way long enough:" Choosing the culturally relevant classroom.* Teachers College Press.

Block, J. (2020). *Teaching for a living democracy: Project-based learning in the English and History classroom.* Teachers College Press.

Cowhey, M. (2006). *Black ants and Buddhists: Thinking critically and teaching differently in the primary grades*. Portland, ME: Stenhouse.

Dutro, E. (2019). *The vulnerable heart of literacy: Centering trauma as powerful pedagogy.* New York: Teachers College Press.

Garcia, E. (2022). *We are not broken: Changing the autism conversation*. Harvest.

Herrera, S.G. (2022). *Biography-driven culturally responsive teaching* (3rd Ed.). Teachers College Press.

Herrera, S.G., Porter, L, & Barko-Alva, K. (2020). *Equity in school-parent partnerships: Cultivating community and family trust in culturally diverse classrooms*. Teachers College Press.

Ishimaru, A.M. (2020). *Just schools: Building equitable collaborations with families and communities.* Teachers College Press.

Miranda-Wolff, A. (2022). *Cultures of belonging: Building inclusive organizations that last.* Harper Collins.

Morris, M. (2018). *Pushout: The criminalization of black girls in school*. The New Press.

Morukian, M. (2022). *Diversity, equity, and inclusion for trainers: Fostering DEI in the workplace.* Association for Talent Development.

Oseman, A. (2022). *The heartstopper series*.

Paris, D., & Alim, H.S. (Eds.) (2017). *Culturally sustaining pedagogies: teaching and learning for social justice in a changing world.* Teachers College Press.

Pinder-Amaker, S. (2021). *Did that just happen?!: Beyond "Diversity"—Creating sustainable and inclusive organizations.* Beacon Press.

Rodriguez, N.N., & Swalwell, K. (2022). *Social studies for a better world: An anti-oppressive approach for elementary educators*. New York: Norton.

Schmidt, P.R., & Lazar, A.M. (Eds.). (2011). *Practicing what we teach: How culturally responsive literacy classrooms make a difference*. New York: Teachers College Press.

Sleeter, C. E., & Cornbleth, C. (2011). *Teaching with vision: Culturally responsive teaching in standards-based classrooms.* New York: Teachers College Press.

Thompson, J. (2022). *Diversity and inclusion matters: Tactics and tools to inspire equity and game-changing performance.* (Audio book…?)

Watson, D., Hagopian, J. & Au, W. (Eds.) (2018). *Teaching for Black lives*. Rethinking Schools.

*Please note: Additional articles, chapters, PowerPoint presentations, and media will be posted on Bb as needed. You should also be doing some background reading on your chosen research topic.

COURSE PERFORMANCE EVALUATION (ALIGNED WITH OBJECTIVES):
Students are expected to submit all assignments on time in the manner outlined by the instructors.

1. Assignment descriptions
- Course Participation (Assesses objectives 1, 2, 3, and 4)
- Teacher Research Journal Reflections (Assesses objectives 1, 2, 3, and 4).
  This assignment provides you with an opportunity to formalize your thinking and plans around your research project and to allow your mentor to see where you are so that we can offer our support. Throughout the course, you must be engaged in reflection and ongoing dialogue about the research problem and process, drawing on classmates' knowledge and experience to address new and unresolved questions and issues. This work will allow you to generate ideas and to consider and negotiate interpretations of evidence that will result in a fuller understanding of your teaching and your students' learning. Given our ongoing emphasis on critical pedagogy, antiracist and trauma-informed approaches, and culturally relevant pedagogy, you are encouraged to consider incorporating one or more of these approaches as part of your research to improve teaching and learning in your classroom and school. There are seven assigned journal reflections over the course of the semester. Each will have a set of reflection prompts for you to address.

2. Assignment and examination weighting (percentages, points)

Class Participation	
Session #5	10 points
Session #6	10 points
Session #8	10 points
Teacher Research Journal Reflections	
Reflection #1	10 points
Reflection #2	10 points
Reflection #3	10 points
Reflection #4	10 points
Reflection #5	10 points
Reflection #6	10 points
Reflection #7	10 points

3. Grading policies (and grading scale appropriate for UG or 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

PROFESSIONAL DISPOSITIONS
Students are expected to exhibit professional behaviors and dispositions at all times. See
https://cehd.gmu.edu/students/polices-procedures/

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
    a. Students must adhere to the guidelines of the Mason Honor Code (see
        https://catalog.gmu.edu/policies/honor-code-system/).
    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
        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.
    d. Students with disabilities who seek accommodations in a course must be registered
        with George Mason University Disability Services. Approved accommodations will
        begin at the time the written letter from Disability Services is received by the
        instructor (see http://ds.gmu.edu/).
    e. Students must silence all sound emitting devices during class unless otherwise
        authorized by the instructor.

Campus Resources
    a. Support for submission of assignments to Tk20 should be directed to viahelp@gmu.edu or
        https://cehd.gmu.edu/aero/via. Questions or concerns regarding use of Blackboard should
        be directed to http://coursessupport.gmu.edu/.
    b. For information on student support resources on campus, see
        https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

**Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence,
and stalking:** As a faculty member, I am designated as a "Non-Confidential Employee," and

must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

663/665 Class Schedule
The two courses are integrated for the fall semester

Sessions	Readings & Assignments

Session 1 (2 weeks)
 	
Dates: Aug. 24 – Sept. 6
 	
Topics: Introduction to Culturally Relevant Pedagogy (CRP); Overview of the Conceptual and Theoretical Literature; Teacher Research
	Assignments:
	1. Watch: the video overview of the fall semester
	2. Read:
	   ● Have begun reading your required text: *Start here start now* (Elementary) or *Textured teaching* (Secondary)
	   ● Brown-Jeffy & Cooper article
	3. Project Planning Zoom Sessions for brainstorming research and CRP topics
	4. Begin to peruse the "Race: The Power of an Illusion" website to aid in your planning of your CRP Project and in preparation for your Synchronous Group Dialogue in Session 4.
	5. **Due Sept. 6: Teacher Research Journal Reflection #1**

Session 2 (2 weeks) **Dates:** Sept. 7 – Sept. 20 **Topics:** Exploring culturally relevant teaching; Teacher Research	**Assignments:** 1. Complete the reading of your required text: *Start here start now* (Elementary) or *Textured teaching* (Secondary) 2. Participate in Discussion #1: Culturally Relevant Pedagogy 3. **Due Sept. 20: Teacher Research Journal Reflection #2** 4. **Due Sept. 20: CRP project reflection #1**

Session 3 (2 weeks) **Dates:** Sept. 21 – Oct. 4 **Topics:** CRP; Teacher Research	**Assignments:** 1. Read Gay chapters 7 & 8 2. CRP Zoom Session – CRP project check in and bridge CRP into equity focused research 3. **Due Oct. 4: Teacher Research Journal Reflection #3**
Session 4 (2 weeks) **Dates:** Oct. 5 – Oct. 18 **Topic:** Teacher Research	**Assignments:** 1. Read Caro-Bruce chapters 1, 2 & 13 2. Participate in Discussion #2: Race the Power of an Illusion 3. **Due Oct. 18: Teacher Research Journal Reflection #4**
Session 5 (2 weeks) **Dates:** Oct. 19 – Nov. 1 **Topic:** Teacher Research	**Assignments:** 1. Read Caro-Bruce chapters (choose two) 2. Teacher Research Zoom Session 3. **Due Nov. 1: Teacher Research Journal Reflection #5**
Session 6 (2 weeks) **Dates:** Nov. 2 – Nov. 15 **Topic:** Teacher Research	**Assignments:** 1. Read your Book Club selection 2. **Synchronous Group Dialogue and Synthesis:** Book Club groups – (See specific guidelines posted in Bb Assignments folder). As a group (TBD) organize a time to talk [e.g. phone, Zoom, Skype, other] about your chosen book. **Due Nov. 15: Group Dialogue Synthesis** 3. **Due Nov.15: Teacher Research Journal Reflection #6** 4. **Due Nov. 15: CRP project reflection #2**
Session 7 (2 weeks) **Dates:** Nov. 16 – Nov.29 (Includes Thanksgiving recess Nov. 23 – Nov. 27) **Topic:** Teacher Research	**Assignments:** 1. **Due Nov. 29: Teacher Research Journal Reflection #7** 2. **Due Nov. 29: CRP project on VoiceThread**

Session 8 (1 week)	Assignments:
Dates: Nov. 30 – Dec. 6 Topic: CRP	1. **Due Dec. 6: Feedback in VoiceThread on CRP project** 2. **Due Dec. 6: End of semester reflective feedback**

Notes: Faculty reserves 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:

Teacher Inquiry in Practice I
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 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.
Research skills and impact on practice (GMU II, TC 1, NBPTS 4)	Demonstrates minimal understanding of the research process and potential impact on practice.	Demonstrates clear understanding of the research process and potential impact on practice.	Demonstrates clear understanding of the research process and potential impact on practice; demonstrates imaginative, creative, and critical thought about some aspect of the research process.	Demonstrates clear understanding of the research process and potential impact on practice; demonstrates imaginative, creative, and critical thought in all aspects of the research process.
Literature Review	No literature review included	At least five relevant sources are reviewed; however there is little synthesis of information from the sources	At least seven relevant sources are reviewed and there is adequate synthesis of information from the sources	More than seven relevant sources are reviewed and there is a sophisticated synthesis of information from the sources with strong connections to their own research project
Elements of the Research Report	Fails to address all required elements of	Minimally addresses all elements of the research report	Adequately addresses all elements of the research report	Thoughtfully and thoroughly addresses all elements of the research report

	the research report			