George Mason University
College of Education and Human Development
Secondary Education Program

SEED 678 008: Action Research Seminar in Secondary Education
2 Credits
Fall 2024
Wednesday 5-7pm
Hybrid
Class Location: Fairfax Campus, Thompson Hall 1010

Instructor: Dr. Whitney Keaton
Office Hours: By appointment in person or via Zoom
Office Location: Thompson Hall 1010; Fairfax campus
Email: wgarret2@gmu.edu
Office Telephone: Please call mobile telephone
Mobile Telephone: 540-550-4120
Synchronous Class Zoom Link: TBD

UNIVERSITY CATALOG COURSE DESCRIPTION

Focuses on critical reflection regarding the effects of teacher actions on others; develops skills as a reflective practitioner. Links evidence of student learning collected in instructional setting to make informed instructional decisions. Engages students in systematic collection and interpretation of evidence to improve practice. Presents research-based rationales for instructional decision-making. Serves as a follow-up for SEED 677. Note: Requires students to be working daily in or have access to a classroom to implement the classroom-based teacher research project designed in SEED 677.

PREREQUISITES/COREQUISITES

Required Prerequisite: a grade of B or better in SEED 677
Required Corequisite: either SEED 792, SEED 793, SEED 794, SEED 795, or SEED 796

COURSE OVERVIEW

The action research seminar is a course taken during students' internship experience: you will conduct the action research project designed in SEED 677. This course will incorporate a reflection orientation and be rooted in your everyday teaching practices, allowing you to consider as data the systematically gathered and everyday artifacts of your teaching (e.g., a teaching journal, your lesson plans, student assignments). The course is also designed to promote a professional teaching and learning community with peer review constructive peer support. Your ultimate success with the final project requires your ongoing commitment to each step in the process and collaboration with peers for reciprocal review.
Note: To complete this course, students must be working daily in or have access to a classroom setting to implement the classroom-based teacher research project designed in this course.

COURSE DELIVERY METHOD

This course will be delivered both in-person and online. It will be online (76% or more) using a synchronous and asynchronous format via Mason's Learning Management System (LMS). 25% or less of the class meetings will occur in-person. You will login to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on August 1st .
  ▪ To access your course in Canvas: https://canvas.gmu.edu/login/canvas.

Students are expected to attend every class session in the mode offered. If you must miss a class session you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence. Material will be presented, and course objectives met in a variety of ways, including through class discussions, small and large group activities, individual and group work sessions, lecture, and student presentations in a hybrid format. Visual aids and various uses of technology will be used to complement an interactive approach to learning.

Missed classes (or portions of classes) will result in loss of participation points. Unless there are extenuating circumstances that have been shared with the instructor, more than two missed classes will result in a failing grade and you must retake the course. Absence from class to observe a religious holiday, to serve jury duty, or to participate in required military service are exemptions to the above policy. If you anticipate being absent for any of these reasons, please make arrangements at least 48 hours in advance. In addition, **you are expected to be on time to class** each week unless 48 hours advance notice has been provided to the instructor. Your instructor will define their policy for tardiness as it relates to class participation points and absences.

As the teacher of this class, I am available for discussion and support during office hours, via phone and by e-mail. Let's keep in touch!!!

Under no circumstances may students participate in online class sessions 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.

LEARNER OUTCOMES OR OBJECTIVES

In concert with the goals and objectives of the Secondary Education internship and the action research process, the Action Research Seminar is designed to enable students to do the following:

Upon successful completion of this course students will be expected to: meet these course objectives:	Methods by which your acquisition of each objective are measured:
Develop abilities to and rationales for evaluating their teaching practices, particularly the effects of their choices and interactions with others	▪ Participation and Attendance in Seminar ▪ Weekly Action Research Reflections ▪ Rough Draft: Discussion ▪ Final Action Research Project

	▪ Action Research Project Presentation
Develop abilities to critically reflect upon teaching episodes and propose and/or accept alternative approaches	▪ Participation and Attendance in Seminar ▪ Weekly Action Research Reflections ▪ Rough Draft: Discussion ▪ Constructive Peer Group Feedback ▪ Final Action Research Project ▪ Action Research Project Presentation
Understand the importance of and engage in dialogue in a professional learning community	▪ Participation and Attendance in Seminar ▪ Constructive Peer Group Feedback
Engage in and develop an appreciation for collaborating with other interns to discuss internship challenges and successes related to lessons, activities, and assessments	▪ Participation and Attendance in Seminar ▪ Constructive Peer Group Feedback
Appreciate the steps and benefits of implementing action research projects, including addressing research question(s), completing data collection (including daily teaching artifacts), determining findings, and developing a discussion of impact on students' learning	▪ Participation and Attendance in Seminar ▪ Weekly Action Research Reflections ▪ Rough Draft: Methodology ▪ Rough Draft: Discussion ▪ Constructive Peer Group Feedback ▪ Final Action Research Project ▪ Action Research Project Presentation
Participate in collaborative inquiries to gain multiple perspectives in interpreting research and for validation and peer review of research	▪ Participation and Attendance in Seminar ▪ ▪ Constructive Peer Group Feedback ▪ Final Action Research Project ▪ Action Research Project Presentation
Understand the steps and value of the constructive peer review process in writing an action research paper	▪ Participation and Attendance in Seminar ▪ Rough Draft: Methodology ▪ Rough Draft: Discussion ▪ Constructive Peer Group Feedback ▪ Final Action Research Project

PROFESSIONAL STANDARDS

By the end of this course students will demonstrate an understanding and application of subject area standards aligned with the national content standards and identified by their specialized professional association (SPA):

- History/social science teachers: National Council for the Social Studies, http://www.ncss.org
- English teachers: National Council of Teachers of English, http://www.ncte.org
- Math teachers: National Council of Teachers of Mathematics, http://www.nctm.org
- Science teachers: National Science Teachers Association, http://www.nsta.org
- Computer science teachers: Computer Science Teachers Association, http://csteachers.org/page/standards

Students should also understand and be able to apply the standards of the Interstate New Teacher Assistance and Support Consortium (INTASC): https://ccsso.org/sites/default/files/2017- 12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

REQUIRED TEXTS AND SOURCES

Required Texts
- Mertler, C. (2020). *Action research: Improving schools and empowering educators* (6th ed.). SAGE Publications.
- American Psychological Association (2020). *Publication manual* (7th ed.). American Psychological Association.

Additional Resources
- Commonwealth of Virginia (2010). Standards of Learning for Virginia Public Schools. Retrieved from: http://www.doe.virginia.gov/testing/index.shtml
- Access to professional standards documents as specified by content area.
- Other resources will be distributed in class or posted on Canvas.

Required Materials:
- Project Poster Display Board: size 36" x 48"

TECHNICAL REQUIREMENTS

To participate in this course, students will need to satisfy the following technical requirements:
- High-speed internet access with updated browsers.
  - Canvas supported browsers: https://guides.instructure.com/a/720329]
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.
- Speakers and a microphone or a microphone-enabled headset for use with synchronous web conferencing tools.
- Note that 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.

Expectations
- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log in Frequency: Students must actively check the course LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log in for all scheduled online synchronous meetings, if any.
- Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload: Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. Be positive in your approach with others and diplomatic in selecting your words. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

COURSE PERFORMANCE EVALUATION

o **Students are expected to submit all assignments in the appropriate Canvas assignment or VIA online submission system.**
o **Assignments are due at 5pm on the date indicated, unless otherwise indicated.**
o **Late work will not be accepted without a prior request.**
o **All submitted work must be typed unless otherwise indicated. See class protocol for additional information**
- **Assignments and/or Examinations**

Assignment	Points	Due Date
Participation and Attendance in Seminar	30	Ongoing
Weekly Action Research Reflections	15	Various dates: See class schedule – no later than November 6
Rough Draft: Methodology	10	September 11
Rough Draft: Discussion	10	November 13
Constructive Peer Group Feedback	5	December 4
Final Action Research Project	20	December 4
Action Research Project Presentation	10	December 4
TOTAL	100	

Graduate Grading Scale:

Graduate Grading Scale				
Grade	Standards	Grading	Graduate Courses	
A	Meets Standard	95 – 100	Satisfactory / Passing	"A" level score = Student work is well-organized, exceptionally thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
A-	Meets Standard	90 – 94	Satisfactory / Passing	
B+	Approaches Standard	87 – 89	Satisfactory / Passing	"B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified. Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.
B	Approaches Standard	83 – 86	Satisfactory / Passing	
B-	**Does Not Meet Standard**	80 – 82	*B- is not a passing course grade for licensure*	
C	**Does Not Meet Standard**	70 – 79	*C is not a passing course grade for licensure*	"C" level score = Student provides cursory responses to assignment requirements. Student did not follow all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
F	**Does Not Meet Standard**	Below 70	*F is not a passing course grade for licensure*	"F" level score = Student work is so brief that any reasonably accurate assessment is impossible.
Incomplete (IN): This grade may be given to students who are passing a course 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 10th week. 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.				

ASSIGNMENTS: CRITERIA FOR MEETING COURSE REQUIREMENTS

DUE: Ongoing
POINTS: 30

PURPOSE: Continuous attendance, active participation, and adherence to protocol procedures are the attributes that allow our class sessions to be collaborative, maintain high standards, and encourage learning to take place.

PROCEDURE:
- Attendance and participation in Seminar can affect your successful completion of your internship. This applies to in-person AND online classes.
- Students are expected to attend all class sessions. Class attendance and ___PARTICIPATION___ with the whole group, in small groups, and in 1-on-1 conferences are important - not only to the individual student, but to the class as a whole.
- This course is designed to provide ongoing opportunities to learn through conversation. These conversations provide spaces for you to think out loud, to explore your conceptual understandings, to share uncertainties and successes during your internship, to ask questions, and to learn from each other. Like written assignments, ___class participation is both a central means of learning and an assessment tool.___
- Your participation will be determined by your **ACTIVE** participation in class activities and discussions, your professional conduct in class, and clear evidence that you have completed course tasks.
- Absences, tardiness, or early departures will count as evidence of nonparticipation and lower the final course grade.
- You will be given tasks during seminar – it is expected that you will complete these tasks in the time allotted based on the provided calendar

Active participation and protocol adherence in seminar is determined by the rubric below:

	Acceptable	Unacceptable
ACTIVE PARTICIPATION /15	▪ Participates _**ACTIVELY**_ in each class discussion and activities (asks questions, engages in topics conversation, partakes in hands-on activities, etc.....). ▪ Participation is respectful and inclusive of others in the class. ▪ Spends time only on the tasks associated with this course and the instructor's directions. ▪ Comes to class with knowledge of prepared readings and pre-class assignments ▪ Clear evidence of competition of course tasks ▪ Online classes: **Student maintains video "on" status** ▪ Follows GMU's policies on attendance and code of conduct as indicated in the University Catalog ▪ Completes all tasks in a timely manner as directed by instructor	▪ Does not participate _actively_ in each class discussions and activities (rarely or never asks questions, engages in topics conversation, partakes in hands-on activities, etc.....). ▪ Participation is not respectful and inclusive of others in the class. ▪ Does not spend time only on the tasks associated with this course and the instructor's directions. ▪ Did not come to class with knowledge of prepared readings and pre-class assignments ▪ No evidence of competition of course tasks ▪ Online classes: student maintains video "off" status ▪ Does not follow GMU's policies on attendance and code of conduct as indicated in the university catalog ▪ Absent from ____ class session ▪ Tardy to ____ class sessions ▪ Departed ____ class sessions early ▪ Does not complete all tasks in a timely manner as directed by instructor
PROTOCOL POLICY /10	▪ Attention is focused on activities and discussion while in class: does not engage in personal emails, instant messaging, texting, social media, games, web surfing, etc. ▪ Electronic devices are off or in sleep mode unless using the device for notetaking ▪ Demonstrates ethical and responsible behavior in class and on the GMU network. ▪ Emergency telephone calls are taken outside of the classroom. ▪ Professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. ▪ Uses professional and ethical judgment when posting messages on social media networks. (**Note**: do not post pictures of children or classmates on <u>any</u> social media platform.) ▪ Follows GMU's policies on attendance and code of conduct as indicated in the University Catalog	▪ Attention is NOT focused on activities and discussion while in class by activities such as: ▪ Engages in personal emails, instant messaging, texting, social media, games, and web surfing. ▪ Does not demonstrate ethical and responsible behavior in class and on the GMU network. ▪ Does use mobile telephone to call or text ▪ Does not use professional and ethical judgment when posting messages on social media networks. ▪ Is not professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. ▪ Does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog
SEMINAR TASKS /5	▪ Completes all seminar tasks with detail and thought ▪ Completes all seminar tasks on time ▪ Submits all seminar tasks to appropriate assignment upload	▪ Completes all seminar tasks with little or no detail and/or thought ▪ Does not complete all seminar tasks on time ▪ Submits all seminar tasks to appropriate assignment upload

Assignment 2: Weekly Action Research Reflections

POINTS: 15

DUE: Various dates: See class schedule – no later than November 6

PURPOSE: It is imperative that teachers reflect on their teaching practices and the student learning occurring in class. Reflection allows teachers to determine if their teaching is effective. Reflection is also a tool teachers use to improve their teaching in real time.

PROCEDURE:
- Each week, noted below, you will record weekly action research reflections based on your internship experience. You will record these reflections in your green journal provided during your internship orientation. or other journal preferences (online document, personal journal, notebook, video recording with transcription, etc...)
  - Entry 1 and 2: record an entry each week for 2 weeks PRIOR to your intervention
  - Entry 3-8: record a reflection for EACH time you incorporate your intervention into your lesson.
  - Entry 9-10: record an entry each week for 2 weeks AFTER your intervention
- Your weekly action research reflection entries must be reflective and not merely reiterate what you did in your classroom. Your reflection entries must be detailed. Below are a variety of topics to focus on while writing in your reflective journal. We do not expect you to answer every question with a lengthy response, but you should address, in some way, the different aspects of all the questions. NOTE the topics vary for each entry – pre/during/post intervention:

Entry	Questions to address
1	Describe your goals for your action research project and your internship in general. What do you expect to discover about your students because of your action research project, action research question? What do you expect to discover about YOU because of your action research project, action research question? When your mentor teacher and clinical coach observe you during your action research project what do you want them to focus on in their observations/feedback? Feel free to add a BEFORE photo of student learning prior to your implementation of your action research project.
2	Describe and reflect on how you will adjust your lessons to incorporate your intervention. Reflect on how you might need to reorganize the physical classroom set up, the classroom routings/procedures, and/or the classroom expectations to incorporate your intervention How will student developmental levels impact your planning and instructional strategies during your intervention? How will you differentiate learning for each learner and groups of learners in the classroom during your intervention (if applicable)? How will student needs impact your teaching strategies/action research project/intervention? Which 2 students will you highlight as examples of students you want to improve with **student engagement, efficacy, or achievement** during your intervention (be sure to give them pseudonyms!). Why did you choose these students?
3-8	Describe how you are implementing your intervention. How are you monitoring your 2 highlighted students? Be specific Share what is going well with your action research project/intervention. Reflect on why this aspect of your action research project/intervention is going well. Focus on what YOU are doing as the classroom teacher to impact this positive aspect. Share what is a challenge with your action research project/intervention. Reflect on why this aspect of your action research project/intervention is a challenge. Focus on what YOU are doing as a classroom teacher that is resulting in this challenge. Reflect on what you can do differently to alter the outcome. Do you need to make modifications to the intervention lesson plans based on student learning? If so, what modifications? Why are you making these modifications? How is the action research process impacting your teaching choices? How did you used collaborative problem solving (discussions with your mentor, co-teachers, CLT, seminar class, university supervisor, faculty advisor, or cooperative peer group) to engage learners in creative and critical thinking during your action research project? What has your mentor and/or clinical coach advised about your intervention? What are your reflective thoughts on this advice? How have you used a variety of instructional strategies, including appropriate, available technologies, to engage and challenge learners in differentiate learning situations allowing all learners to take ownership of their learning. Feel free to add an AFTER photo of student learning prior to your implementation of your action research project.
9	What do your findings mean? What did your findings teach you about your 2 highlighted chosen students? What do the findings mean for teaching and learning in general? What do the findings mean for YOUR teaching and learning?
10	How did your data/your findings answer your action research questions? Interpret your data in as much detail as possible, describing whether, and in what ways, your findings corroborated your expectations. Explain any inconsistencies or connections between your action research findings and literature review. What do you think of the action research process? **What did you learn from the action research process as a teacher?**

- These action research reflection entries, written in your reflective teaching journal, will be one of your data sources for your action research project.

- You must record **a MINIUM of 10 action research reflection entries** in your reflective teaching journal.
- Each action research reflection entry must be a MINIUM of 400 words
- Handwritten journals must be scanned to upload to Canvas.
- This is your PERSONAL reflection. You may use your own shorthand, write in the margins, ask yourself questions, etc....
- You will not be graded on spelling or grammar. You have the flexibility to be creative in your writing.
- You will upload EACH entry, each week, to Canvas. You will receive a complete/incomplete grade for entries 1-9, you will receive a point value grade for entry 10 which provides a culmination grade for all entries.

EACH action research reflection entry adherence in seminar is determined by the rubric below:

	Excellent	Adequate	Unacceptable
Reflection Journal	- Reflection entries are recorded in the same teacher reflective journal (i.e. green journal, online document, etc....) with Entry 1 and 2: PRIOR to the intervention; Entry 3-8: EACH time the intervention occurs; and Entry 9-10: AFTER the intervention. - Entries are reflective and not merely reiterate what occurred in the intern's classroom. - The reflections focus on the questions posed in the assignment with detailed responses. - Reflection includes appropriate and varied descriptions that carefully address the prompts with details and thoughtful responses. - There is a MINIUM of 8 refection entries in the journal - Each entry is a MINIUM of 400 words - uploads Journal to Canvas by due date	- Reflection entries are recorded in the same teacher reflective journal (i.e. green journal, online document, etc....) with most entries following the parameters of Entry 1 and 2: PRIOR to the intervention; Entry 3-8: EACH time the intervention occurs; and Entry 9-10: AFTER the intervention - Entries are mostly reflective - The reflections mostly focus on the questions posed in the assignment with detailed responses. - Reflection includes appropriate and varied descriptions that carefully address the prompts with details and thoughtful responses. - There is a MINIUM of 8 refection entries in the journal - Most entries meet the MINIUM of 400 words - uploads Journal to Canvas late with approved extension	- Reflection entries are not recorded in the same teacher reflective journal (i.e. green journal, online document, etc...) - Reflection journals do not follow the parameters of with Entry 1 and 2: PRIOR to the intervention; Entry 3-8: EACH time the intervention occurs; and Entry 9-10: AFTER the intervention - Entries are not reflective and merely reiterate what occurred in the intern's classroom. - The reflections do not focus on the questions posed in the assignment. - The reflections do not appropriate and varied descriptions that carefully address the prompts with details and thoughtful responses. - There is not a MINIUM of 8 refection entries in the journal - Each entry does not contain a MINIUM of 400 words - uploads Journal to Canvas late without approved extension A reflective journal is not submitted

Assignment 3: Rough Draft Research Project Components

DUE:

Rough Draft: Methodology	September 11
Rough Draft: Discussion	November 13

POINTS:

Methodology	10	Discussion	10

PURPOSE: We have you complete various rough drafts of each section of your final project to ensure you carry out your action research project in a thoughtful, paced, and monitored process to confirm you are conducting your research in a timely manner and in a way that safeguards the process for you and your participants. Merriam Webster's defines rough draft as "a first version of something (such as a document) that needs a lot of editing and rewriting." Each draft you submit is a first version of your final Action Research Project focused on the Methodology and Discussion sections of the Action Research Project. These sections are added to your Action Research Template that you completed your previous semester in SEED 677.

PROCEDURE:
1. You will add to the **Template previously created in SEED 677** for your Action Research Project. This template will be based on the "Research Project Details" located on Canvas. The document will contain the research project sections: the introduction, literature review, methodology, discussion along with the title page, appendices, and references. This template will be added to each time you create a rough draft.
2. **Rough draft:** You will submit ONE Microsoft word document on Canvas using the template you create. This ONE document will be added each time you complete a component of the research project and uploaded to Canvas. The below rubric is used **each time** one of the rough draft components is submitted to the instructor.
3. There will be 2 assignments on Canvas: Methodology and Discussion. You will upload your ONE Microsoft word document that contains each of these assignments.

Rubric for component marked: Methodology _____Discussion___			
	Excellent	**Adequate**	**Unacceptable**
Rough draft submitted for completion to instructor **/10 Methodology** **/10 Discussion**	- Rough draft component was uploaded to Canvas by due date/time - Rough draft includes much detail for all items for the component as described in the "Research Project Outline" - Format and writing are of professional quality (double spaced,	- Rough draft component was uploaded to Canvas by due date/time - Rough draft includes some detail for all items for the component as described in the "Research Project Outline" - Format and writing flow well and are easy to read with only minor typos and mistakes.	- Rough draft component was not uploaded to Canvas by due date/time - Rough draft lacks detail and is difficult to understand for the component as described in the "Research Project Outline" - Format and writing are incomplete, disorganized, unedited, and/or difficult to follow.

	error free, well composed and articulated, overall quality work, organized) ▪ Uploads component to Canvas by due date	▪ Somewhat professional ▪ Some unorganized areas ▪ Rough draft component is missing _____ as described in the "research project outline" ▪ Uploads component to Canvas late with approved extension	▪ Not professional looking, sloppy ▪ Not organized ▪ Uploads component to Canvas late without approved extension

Assignment 4: Constructive Peer Group Feedback

DUE: continuous to peer; upload to Canvas by December 4
POINTS: 5

PURPOSE: Constructive Peer Groups contribute to each other's learning by actively listening, exchanging ideas, and supporting each other's process.

PROCEDURE: You will be placed in Constructive Peer Groups. You will share your ONE Microsoft word document with your Constructive Peer Group for your peer to provide **feedback to you using** the "Constructive Peer Group Review of Research Project Form" (located on Canvas). You will share your paper's draft components with your peer, and your peer will provide feedback on the form. This is a back-and-forth process of feedback between you and your peer. The form will be uploaded to Canvas at the end of the semester with all the feedback commentary. This semester you will provide feedback on the introduction, literature review and general comments. You are uploading the form **YOU** completed for your peer. You must provide detailed feedback as indicated in the instructions on the form. **Please note** there is a steep penalty for not providing feedback within a week of receiving your peer's work.

Rubric for constructive peer group

Constructive Peer Group Feedback /5	-Embraces peer review process -Met with Constructive Peer Group face-to-face or virtual during assigned time -peer completes Constructive Peer Group Review of Research Project Form with detailed advice for each section and returns the form back to peer in a timely manner. -peer review is thoughtful, constructive, and complete. -glow/grow statements are used -provides peer feedback in a timely manner; more than 1 week past the share date	--peer completes Constructive Peer Group Review of Research Project Form with advice. -peer review does not provide detailed guidance for improvement, is not thoughtful or constructive, incomplete -somewhat uses glow/grow statements to support peer	-Does not meet with Constructive Peer Group face-to-face or virtually -Does not complete Constructive Peer Group Review from for peer - Constructive Peer Group Review of Research Project Form is not complete -does not provide peer feedback in a timely manner; more than 1 week past the share date -peer review is not thoughtful -feedback is very critical and not constructive. -does not use glow/grow statements to support peer -shows little concern for peers' learning/input/ peer review

Assignment 5: Final Action Research Project

DUE: December 4
POINTS: 20
PURPOSE: The purpose of this course is to link evidence of student learning to make informed instructional decisions. This assignment aims to engage students in producing the final two sections of the action research project as a student works the implementation of action research in their internship classroom. The intention of the action research is to engage students in interpreting evidence to improve their teaching practice and student learning in a secondary classroom.

PROCEDURE: You will revise your research design (developed in SEED 677) and conduct your action research project during this course. The project will entail that you collect and analyze data and share the results of your study with our class. The final action research project contains five chapters (Introduction, Literature Review, Methodology, and Discussion) with a title page, references, and appendices. ***Please note that B- is not a passing grade for this assignment.***
Note: Detailed assignment guidelines and rubrics will be provided via Canvas and at the end of this syllabus.

Special note: Human Subjects in Research: Any research or action research that will be disseminated publicly must have prior approval of the GMU Research Development, Integrity, and Assurance (RDIA) office or the Institutional Review Board (IRB). Human Subjects Training must be completed prior to seeking RDIA/IRB approval. **Inquiry/action research that is used solely for the purpose of studying pedagogical aspects may be conducted without additional permission but cannot be disseminated.** Detailed information on what is involved in submitting a proposal to the RDIA/IRB: Human Subjects - Office of Research Integrity and Assurance (https://oria.gmu.edu/topics/human-subjects/)

Please note that projects or papers submitted for credit in another course cannot be used for a grade in this course. When considering research topics, you should identify a research question that really matters to you. It should be something about which you are curious and with which you are willing to spend time researching and learning.

	BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	0 points / F	.1-.5 point/ C	.6-.8 point / B	.9-1 point / A

| Title Page
1 points	Title page is missing	Title page includes few of the required information.	Title page includes most of the required information.	Title page includes Research Project Title, author's Name, George Mason University, Course Number, instructor's name, Submission Date
	0 points / F	.5-1 points / C	1.1-1.5 points / B	1.5-2 points / A
Introduction: context, setting, rationale, research question
3-4 pages,
2 points | Section is so brief, incomplete, or off-topic that accurate assessment is impossible. Does not clearly explain the context or state action research project setting, operationally defines the study terms, the research purpose or questions. | Project includes minimal information on the context for the action research project. Does not offer a rationale for the action research project or does so only superficially. States study setting, operationally defines the study terms, the research question and purpose of the action research project but may be unclear or lack specificity. | Project includes an adequate context for the study and a defensible rationale for its execution, though one or both may be weakly developed. Explicitly states study setting, operationally defines the study terms, the research question and purpose of the action research. | Project includes a sound context for the action research and a compelling rationale for its execution. Clearly and explicitly states the study setting, operationally defines the study terms, research question (only 1 question), and purpose of the action research project. |
| | 0 points / F | .5-1.5 points / C | 1.6-2 points / B | 2.1-3 points / A |
| Literature Review
3-5 pages
3 points | Literature review is so brief, incomplete, or off-topic that accurate assessment is impossible. | Includes fewer than 4 sources mixed between academic research and empirical teacher accounts in peer-reviewed sources. Does not make a clear case for the project focus. Summarizes cited works sequentially, rather than synthesizing and organizing into categories. Relies heavily on direct quotes. | Includes at only 4 sources mixed between academic research and empirical teacher accounts in peer-reviewed sources. Makes a reasonable case for the project focus. Organizes literature by identifiable categories, although organization within each category is unclear. Attempts to synthesize referenced sources. Uses few direct quotes. Somewhat identifies gaps in the literature or connections to which the study responds and makes a clear case for the project focus | Includes at least 5 references (at least 3 from peer-reviewed, academic research-based journals, and at least 2 from empirical teacher accounts from current peer-reviewed educational based articles or books. Organizes the literature by clearly identifiable categories that provides clear connection to the topic of the action research project. Effectively **synthesizes** referenced sources, using few, if any, direct quotes.). Identifies gaps in the literature or connections to which the study responds and makes a clear case for the project focus |
| | 0 points / F | .1-2.4 points / C | 2.5-4.4 points / B | 4.5-5 points / A |
| Method
3-5 pages
5 points | Methods section is so brief, incomplete, or off-topic that accurate assessment is impossible. Does not clearly describe how the action research project was conducted, what data collection tools or intervention was. No technical terminology was used. Does not highlight any students as examples. Fails to mention ethical considerations. | School and classroom setting, teacher-researcher, and students are explained, but are not fully developed. 1 student is highlighted as an example but without an explanation of why the student was chosen. The action research project intervention and data collection tools implemented are briefly described and fails to connect the appropriateness to the research question. Technical terminology is rarely used throughout. Mentions ethical issues raised by the study but addresses them only superficially. | School and classroom setting, teacher-researcher, and students are explained. 1 student is highlighted as examples with an explanation of why the students were chosen. The action research project intervention and 3 data collection tools implemented are described highlighting how each is used within the action research project as well as the connection and appropriateness to the research question. Technical terminology is mostly used throughout. Discusses ethical issues raised by the action research project | School and classroom setting, teacher-researcher, and students are explained in detail. 2 students are highlighted as examples with a detailed explanation of why the students were chosen. The action research project intervention and 3 data collection tools implemented are described in copious detail highlighting how each is used within the action research project as well as the connection and appropriateness to the research question. Technical terminology is used throughout. Discusses ethical issues raised by action research project and explains how they were addressed. |
| | 0 points / F | .1-2.4 points / C | 2.5-4.4 points / B | 4.5-5 points / A |
| Discussion: Analysis, Overview, Reflection, Limitations, Impact Presentation, and Action Plan
3-5 pages
5 points | Section is so brief, incomplete, or off-topic that accurate assessment is impossible. Does not meaningfully discuss the implications of the action research project or describe a plan for future application or action. | Somewhat describes how the data collected was analyzed. Provides a brief overview of what was learned because of the data collected. Reflection somewhat highlights 1 student example, inconsistencies and/or connections to the research question, and what the teacher researcher learned from the action research process and data collected. Highlights somewhat links between action research project outcomes and the research question. 1 limitation to the action research project is somewhat addressed along with thoughts on why there were limitations. The impact presentation is somewhat explained. The action plan for next steps in the classroom are shared and somewhat connected to the teacher researchers teaching. | Describes how the data collected was analyzed. Mostly provides an overview of what was learned because of the data collected. Reflection highlights 1 student example, inconsistencies and/or connections to the research question, and what the teacher researcher learned from the action research process and data collected. Highlights links between action research project outcomes and the research question. 1 limitation to the action research project is addressed along with thoughts on why there were limitations. The impact presentation is mostly explained. The action plan for next steps in the classroom are shared and mostly connected to the teacher researchers teaching. | Describes in detail how the data collected was analyzed. Provides an overview of what was learned because of the data collected. Reflection is thoroughly detailed highlighting the 2 student examples, inconsistencies and/or connections to the research question, and what the teacher researcher learned from the action research process and data collected. Highlights explicit links between action research project outcomes and the research question. 2 limitations to the action research project are clearly addressed along with thoughts on why there were limitations. The impact presentation is explained. The action plan for next steps in the classroom are detailed and connected to the teacher researchers teaching. |
| | 0 points / F | .1-2.4 points / C | 2.5-4.4 points / B | 4.5-5 points / A |
| References, Appendices, Writing Styles, Mechanics, and | Paper is so brief, incomplete, or off-topic that accurate assessment is impossible. | Paper falls short of accepted standards for master's level composition. Rough drafting errors and error patterns are widespread. | Paper is well written with few notable rough drafting errors. Voice, verb tense, and writing style are generally consistent with few | Paper is well written with no notable rough drafting errors. Voice, verb tense, and writing style are |

General Notes 5 points	Paper is submitted past the due date	Voice, verb tense, and writing style vary from section to section. Technical terms are used incorrectly and/or imprecisely, reflecting only a rudimentary understanding of the underlying concepts. Text is formulaic, relying heavily on paraphrases and "borrowed" materials not formally cited. Transitions are weak, contributing to an apparent lack of direction or cohesion. Paper does not adhere to formatting specifications provided in course text and materials. Writing mechanics, citations and references page do not follow APA style.	exceptions that do not substantially diminish readability. Most technical terms are used correctly, reflecting adequate understanding of the underlying concepts. Text is original, but opinions and propositions are not consistently supported by logic and references to published research. Transitions do not connect sections seamlessly but do not substantially diminish readability. Paper does adhere to formatting specifications provided in course text and materials. Writing mechanics, citations and reference page mostly follow APA style.	consistent throughout. Technical terms are used precisely and accurately, reflecting a firm understanding of underlying concepts. Text is original; opinions and propositions are supported by strong logic and formal references to published research. Sections are linked with unifying transitions, giving the report a clear sense of direction and cohesion. Paper adheres to formatting specifications provided in course text and materials. Writing mechanics, citations and reference page follows APA 7 style. Paper is submitted by due date.
Total points_____				

Assignment 5: Action Research Project Presentation

DUE: December 4
POINTS: 10
PURPOSE: Action research is not conducted just for the researcher to learn from their own teaching experience; it is conducted so that others can learn and improve their own practice as well. It is important that you as a researcher share your project and findings with an audience. The peers in your class care about your research and are excited to see what you found out because of this month's long process.
PROCEDURE: You will make an in-class presentation of your project. The presentation will present the research project and findings interactively, engaging classmates in it. You will present your action research project similar to a conference poster presentation using a tri-fold board. Poster Presentation Guidelines will be provided in class and on Canvas.

	Excellent	Adequate	Unacceptable
Presentation /10	▪ Presents following conference poster presentation using a tri-fold board ▪ Followed requirements from poster presentation guidelines ▪ Findings clearly documented, good visual design ▪ Arrived on time for presentation ▪ Articulated action research data and findings in a poised, articulate manner ▪ Responded to questions well ▪ Engaged with peers in a positive manner ▪ Prepared for presentation ▪ Student is **professional** in appearance	▪ Mostly followed requirements from poster presentation guidelines ▪ Findings were mostly documented, mostly a good visual design ▪ Articulated research data and findings in a mostly poised, articulate manner ▪ Mostly responded to questions well ▪ Mostly engaged with peers in a positive manner ▪ Mostly prepared for presentation	**Does not present**. ▪ Does not present using a tri-fold board ▪ Does not follow requirements from poster presentation guidelines ▪ Findings were not documented; visual design is difficult to follow ▪ Had a difficult time articulating action research data ▪ Was not poised ▪ Did not respond to questions ▪ Did not engage with peers in a positive manner ▪ Was not prepared for presentation ▪ Student is **NOT professional** in appearance

USE OF GENERATIVE AI

Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative-AI tools are allowed on the named assignment. Students will be directed if citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

Dr. Keaton's statement: We have multiple writing assignments in this class. Because the act of composing a response in your own words increases your learning, **it is important that you complete the task yourself, rather than use an artificial intelligence (AI)** tool. Completing these writing assignments yourself will help strengthen your performance in this class on later assignments and activities, as well as help you develop professionally and succeed in your career goals. You should also be aware that AI text generation tools may present incorrect information, biased responses, and incomplete analyses. **Therefore, AI tools are NOT allowed for any assignment in this course.**

PROFESSIONAL DISPOSITIONS

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See https://cehd.gmu.edu/current-students/cehd-student-guide.

CLASS SCHEDULE

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. All readings are posted to Canvas. Other smaller tasks may be assigned in addition to what is noted.

Hybrid Format Key				
Face to Face	Online Synchronous	Asynchronous	Individual Conferences/ Peer Group Meeting	Combined Class Online Synchronous

Class Date/Format	Class Topic and Activities	Reading/Assignment Due
Session 1 Online	Seminar Topic:	**DUE:** Seminar Goal Setting Assignment

Synchronous August 28, 2024	Introduction to the course and internship expectations; classroom community and environment **Research Check In:** Review research process	**DUE:** Full draft research proposal from SEED 677 with corrections as suggested by SEED 677 instructor; Upload to Canvas in assignments
Session 2 **Face to Face** September 4, 2024	**Seminar Topic:** Classroom Management and Presence **Research Check In:** Review Research Methodology	
Session 3 **Individual Conferences/ Peer Group Meeting** September 11, 2024	**Individual Conferences/Peer Group Meeting**	**ROUGH DRAFT DUE: Methodology** draft section due to Constructive Peer group for feedback **ROUGH DRAFT DUE: Methodology** draft section. Add to previously created template. Upload to Canvas in assignments **DUE:** Reflective journal entry #1
Session 4 **Combined Class** **Online Synchronous** September 18, 2024	**Seminar Topic:** Preparing for What's to Come – Past Interns Visit **Research Check In:** Preparing to collect data	**DUE:** Reflective journal entry #2
FIELD WORK: Data collection		
Session 5 **Asynchronous** September 25, 2024	**Seminar Topic:** Assessment **Research Check In:** Data collection successes and challenges	**DUE:** Reflective journal entry #3 - #8 depending on where you are in the process of implementation
Session 6 **Online Synchronous** October 2, 2024	**Seminar Topic:** Spheres of Control **Research Check In:** Data collection successes and challenges	**DUE:** Reflective journal entry #3 - #8 depending on where you are in the process of implementation
Session 7 **Individual Conferences/ Peer Group Meeting** October 9, 2024	**Individual Conferences/Peer Group Meeting**	**DUE:** Reflective journal entry #3 - #8 depending on where you are in the process of implementation
Session 8 **Online Synchronous** October 16, 2024	**Seminar Topic:** Marigolds **Research Check In:** How to assess the data collected	**DUE:** Reflective journal entry #3 - #8 depending on where you are in the process of implementation OR Reflective journal entry #9-10
Session 9 **Combined Class** **Online Synchronous** October 23, 2024	**Seminar Topic:** Licensure **Research Check In:** Writing the Discussion Section	**DUE:** Reflective journal entry #3 - #8 depending on where you are in the process of implementation OR Reflective journal entry #9-10
Session 10 **Asynchronous** October 30, 2024	**Seminar Topic:** Trauma Informed Teaching **Research Check In:** Continue work on draft	**DUE:** Reflective journal entry #9-10
Session 11 **Combined Class** **Online Synchronous** November 6, 2024	**Seminar Topic:** Interviewing and Resume Writing **Research Check In:** Poster presentation guidelines reviewed Meet with Constructive Peer Group	**DUE:** Reflective journal entry #10

FIELD WORK: Data Analysis		
Session 12 **Individual Conferences/ Peer Group Meeting** November 13, 2024	**Individual Conferences/Peer Group Meeting**	**ROUGH DRAFT DUE: Discussion** draft section due to Constructive Peer group for feedback **ROUGH DRAFT DUE: Discussion** draft section. Add to previously created template. Upload to Canvas in assignments
Session 13 **Online Synchronous** November 20, 2024	**Seminar Topic:** Work Life Balance Closing Reflection **Research Check In:** Finalizing the paper and presentation	**Update Introduction section of Action Research Project Paper to align with your internship placement and/or updated research question** **Reread your entire paper, ensuring all components are updated to your current placement.** Coordinate with your constructive peer group to Reflections, data collection, and constructive peer group responses **(ongoing)**.
November 27, 2024 No class Thanksgiving break	**No class**	**Finalize Action Research Project Presentation** **Finalize Action Research Project Paper**
Session 14 **Face to Face** *Location*: **Johnson Center Rooms D and E** December 4, 2024	Presentations Course Wrap-Up Course Evaluation BRING LAPTOP	**Action Research Project Poster Presentations – Location: Johnson Center Rooms D and E Time: 5-6pm** **DUE: Hardcopy Action Research Project Paper brought to presentation** **DUE: Final Action Research Project Paper:** Upload to Canvas in assignments **DUE: Photo of Poster presentation** Upload to Canvas in assignments **DUE: Constructive Peer Review Form for assigned sections** Upload to Canvas in assignments **DUE: Course evaluation** (BRING LAPTOP/Tablet to presentation IF the course evaluation has not been completed)

CEHD COMMITMENTS

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: https://cehd.gmu.edu/about/culture/

GMU POLICIES AND RESOURCES FOR STUDENTS

Policies
- Students must adhere to Mason's Academic Standards (see https://catalog.gmu.edu/policies/honor-code-system/).
- 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 silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.
- Questions or concerns regarding use of your LMS should be directed to: Canvas: https://its.gmu.edu/service/canvas/
- For information on student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus TimelyCare: https://caps.gmu.edu/timelycare-services/ o Writing Center: https://writingcenter.gmu.edu/

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.

==KEATON'S EXPECTATIONS== **AND PROTOCOLS**

Below are class protocols which govern our time together, whether during in person or during online instruction.
Written Assignments:
- Written assignments are to be submitted on Canvas by the due date at the start of class. Canvas time stamps submitted work.
- Written assignment rubrics indicate "format and writing are of professional quality". This refers to the assignment being an overall piece of quality work that is: grammatically correct with no errors; well composed and articulated; typed with 12-point font, double-spaced, and one-inch margins; contains appropriate diction and usage such as "students" instead of "kids"; appropriate usage of homonyms (i.e. there/their/they're); and is

PROOFREAD. Work not proofread, or that has extensive grammatical errors, will not be graded and you will be advised to revise the assignment. Failure to revise the assignment will result in a grade of zero (0).

- All work should be your own and original. Copyright law is to be respected in all assignments. **Any item taken from another source (the internet, classroom teacher, or a curriculum guide) must be noted and cited**. Incorporating an idea or using another's material and not indicating the source is PLAGIARISM. GMU and I support strong academic integrity. Please note that: "Plagiarism encompasses the following:
  1) Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
  2) Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment." (from Mason Honor Code online at https://catalog.gmu.edu/policies/honor-code-system/)
  3) Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
  4) When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
  5) Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
  6) Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- **Assignments will not be accepted after the due date. Any assignment, except the final Action Research Proposal, may be RESUBMITTED for an improved grade WITH PRIOR PERMISSION. All re-written assignments MUST be submitted by November 15th – without exception.**

Protocol and Expectations:
- Internet, mobile devices, and social media: While in class your attention should be focused on class related activities and discussion. The legitimate educational purpose of our class is to help prepare you for your professional career. This includes demonstrating courtesy and respect for your peers and myself by practicing and modeling the effective use of technology. Your attention in class is important for your learning. Your participation grade will be reduced accordingly for failing to follow these guidelines:
- Laptop Computers/ Handheld Tablets Use
  o Engaging in personal emails, instant messaging, texting, social media, games, and web surfing are not appropriate during class time.
  o Unless you are using your device for notetaking, your laptops or other device should be off or in sleep mode until we are ready to use them.
  o Demonstrate ethical and responsible behavior during class and on the GMU network.
  o When in class, spend time only on the tasks associated with this course and the instructor's directions.
  o In general, use your laptops and other devices in class as you would expect your students to use theirs.
  o **Online synchronous classes: Students must maintain webcam "on" status**

SEED Program "Seeds"

As illustrated by the model above, the SEED program is guided by five "Seeds" or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master's teacher research capstone experience:

- Each Seed is introduced, and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program, the course instructor, and individual students) during one of the five pre-licensure courses (Foundations, Methods I, Human Development, Methods II, Content Literacy)
- All five Seeds are revisited, and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
Foundations of Secondary Education	**Advocacy and Agency** The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers' advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers' consideration of youths' agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.	Teacher Candidate Digital Portfolio This digital portfolio is a website the teacher candidate creates to begin assembling products and artifacts that illustrate their emerging philosophy of teaching, experiences designing instructional materials, interviews and reflections from clinical experiences, and professional documents such as resumes and work experience. Pieces that teacher candidates add to the digital portfolio demonstrate their agency as educators inside and outside of classrooms, candidates' advocacy of critical issues relevant to secondary education, and candidates' thinking on how educators, their learners, policy makers, and community members all have different agency in making choices related to secondary education. *Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Methods I	**Social Justice** The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing each individual's opportunity to learn and succeed. Social justice is also closely aligned with "equity," which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately scaffolded opportunity for academic and professional success.	Lesson Plan Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials that would be given to students as part of the lesson. The lesson must demonstrate the teacher candidate's ability to integrate justice concepts/content into their instruction. *Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Human Development and Learning	**Relationships with and Respect for Youth** The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students' identities, senses of belonging, and tolerance, students are able to work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students' backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students' cultures hold key to effective instruction. Their instruction will contribute to developing unique individuals who will be able to connect their life experiences to learning.	Case Study/Student Application Project The case study/student application project is a summative assessment of the teacher candidate's ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate's understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with an ultimate goal of enhancing adolescents' school and life success. *Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*

	Inquiry and Reflection	Unit Plan/Lesson Implementation
Methods II	The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one's teaching practice is foundational to educators' ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn.	Teacher candidates will use the "backwards design" process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate's clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate's understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning. *Note: Students will also be asked to identify what <u>they</u> consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
	Collaboration and Partnership	**Disciplinary Literacy Inquiry Project**
Content Literacy	The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students' families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.	Teacher candidates complete an inquiry into methods of supporting students' comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students' comprehension, addressing questions including "Why is it important to be literate in our respective subject areas?". The inquiry project must demonstrate the candidate's understanding of how and why teachers collaborate with other education professionals, students, families and caregivers and others to support students' subject area comprehension and literacy learning. *Note: Students will also be asked to identify what <u>they</u> consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Internship and Internship Seminar	**All SEED Seeds: Applications to Teaching** All five Seeds are revisited, and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.	
Teacher Research (for Master's students only)	**All SEED Seeds: Applications to Teaching and Teaching Inquiries** All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)	

ACTION RESEARCH PROJECT DETAILS

This document is a compilation of information from the various works of Dr. Kristien Zenkov, Dr. Melissa Hauber, Dr. Lynda Herrera. Dr. Meg Mascelli - George Mason University

Reminders:

This project is part of your normal, everyday teacher practice to link evidence of student learning to make informed instructional decisions.

Your project must focus on **student engagement, efficacy, or achievement**.

Only 1 research question for this project
You cannot interview or record (video or sound) students.
Your data collection takes place using 1 class period over 6-8 class sessions.
You must have a reflective journal as one source of data collection.

The majority of your paper will be written in the past tense. Remember that the final paper is submitted AFTER the action research is completed.

Sections of the Action research Project

1. Title page
2. Introduction (3-4 pages) – setting the stage
   a. Establishment of the context of the study using a personal story to connect the topic to the teacher-research.
   b. Setting and demographics of community and school division
   c. Rationale: the reason for or purpose of the project
   d. Action research question **(only 1 QUESTION!!!!)**
3. Literature Review (3-5 pages) – what research has come before
   a. Introduction
   b. Establishment of 2 categories using the relevant research (what was learned from current research using 5 articles)
   c. Connection of research to action research question
4. Methodology (3-5 pages) – how you will collect your data to answer your research question.
   a. Setting (description of the school and classroom)
   b. Role of teacher-researcher (YOU)
   c. Description of intervention
   d. Description of 3 data collection tools (reflective journal, surveys, observations, mentor discussion, student responses, etc....)
   e. Timeline of implementation of data collection (in table)
   f. Triangulation of data collection sources explained
   g. Ethical considerations
5. Discussion (3-5 pages) – what you learned about teaching and student learning
   a. Description of how you analyzed your data.
   b. Overview of what you discovered from your data collection.
   c. Reflection on the action research process and the data collection – How do you feel about the process of action research? What do the findings mean to you, the teacher-researcher? How do the findings connect to the literature? What did you learn about students learning? What did you learn about your teaching? How do the findings answer action research question?
   d. Limitations: what limits emerged due to the action research process?
   e. Action Plan: How will your teaching in the future be impacted because of this action research process?
   f. Explain the action research impact presentation.

6. References
7. Appendices

<div align="center">

Each section is explained in detail below.

</div>

Title Page

This section is one page.
Your paper will begin with a title page, numbered page 1 justified top, right.
The title should summarize your action research and should be limited to 12 words. This is a statement, not a question.
All items on the title page must be centered.
Student papers DO NOT have running heads.

The title page must include the following, in this order:
- Action Research Project Title
- Your Name
- George Mason University
- SEED 677/SEED 678: Action Research Methods in Secondary Education
- Instructor's name
- Submission Date

Introduction

The introduction begins on page 2.
This section should be approximately 3-4 pages in length.
Center the word 'Introduction' and continue typing on the very next double-spaced line.
You must have subheadings within this section to assist with organization: **Context, Setting, Teacher-Researcher, Rationale, Action Research Question.**

The purpose is to set the stage for the action research and provide an overview of the action research project.
1. Introduction
   - Begin the introduction section with a story/a personal narrative that highlights the classroom issue/problem/ topic you are attempting to address.
   - **Do not** use a subheading for the introduction in this section.
   - You may use "I"
   - Guiding questions to help develop your story.
     — How did you decide/discover this topic?
     — How are you connected to this topic?
     — Why this topic?
     — Why is this topic important to you?

2. Subheading: **Setting**
   - **Briefly** describe the setting. The setting in the introduction is the school district.
   - You will describe the school and classroom in your **methodology section – not now**!
   - USE Handouts\Creating the setting worksheet.docx to help you navigate the details of this section.
   - You may use graphics, charts, etc....to visually share the demographic information of the school district: how many students, location, anything special about the district.
   - Use https://schoolquality.virginia.gov/ to help you find the demographic information of the district.
   - All names and places must be pseudonyms.
   - *Important: Be sure to add **a footnote** regarding pseudonyms at the first mention of a teacher's name or school: "All names in this paper are pseudonyms".* **This is only inserted ONCE – at the first mention of a pseudonym.**

3. Subheading: **Rationale**
   - Describe the purpose of your study.
   - Explain the problem/issue you are addressing.
   - Explain why these concerns are important to you.
   - Explain how your action research might help you learn as a teacher.
   - Define any of your terms (known as operational definitions)
     — You may use a dictionary or educational textbook (be sure to add it to your reference list!)
     — Define words such as cooperative learning groups, MLL, primary sources, concept mapping, word wall, mindfulness, any academic terms specific to your content area, exit ticket, reflective journal, survey, etc.....
     — Explain how YOU use these words as it relates to your action research question or data collection.
     — These terms can be presented in a list or table (highly suggested you use a table).
   - Address why this action research is important to you, your teaching, and the larger teaching community.

4. Subheading: **Action Research Question**
   - State your action research question. Only ONE question!
   - Briefly explain HOW you will examine this action research question.
     — Explain how you will collect your data – these are your 3 data collection tools – one must be your teacher reflective journal.
     — You may not know HOW you will collect this information yet. That is OK. You can simply write. "My data will be collected using three data collection methods: X, X, and X."

- Briefly explain what intervention you will use to answer your action research question. The intervention is what you are going to do differently as a teacher to help student engagement, efficacy, or achievement. This is implementing your mindfulness strategy or using a VTS (visual thinking strategy) or a reader's theater or a graphic organizer or reading guide or a mind map or implementing group work or anything else you think will increase student engagement, efficacy, or achievement.

Literature Review

This section should be approximately 3-5 pages in length.
Do not purposely start a new page for this section.
Center the words 'Literature Review' and continue typing on the very next double-spaced line.
You must have subheadings within this section to assist with organization: **Introduction, Category 1 (rename based on your category title), Category 2 (rename based on your category title), Conclusion.**

You need to be familiar with previous investigations of your topic and discuss how these investigations informed your design to properly address your action research question. The review of the literature should consist of a summary of relevant research related to the action research 's main topic.

The literature review forms a context in which the reader can view and understand your action research as it related to the current literature in the field of education. You summarize and analyze the literature in this section. The **emphasis is on synthesis and analysis** (Bloom, 1956, 1984).

This is the concrete foundation for your action research – without this section your action research would exist alone, in a black hole.
You must have a <u>minimum</u> of **5 references** in which you cite and synthesize in this section.

- **At least 3 of the 5 references must be from current peer-reviewed, academic, research-based journals from the past <u>ten</u> years. Use this form to complete your Research Article Critique: Research Article Critique.doc**
- **2 of the 5 references may be from empirical teacher accounts from current peer-reviewed, educational-based articles or books from the past <u>ten</u> years. Use this form to complete your Research Article Critique - Empirical Teacher Accounts: Research Article Critique - Empirical Teacher Accounts .docx**

After you have read your references AND completed your article critiques: ask yourself...what are the 2 things I learned from these sources that inform my thoughts about my question or my methodology? These two "things" become your 2 categories.

Use the Graphic Organizer handouts for the "Literature Review" for additional guidance Graphic Organizer for the Literature Review.docx

1. **Introduction**
   - Begin the introduction section with a story that highlights the classroom issue/problem/ topic of the study you are attempting to address.
   - **Do not** use a subheading for the introduction in this section.
   - Repeat your action research question to remind the reader what you are looking to achieve through your action research and frame the question in relationship to literature review.
   - Provide a "road map": tell us the 2 categories topics you will address in the body of your review.

2. Subheading: **Categories**
   - Begin by providing a general overview of the two categories of literature discovered because of your review of the literature. Give each category a label.
   - What are the 2 categories, that emerged after you read the articles?
   - Use **direct quotes very sparingly**. Craft your literature review as a story of the research that has been completed on your topic.
   - Use transitions to connect one category with the next.
   - It is acceptable for one of the categories to be an explanation, history, and purpose of the topic. Examples: What is Mindfulness? What is VTS? What is station learning? What is readers theater? What is a graphic organizer? What are literature circles? What are ice breakers?
   - It is acceptable for one of the categories focus on the impact of the topic: What is the impact of mindfulness on student engagement? What is the impact of VTS on student achievement? What is the impact of station learning on student efficacy? What is the impact of readers theater on student achievement? What is the impact of graphic organizers on student engagement? What is the impact of literature circles on student engagement? How do ice breakers impact student engagement?
   - Examples of category topics:
     - Category 1: The use of station learning in Biology
     - Category 2: The impact of station learning in Biology

3. Subheading: **Connection**
   - At the end of the literature review, include a summary of the major discoveries in your review, **connecting these categories to your action research question.**
   - Be sure to address: What is missing in the literature ("There is a paucity of action research ...")?
   - Explain how your action research question and intervention address what is missing in the literature.
   - It is OK to state: 'even though this literature focused on mindfulness in elementary school I will glean from the research and use the information to apply to a high school math setting'.
   - Remember to restate your research question in this section.
   - **Use the Graphic Organizer handouts for the "Literature Review" for additional guidance**: Graphic Organizer for the Literature Review.docx

Methodology

This section is 3-5 pages.
Do not purposely start a new page for this section.
Center the word 'Methodology' and continue typing on the very next double-spaced line.
You must have subheadings within this section to assist with organization: **Introduction, School and Classroom Setting, Role Of Teacher Researcher, Students, Intervention, Data Collection Tools, Ethical Considerations, Conclusion.**

This section includes a narrative explaining the action research design and the 3 data collection tools (methods) by which you collected the data for your action research project. <mark>Remember to use technical words from class and your textbook to demonstrate action research knowledge.</mark>

Each step should be **described in detail**, so the reader knows <u>exactly</u> how the action research was conducted...think very detailed lesson plan here. A reader should be able to replicate your action research, based on what you explain in this section. **BE EXACT – PROVIDE DETAILS!**

1. **Introduction**
   - **Do not** use a subheading for the introduction in this section.
   - Begin by describing the challenge the students/class faces. **This is the problem you, as a teacher, are trying to solve in your classroom through your action research**.
   - Repeat your action research question to remind the reader what you are looking to achieve through your action research and frame the question in relationship to your methodology.

2. Subheading: **Setting**
   - **Briefly** describe the setting. The setting in the methodology is the school and your classroom.
   - USE Handouts\Creating the setting worksheet.docx to help you navigate the details of this section.
   - You may use graphics, charts, etc....to visually share the demographic information of the school: how many students, location, anything special about the school such as club organizations, awards, etc....). You may use graphics, charts, etc....to visually share demographic information.
   - Use https://schoolquality.virginia.gov/ to help you find the demographic information.
   - For your classroom. Describe the physical room. How is the room organized? How does the room highlight the content taught? Describe the lighting, space, and location in the school. You may include a photo of the classroom as a visual. DO NOT INCLUDE students in the photo.

3. Subheading: **Teacher-Researcher**
   - Explain **your role** in the classroom.
     - describe your role as intern or main classroom teacher.
     - describe your teaching responsibilities.
     - explain your length of tenure in education and at the school.
     - explain your philosophy of education.
     - describe your teaching style.
   - Use the term "teacher- researcher" – this is YOU

4. Subheading: **Students**
   - Describe the students in your classroom. You may incorporate a chart to highlight the demographics of your class.
   - Highlight 2 students in the classroom as examples of students you want to improve with **student engagement, efficacy, or achievement** during your intervention.
     - Why did you choose these individuals?
     - Who are they in terms of gender, ethnicity, age, grade level, language/culture, and educational achievement?
     - How many years in the district, family life, academic ability, standardized data collected, peer relations, personality, physical description, etc....?
     - What are their current levels of engagement or academic achievement PRIOR to the intervention?
     - What do you hope to accomplish with each student through your action research?

5. Subheading: **The Intervention**
   - Begin by again explaining the problem you are attempting to address (what do you want to improve).
   - **Describe how you implemented your action research**. including the type of action research approach you used (i.e., qualitative case study).
   - Your intervention is what you are doing to fix what you think is the problem.
     (1) How did you implement Mindfulness? How did you use VTS? How did you implement icebreakers to create engagement? How did you implement literature circles? How did you implement graphic organizers? How did you implement station learning? How did you use readers' theater in your classroom?
     (2) How many sessions and/or total time did it take to implement the intervention?
     (3) You must describe how you are logistically incorporating the intervention into your classroom setting. (I began each class with....for 10 minutes we...)
     (4) Describe it thoroughly and explain how the students will be instructed.
     (5) Describe step by step how you implemented the program.
   - b) Remember: you are only implementing your action research in **ONE class period over a 6-8 class periods over a 2–3-week period.**
   - c) Be sure to explain the materials you used in collecting your data and place those sample materials in an appendix (student sample work, journaling prompts, surveys, lesson plans, etc....)
   - d) **Provide 1 lesson plan in your appendices as an example of how you implemented the intervention**

6. Subheading: **Data Collection Tools**
   - You must have 3 data collection tools to ensure triangulation.
   - Describe, in detail, your three data collection tools (reflective journal, student check-ins, surveys, assessments, teacher interviews, tally sheets, observations, student records, written responses, exit tickets, etc....).
   - You can include a triangulation matrix to assist with this section. Handouts\Triagulation.docx
   - **ONE data collection source MUST BE a teacher reflective journal.**
   - REMEMBER: **<u>You cannot conduct student interviews. You cannot record, either audio or visual, any student at any time.</u>**
   - Describe your data collection. You must be specific. **Depending on your data collection tools,** here are some questions to focus on during your data collection:
     (1) Where did you conduct the mentor interviews? What questions did you ask?
     (2) How did maintain your teacher reflective journal? Did you take notes during teaching? After teaching? What did you focus on in your journal?

(3) What are the questions you will ask (be sure to place these in an appendix) students during a student check-in?
(4) How will you observe the students?
(5) How did you conduct student check-ins? What questions did you ask during the check-in?
(6) When were exit tickets given? What question was asked on the exit ticket?
(7) What do the tally sheets look like (these should be in an appendix)? How did you tally as your taught?
(8) How will you examine student work? What kind of work did you focus? Tests? Written samples? Exit tickets?
(9) Are there other documents you will use?
(10) How will you triangulate the data?
  ii) Be sure to include a table and timeline of your methods:
(1) What did you collect and when?
(2) How does the data relate to your action research question?
  b) Explain trustworthiness of data collection.
(1) What measures did you take to assure the trustworthiness of your action research?
(2) Why is the data you collected is trustworthy?
(3) Explain how **triangulation** of the data support the trustworthiness of the data collected

- Subheading: **Ethical Considerations**:
  a) **Address ethical issues raised by action research and explain how you addressed ethical issues – it helps to think about your CITI training course here and share in this section that you took the training course and received your CITI certificate.**

- Subheading: **Conclusion**
  a) Provide a concluding statement summarizing this section.

DETIALS, DETAILS, AND MORE DETAILS are the key to this section!!!!

Discussion

This section is 3-5 pages.
Do not purposely start a new page for this section.
Center the word 'Discussion' and continue typing on the very next double-spaced line.
You must have subheadings within this section to assist with organization: **Analysis Process, Overview, Reflection, Limitations, Action Plan, Impact Presentation, Conclusion**
This section includes what conclusions you draw from the action research, the implications for current action research findings, the limitations of the action research, the recommendations for further action research in the action research area, how you will present this data in an impact presentation, and an action plan for your classroom.

1. **Introduction**
   - Remind the reader what your research project is by restating the research question.
   - **Do not** use a subheading for the introduction in this section.
   - BREIFLY provide a general overview of what you discovered through your intervention using your 3 data collection tolls

2. Subheading: **Analysis of data collection**
   - Begin by describing HOW you analyzed your findings.
   - What exactly did you do to analyze the data collected with your data collection tools?
   - What was the process you went through to analyze your data?
   - How did you make sense of your data?
   - Nothing is too mundane here! You may literally write, "I sat at my kitchen table and..."
   - Be sure to briefly repeat the intervention and 3 data collection tools you used to create triangulation. Yes! It is repetitive!
   - This section focuses on **how you learned what you learned**!

3. Subheading: **Overview of Findings**
   - Remind the reader what the focus of your action research project is by restating the research question.
   - Explain the general overview of what you discovered because of implementing your intervention.
   - Provide an overview of what you discovered because of your action research project through your 3 data collection tools.
   - This is a brief section that focuses on **what you learned**.

4. Subheading: **Reflection**
   - Begin with the findings: What did you learn as the teacher-researcher?
     - How did your data/your findings answer your action research questions?
     - What do your findings mean?
     - What did your findings teach you about your 2 students?
     - Interpret your data in as much detail as possible, describing whether, and in what ways, your findings corroborated your expectations.
   - Explain any inconsistencies or connections between your action research findings and literature review.
     - How do the findings connect to the literature from your literature review?
     - Be sure to cite the specific references that connect or show inconsistencies.
   - Include what you THINK!
     - What do you think of the action research process?
     - **What did you learn from the action research process as a teacher?**
     - What do the findings mean for teaching and learning?
     - What do the findings mean for YOUR teaching and learning?
     - Focus on what's truly interesting in your data/findings, even if you have limited information to support this.
     - Make some bold recommendations for how we might serve students better as a profession.
     - What does this data/finding/process mean to you as a professional?
     - Be careful: Do not use the word 'prove'...your action research is too limited to imply that it can prove your hypothesis or be applied to a larger population.

o   Remember that the goal is to share what you learned about your teaching for yourself first; our goal is not NECESSARILY to extract findings that will be generalizable across EVERY teaching setting.

5. Subheading: **Limitations**
    - Describe 2 limitations of your action research.
    - Reflect on weaknesses to the action research data collection or process.
        o   What limitations emerged because you implemented your action research?
        o   Was your intervention flawed? In what ways?
        o   Did you do something as a researcher that impacted the action research negatively? Explain if true.
        o   Were there extenuating circumstances? What were the circumstance?

6. Subheading: **Action Plan**
    o   How might you incorporate the teacher action research process into YOUR future professional life?
    o   How might you change *your* teaching practice based on your findings?

7. Subheading: **Impact presentation**
    o   Describe how you will share the findings of your paper at the SEED poster presentation with your peers.

8. Subheading: **Conclusion**
        o   Provide a concluding statement summarizing this section.

References

Start on a new page.
Center the word 'References' at the top.
Double-space all reference entries.
The reference list is an alphabetical list (by author's last name) of all the sources cited in the text.
Do not Indent the first line of each entry; indent all proceeding lines of the entry only.
See examples or the Publication Manual of the American Psychological Association for specific formats.
Include a complete list of references **in APA format.** BE SURE TO USE THE APA MANUAL FOR GUIDANCE

Appendices

Start on a new page.
Center the word 'Appendix' at the top of each new Appendix.
Be sure to add a letter to each new Appendix (Appendix A, Appendix B, etc....).
Each appendix should begin on a new page.
This should be where the things that do not fit in the text go. If something interrupts the flow of the paper, it should be placed here.
Ensure each Appendix in this section is referenced in the body of the paper.
This section is where all relevant materials, including any questionnaires, inventories, assessments, graphs, charts, interview questions, sample student work, behavioral chart, etc. are appended.

Include at least one example of each tool you use (graphic organizers, VTS visuals, etc....): it's ideal to include one blank version and one version completed by one of your action research participants.

Please refer to the examples or the Publication Manual of the American Psychological Association (APA) for further information on this section.

Checklist

The appearance of your paper and the arrangement of its parts are important to the final presentation.
Consider the following questions for each section to help ensure that you meet the above criteria.
Writing Styles, Mechanics, and General Notes
    o   DID I USE Technical words in my paper from the text or class sessions?
    o   Did you follow the APA style for the report for a page numbering, references, citations, and the appendix?
    o   Is the original manuscript typed or printed on 8.5 x 11-inch white paper?
    o   Is the entire manuscript double-spaced?
    o   Is the manuscript neatly prepared and clean?
    o   Have you used a 12 font for type style?
    o   Are the margins at least 1 inch?
    o   Is the title page, references, tables, etc. on separate pages?
    o   Are the pages ordered in the stated sequence?
    o   Are all pages numbered in sequence, starting with the title page?
    o   Is each paragraph longer than a single sentence but not longer than one manuscript page?
    o   **Are ALL names' pseudonyms?** Pseudonyms are only to be used (for the district, the school, the teachers, the participant(s), and any other name). The very first time you use a name (whether in the introduction or method section) place a footnote. In the footnote write "All names in this paper are pseudonyms". You do not need to write such a disclaimer for any later mentioned names.
    o   Did you spell out acronyms when you note them the first time. e.g., English Language Learners (ELL)?
    o   Does the paper include a title page with the required information?
    o   Is the paper coherent, concise, and well-structured with a clear purpose?
    o   Is the paper grammatically correct with proper usage of language?
    o   Does the paper have your distinctive focus and voice? Have you used professional language (i.e., no jargon) but written in an accessible style and presentation?
    o   In addition, follow these general guidelines:
        o   **Write in the past tense as much as it makes sense to do so.**
        o   Be sure to make a personal and professional connection to your topic and project.
        o   Feel free to revise your questions based on your data to make these questions more focused.
        o   **Grading Scale for Action Research Project:** *Please note that B- is not a passing grade.*

Common Policies Affecting All Courses at George Mason University
Updated August 2024

These four policies affect students in all courses at George Mason University. This Course Policy Addendum must be made available to students in all courses (see Catalog Policy AP.2.5).

Additional policies affecting this course, and additional resources or guidance regarding these policies, may be provided to students by the instructor.

Academic Standards

Academic Standards exist to promote authentic scholarship, support the institution's goal of maintaining high standards of academic excellence, and encourage continued ethical behavior of faculty and students to cultivate an educational community which values integrity and produces graduates who carry this commitment forward into professional practice.

As members of the George Mason University community, we are committed to fostering an environment of trust, respect, and scholarly excellence. Our academic standards are the foundation of this commitment, guiding our behavior and interactions within this academic community. The practices for implementing these standards adapt to modern practices, disciplinary contexts, and technological advancements. Our standards are embodied in our courses, policies, and scholarship, and are upheld in the following principles:

- **Honesty:** Providing accurate information in all academic endeavors, including communications, assignments, and examinations.

- **Acknowledgement:** Giving proper credit for all contributions to one's work. This involves the use of accurate citations and references for any ideas, words, or materials created by others in the style appropriate to the discipline. It also includes acknowledging shared authorship in group projects, co-authored pieces, and project reports.

- **Uniqueness of Work:** Ensuring that all submitted work is the result of one's own effort and is original, including free from self-plagiarism. This principle extends to written assignments, code, presentations, exams, and all other forms of academic work.

Violations of these standards—including but not limited to plagiarism, fabrication, and cheating—are taken seriously and will be addressed in accordance with university policies. The process for reporting, investigating, and adjudicating violations is outlined in the university's procedures. Consequences of violations may include academic sanctions, disciplinary actions, and other measures necessary to uphold the integrity of our academic community.

The principles outlined in these academic standards reflect our collective commitment to upholding the highest standards of honesty, acknowledgement, and uniqueness of work. By adhering to these principles, we ensure the continued excellence and integrity of George Mason University's academic community.

Student responsibility: Students are responsible for understanding how these general expectations regarding academic standards apply to each course, assignment, or exam they participate in; students should ask their instructor for clarification on any aspect that is not clear to them.

Accommodations for Students with Disabilities

Disability Services at George Mason University is committed to upholding the letter and spirit of the laws that ensure equal treatment of people with disabilities. Under the administration of University Life, Disability Services implements and coordinates reasonable accommodations and disability-related services that afford equal access to university programs and activities. Students can begin the registration process with Disability Services at any time during their enrollment at George Mason University. If you are seeking accommodations, please visit https://ds.gmu.edu/ for detailed information about the Disability Services registration process. Disability Services is located in Student Union Building I (SUB I), Suite 2500. Email: ods@gmu.edu. Phone: (703) 993-2474.

Student responsibility: Students are responsible for registering with Disability Services and communicating about their approved accommodations with their instructor *in advance* of any relevant class meeting, assignment, or exam.

FERPA and Use of GMU Email Addresses for Course Communication

The Family Educational Rights and Privacy Act (FERPA) governs the disclosure of education records for eligible students and is an essential aspect of any course. **Students must use their GMU email account** to receive important University information, including communications related to this class. Instructors will not respond to messages sent from or send messages regarding course content to a non-GMU email address.

Student responsibility: Students are responsible for checking their GMU email regularly for course-related information, and/or ensuring that GMU email messages are forwarded to an account they do check.

Title IX Resources and Required Reporting

As a part of George Mason University's commitment to providing a safe and non-discriminatory learning, living, and working environment for all members of the University community, the University does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Accordingly, **all non-confidential employees, including your faculty member, have a legal requirement to report to the Title IX Coordinator, all relevant details obtained directly or indirectly about any incident of Prohibited Conduct** (such as sexual harassment, sexual assault, gender-based stalking, dating/domestic violence). Upon notifying the Title IX Coordinator of possible Prohibited Conduct, the Title IX Coordinator will assess the report and determine if outreach is required. If outreach is required, the individual the report is about (the "Complainant") will receive a communication, likely in the form of an email, offering that person the option to meet with a representative of the Title IX office.

For more information about non-confidential employees, resources, and Prohibited Conduct, please see University Policy 1202: Sexual and Gender-Based Misconduct and Other Forms of Interpersonal Violence. Questions regarding Title IX can be directed to the Title IX Coordinator via email to TitleIX@gmu.edu, by phone at 703-993-8730, or in person on the Fairfax campus in Aquia 373.

Student opportunity: If you prefer to speak to someone *confidentially*, please contact one of Mason's confidential employees in Student Support and Advocacy (SSAC), Counseling and Psychological Services (CAPS), Student Health Services (SHS), and/or the Office of the University Ombudsperson.