

*George Mason University*  
*College of Education and Human Development*  
**PROGRAM: ASTL - Advanced Studies in Teaching and Learning**  
**Fairfax 2010 –2011 Core Cohorts**

**EDUC 606**  
**EDUCATION AND CULTURE**  
**Spring 2011**

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Class Meeting Dates: Tuesday evenings, 5 – 8:30 PM

Lake Braddock High School 117/120 M

Beginning December 14, 2010, and continuing January 11, 2011 (online class) – March 22, 2011

## **I. COURSE DESCRIPTION**

This course uses the Cultural Inquiry Process (CIP) and resources from the CIP Web site to help educational practitioners acquire cultural, social, and language-related perspectives on educational processes, learn skills for analyzing educational settings, and expand strategies to improve educational practice. Participants will use the CIP to address puzzlements from their own practice. Prerequisites: Admission to the College of Education and Human Development and the ASTL Program, or with permission of the ASTL Directors.

## **II. COURSE GOALS AND PROCESS**

A primary goal of this course is for participants to learn the knowledge and skills needed to develop an appreciation for cultural perspectives that influence the learning of all students. The course will increase participants' understanding of cultural perspectives and educational processes for all students. The Cultural Inquiry Process (CIP) and the CIP Web site provide a framework for achieving these goals.

### **STUDENT LEARNING OUTCOMES - By the completion of EDUC 606, participants will be able to:**

- A. Understand the application of approaches to inquiry and inquiry into practice in the

- systematic monitoring of student learning;
- B. Articulate perspectives (assumptions, theories, principles, and findings) and methods useful for understanding cultural influences and diversity in the educational setting;
  - C. Apply cultural perspectives and culturally responsive methods in educational settings;
  - D. Use cultural perspectives and research literature to help construct and evaluate appropriate interventions for classroom use;
  - E. Explain the critical importance of considering multiple perspectives; and
  - F. Explore and respect differences in teaching and learning as they relate to cultural diversity and social justice in the field of action research.

The ***performance-based assessment and major course product for EDUC 606*** is a culture based action research project. To help you complete this action research project, the course is organized as a *scaffolded inquiry process*, as follows: (1) The Cultural Inquiry Process (CIP) Web site will provide you with a scaffold throughout the course by providing a process and supporting information (e.g., cultural questions and related text in Step 3, Success Stories, and CIP studies). (2) Your analyses of various studies and readings will provide a scaffold for learning to use the CIP Web site and for developing cultural perspectives on educational practice. (3) Building on the ASTL Core experiences you have already completed, being part of a dynamic learning community, and having supported experiential learning in a full research project is also a feature of this course. As such, you will be asked to participate in different small groups based either on your professional interests or on a particular cultural question. (4) As part of this group work in analyzing cases, you will begin to use the CIP to address puzzlements you have identified in your own practice.

Mini-lectures, videos, interactive discussion of readings and hands-on learning experiences throughout the course will complement your experiences and expose you to the major cultural perspectives explored in the CIP. Discussions may take place in class, via email, or our electronic Blackboard. The instructors will be available for in-person or phone consultations to complement the support from your Critical Friends Groups.

The **performance-based assessment (PBA) MUST** be uploaded and submitted to Taskstream for evaluation when the assignment is due. **Only PBAs** posted to Taskstream will be graded. **NO** final grades will be posted until all materials are on Taskstream.

### **III. RELATIONSHIP OF EDUC 606 TO ASTL CORE, NBPTS PROPOSITIONS, and the CEHD CORE VALUES**

EDUC 606 is one of the five courses that comprise the ASTL Education Core. Within the ASTL Core, EDUC 606 is carefully aligned with the learning experiences along the Core continuum EDUC 612, EDUC 613, EDUC 614, and EDUC 615. EDUC 612 (Inquiry into Practice) helped participants develop critical reflective skills and research knowledge for conducting inquiry related to practice; in EDUC 613 (How Students Learn), Core participants were introduced to various factors that influence the individual learner and conducted a case study research of a learner. In EDUC 614, participants looked at new ways to design and assess teaching and learning in their classrooms. In EDUC 606, our focus will turn to looking at students and educational settings from cultural perspectives. The class will introduce you to cultural

perspectives and the CIP, a process that guides practitioners through cultural inquiries. You will use this process and the inquiry skills developed in EDUC 612 to conduct an action research project that focuses on cultural influences to deepen your knowledge about student learning. The focus of your project may range from the individual student to an entire classroom.

EDUC 606 is aligned with the NBPTS propositions, specifically with

- Proposition I: Teachers are committed to students and their learning;
- Proposition IV: Teachers think systematically about their practice and learn from experience; and
- Proposition V: Teachers are members of learning communities.

EDUC 606 is aligned with the additional three propositions that guide the ASTL Core:

- Teachers account for the needs of culturally, linguistically, and cognitively diverse learners;
- Teachers are change agents, teacher leaders, and partners with colleagues; and
- Teachers use technology to facilitate student learning and their own professional development.

EDUC 606 embodies the five Core Values of the College of Education & Human Development

- Collaboration
- Ethical Leadership
- Innovation
- Research-based Practice
- Social Justice

#### **IV. RESOURCES**

The **Cultural Inquiry Process Web site** <http://classweb.gmu.edu/classweb/cip/index.htm> is a core resource for this course.

Some readings are required for all students, and some will be optional. In addition to the required book (a culturally based action research project conducted with young English language learners) that is available from the GMU bookstore, there is a set of readings and resources that may be accessed on line via our GMU Fenwick Library E-Reserves. In addition, you will also be asked to find and read different original sources related to the particular cultural questions that you explore for practice cases and your own major project.

#### **Required Book**

Ballenger, C. (1999). *Teaching other people's children*. New York: Teachers College Press.

#### **Supplemental Resource (from EDUC 612)**

Falk, B. & Blumenreich, M. (2005). *The Power of Questions: A guide to teacher and student research*. Portsmouth, NH: Heinemann.

## Required and Optional Readings (E-Reserves)

For your major project, you will use resources that relate to your “puzzlement” (your culturally related action research study). To assist you in locating information concerning your topic, we have posted a few articles that you can access in the Electronic Reserve located on-line through the GMU Fenwick Library. Some are class readings while others are provided as resources for your research and individual areas of inquiry. Additional support articles not included in this list may also be posted for your use and reference prior to and during the class. *When retrieving articles from the electronic reserves, FOR BOTH SECTIONS choose EDUC 606 and Hardy, Shanon as the instructor. Password: Classroom*

Bazron, B., Osher, D., & Fleischman, S. (2005). Creating culturally responsive schools. *Educational Leadership*, 63(1), 83-84.

Ben-Yosef, E. (2003). Respecting students’ cultural literacies. *Educational Leadership*, 61(2), 80-83.

Cooper, P. (2003). Effective white teachers of black children. *Journal of Teacher Education*, 54(5), 413-427.

Cummins, J., Bismilla, V., Chow, P., Cohen, S., Giampapa, F., Leoni, L., Sandhu, P., & Sastri, P. (2005). Affirming identity in multilingual classrooms. *Educational Leadership*, 63(1), 38-43.

Gonzalez, N. (1995). The funds of knowledge for teaching project. *Practicing Anthropology*, 17(3), 3-6.

Gurian, M., & Stevens, K. (2004). With boys and girls in mind. *Educational Leadership*, 62(3), 21-27.

Gutierrez, K., & Rogoff, B. (2003). Cultural ways of learning: Individual traits of repertoires of practice. *Educational Researcher*, 32(5), 19-25.

Heath, S.B. (1982). Questioning at home and at school: A comparative study. In George Spindler (Ed.), *Doing the ethnography of schooling: Educational anthropology in action* (pp. 102-131). New York: Holt, Rinehart & Winston.

Hofstede, G. (1986). Cultural differences in teaching and learning. *International Journal of Intercultural Education*, 10, 301-320.

Hollins, E. (2008a). The deep meaning of culture. In *Culture in school learning: Revealing the deep meaning* (2<sup>nd</sup> Ed.), (pp. 17-36). New York: Routledge.

Hollins, E. (2008b). A framework for understanding cultural diversity in the classroom. . In *Culture in school learning: Revealing the deep meaning* (2<sup>nd</sup> Ed.), (pp. 135-160). New

York: Routledge.

Kohl, H. (2002). Topsy-turvies: Teacher talk and student talk. In L. Delpit & J. K. Dowdy (Eds.), *The skin that we speak* (pp. 145-161). New York: The New Press.

Moll, L. C. (1992). Bilingual classroom studies and community analysis: Some recent trends. *Educational Researcher*, 21(2), 20-24.

Ogbu, J. & Simons, H. D. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education. *Anthropology and Education Quarterly*, 29(2), 155-188.

Purcell-Gates, V. (2002). "...As soon as she opened her mouth!": Issues of languages, literacy, and power. In L. Delpit & J. K. Dowdy (Eds.), *The skin that we speak* (pp. 121-141). New York: The New Press.

Rossell, C. (2004). Teaching English through English. *Educational Leadership*, 62(4), 32-36.

Short, D., & Echevarria, J. (2005). Teacher skills to support English language learners. *Educational Leadership*, 62(4), 9-13.

Tapia, J. (1998). The schooling of Puerto Ricans: Philadelphia's most impoverished community. *Anthropology and Education Quarterly*, 29(3), 297-323.

Zwiers, J. (2005). The third language of academic English. *Educational Leadership*, 62(4), 60-63.

## **V. GEORGE MASON UNIVERSITY - COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

### *Student Expectations*

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

### *Campus Resources*

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

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

## **VI. COURSE DELIVERY**

The delivery of EDUC 606 is through experiential hands-on learning activities, in-class collaborative work groups, online learning modules, special videos, and mini-lectures to accomplish the course objectives.

## **VII. COURSE REQUIREMENTS, ASSIGNMENTS, AND EVALUATION CRITERIA**

### **General Requirements**

1. Class attendance is both important and required. *If, due to an emergency, you will not be in class or will be late, you should contact the instructor via phone or email prior to the class meeting. Students with more than two absences risk a drop in letter grade or may lose course credit.*
2. It is expected that assignments or action research section drafts will be turned in on time (the beginning of the class in which they are due or submitted electronically by the required date – please note points for section drafts in the assignments section of this syllabus and on the rubric). Timely submission of drafts is imperative for receiving instructor feedback.
3. The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is *critical* for you to keep up with the readings and to participate in class.
4. According to university policy, all beepers and cell phones should be turned off before

class begins. *Thank you!*

## ***EVALUATION CRITERIA***

### **1. Class Participation - 40%**

***Class Discussions and Engagement.*** You should come prepared to each class to actively participate in whole class and small group discussions. You will participate in various types of groups for class discussions that will be created based on your current teaching assignments. Later in the course, you will be part of a research group that will be comprised of a small group of teachers who are exploring related cultural questions in their major projects. In whole class and small group discussions (whether conducted face-to-face or electronically) each person is expected to listen carefully and actively, raise questions, and encourage one another to think more deeply and more broadly. *Please remember that your responses to others and the expertise you lend to any discussion are as important as what you share about your own work.*

***Online work & Blackboard.*** We will use online communication and Blackboard software to communicate regularly in this class. You will be asked to post assignments, read others' postings, and actively participate in discussions. E-mail and Blackboard's Discussion Strand will also be an important vehicle for discussing ongoing work on your major project with group members. The online *CIP Web Hunt* and other online work as assigned will be part of your class participation.

***Criteria for Evaluation:*** Evidence of careful reading of relevant material, analytical consideration and application of the material, thoughtfulness of questions raised, detailed sharing of your own work, relevance of remarks to subjects under discussion, demonstration of understanding of cultural influences, and constructive participation in your Critical Friends Groups.

***Okun Cultural Assumptions -*** The Okun Cultural Autobiography is an exercise to help you become aware of the diverse cultural groups that comprise your background and influence your identity. This is a reflection piece and the thinking points and questions will be handed out in class. This assignment will serve as one of many reflections to support your *Cultural Action Research Study* (our 606 signature course product).

### ***End of EDUC 606 Portfolio Reflection Point***

As a part of the ASTL Core, participants will be building their Professional Portfolio and will add Reflection Point #3 (see below) at the conclusion of EDUC 606. For additional detailed information about this Reflection Point, as well as the remainder of the Portfolio, please refer to the Portfolio Guidelines posted on our Bb My Mason site.

### **Reflection Point following EDUC 606:**

#### **Section D: Teacher as Researcher with a Cultural Perspective**

This section will be completed at the conclusion of EDUC 606.

### ***Reflection Point:***

*In this section, you will focus on how coursework, related readings, and products in EDUC 606 have led you to focus more deeply on teachers as researchers with a cultural perspective. Please*

reflect on your own learning and your growth and change at this point in the Core. In your reflection, please address any of the applicable eight program learning outcomes and the ways in which the performance assessments included in this section provide evidence of this knowledge.

**Suggested course products to be used as evidence of knowledge:**

1. Teacher/Action Research Project and Paper (EDUC 606)
2. Selections from the Reflective Journal
3. Other, as selected by individual (be specific)

**Summary Overview of Class Participation Components:**

Assignment	Participation Points
Okun Cultural Assumptions	10
Blackboard & Web Hunt – see class schedule	10
Reflection Point for Portfolio	5
In-class Participation	15

**2. Cultural Research Study - 60% -- The EDUC 606 Performance-Based Assessment (Oral Presentation and One Page Summary on March 22nd; Final written study submission via email on March 22nd)**

The purpose of this culturally based action research study is to provide you the opportunity for a hands-on learning experience using cultural perspectives and methods to understand more about persons, students, yourself, or situations in educational settings. It is designed to hone your inquiry and research skills and to help you develop classroom based expertise in designing and monitoring appropriate educational intervention(s) to promote culturally responsive pedagogy.

To facilitate your action research process, ongoing work on the major research study will be completed along the continuum of the semester, using the time line that is listed. You are asked to hand in (or email) the drafts of each section on the dates listed below, first to be read in class by your Critical Friends Group for peer feedback, and then emailed to the instructor. \*(Please note that **16 of the total action research project points** are associated with the four draft sections due to Instructor.) When you hand in your drafts you will receive feedback to guide you in your ongoing thinking about your puzzlement and the writing of your final study. Please consult the rubric, as well as the additional details provided in the Syllabus.

**Scaffolding** of your CIP study proposed, as follows:

**Setting and Puzzlement Draft - to Critical Friends Group in class (2/1) & Instructor by e-mail (2/8):** Draft description of the setting and your "puzzlement" (Background information). Assumptions, researcher's role, rationale, importance or relevance to the larger body of knowledge, etc.

**Framing the Issue and Literature Review Draft - to CFGs (2/15) & Instructor by email (2/22):** Draft of discussion about how you are framing the issue and are connecting to the wider literature about your subject ("building on those who have come before us").

**Data Collection Plan, Analysis of Data, Intervention Plan Draft - to CFGs (3/1) & Instructor by email (3/8):**

- **Data Collection:** Information concerning how you are collecting data that will serve you in answering your question. A data table is helpful!
- **Analysis of Data:** Information concerning how you interpreted your data and determined what intervention to put in place
- **Intervention/Action Plan:** Your proposed action, intervention, or “solution.”

**Monitoring of Intervention/Action Plan with Conclusions/Implications – to Instructor by email (3/15)**

**Draft Due of Emergent Full CIP Action Research Study for Critical Friend Review and final suggestions (3/15)**

**Oral Presentations/Sharing with One-Page Executive Summary: March 22**

In the past, teachers have often included their list of references on the back. We leave this as an option, but please bring enough copies to share with fellow cohort members and your instructors (18 copies) – We will compile them all into a CIP Booklet for you to retain.

**Final CIP Project due March 22 – please email completed CIP to your instructor**

**Writing Your Culturally-Related Action Research Study following the Cultural Inquiry Process (CIP) guidelines** – special reminders and help for completing your study write-up.

Your paper should follow APA format and include correctly formatted references.

**To protect the anonymity of the people involved, use only pseudonyms for participants and proper names in your discussions and in the report.**

Write your report with your educational colleagues as the audience. Your written report should incorporate the CIP questions.

Comprehensive evaluation criteria is provided in the rubric and will be discussed in class. We are here to support your work and help whenever we can. For your planning purposes, general criteria include the selection of appropriate topic, use of cultural perspectives, thorough data collection and analysis, connections to **at least 6 research references** (at least 3 of which come from sources outside course readings; others may come from course readings or the E-reserves), clear presentation of findings, thorough discussion, thoughtful reflections, clear organization and writing. This Culturally-related Action Research Study builds on the research and data collection plans you followed in completing your 613 Case Study of a Learner.

The final section is a **Reflection** to be included at the end of the action research study -- you and your instructor are the primary audience. In this section,

- 1) Please relate your project to EDUC 606 course outcomes and discuss what you personally learned from the project.
- 2) What was your most significant learning with regard to the interrelationship between culture and education?
- 3) What is the potential impact of this study on your teaching, your learning, and on

the learning of the students in your classroom? *Explain why.*

***Criteria for Evaluation:*** Refer to attached rubric.

**Grading Scale:**

A	94 - 100
A-	90 - 93
B+	85 - 89
B	80 - 84
C	70 - 79
F	Did not Meet Course Requirements

### VIII. Tentative CLASS SCHEDULE AND COURSE ASSIGNMENTS

Note: Because we will try to respond to the particular needs of the class, there may be some changes in the syllabus. Any adjustments will be clearly indicated in writing or via email.

DATE	TOPIC	DUE for this class
<p><b>Class One</b></p> <p><b>December 14</b></p>	<p><i>Introduction to EDUC 606 – course requirements and Overview of Semester</i></p> <p><b>CIP SITE:</b>  <a href="http://classweb.gmu.edu/cip">http://classweb.gmu.edu/cip</a></p> <p>Introduce <b>CIP Web Hunt</b> – will be posted in your Class 2 Online Folder</p>	<p>Planning Ahead: Please complete Ballenger book by Class Three (1/18)</p>
<p><b>Film Recommendations to view during the Winter Holiday</b> -Consider such titles as <i>The Color of Fear, Freedom Writers, Finding Forester, Walking Each Other Home, Stand and Deliver, Whale Rider, Real Women Have Curves, Music of the Heart, Lean on Me, Maria Full of Grace, Edge of America, or Rabbit Proof Fence (and others you may find)</i>. As you view these films, think about them with the <i>new perspectives and insights</i> you're developing in 606 about culture. We'll plan to have a short discussion as films are viewed sometime later in January – share them with the larger group via the Culture Discussion Strand on your Bb site. Students have gained tremendous insight for their projects from some of these films.</p>		
<p><b>Class Two</b></p> <p><b>January 11</b></p> <p><b>Online</b></p>	<p>For assignment, please access the Class Two File located in the 606 Agendas folder located on Bb. Included are:</p> <p>*Web Hunt</p> <p>*Begin to think about a culturally related puzzlement you have in your educational setting and think of articles that may assist you in your Literature Review</p>	<p><b>Read on the CIP site:</b> Jacob, Johnson, Finley, Gurski, &amp; Lavine. (1996). One student at a time: The Cultural Inquiry Process. – located on the CIP site ☺</p> <p>All online – please bring your completed Web Hunt with you to Class 3, January 18, 2011. This may be done collaboratively.</p>
<p><b>Class Three</b></p> <p><b>January 18</b></p>	<p><b>Part One: <i>Opening the door to cultural "assumptions" &amp; Reflecting on our own cultural influences</i></b>            Discussion of Culture &amp; Ballenger book</p> <p><b>Activity:</b> What is Culture? The importance of culture in education. The role and importance of culture in teacher research</p> <p><b>Part Two: <i>CIP Connections</i></b></p>	<p><b>Complete reading:</b> Ballenger</p> <p><b>Read:</b>  <b>Reference to skim/refresh:</b>            Falk and Blumenreich Ch. 3</p> <p><b>Please bring your completed Ballenger Guide with you to Class -- you do not have to</b></p>

	<p>Intro to CIP Culturally-related Action Research Study and a look at the CIP site Examine specifically CIP Steps 1 &amp; 2 Beginning to identify a “puzzlement” - Developing a focus of inquiry &amp; "Casting the question(s)."</p> <p><b>* Locate and begin to read articles about your puzzlement to use in your Literature Review</b></p>	<p>formally answer the questions but should make notes – we will use this as a guide for in-class discussion</p> <p><b>DUE:</b> Completed Web Hunt to share and check off.</p>
<p><b>Class Four</b> <b>January</b> <b>25</b></p>	<p><b>Part One: <i>Learning to see one’s own culture (as individuals and educators): Focus on cultural assumptions</i></b></p> <p><b>Opening Activity: “Five Tricks”</b> – an in-class experiential activity &amp; debrief</p> <p><b>Discussion:</b> Purcell-Gates &amp; Kohl articles</p> <p><b>Part 2: CIP Connections</b> A focus on “the puzzlement” today <i>Refine</i> your thinking about your puzzlement, remember to draft the Setting and Puzzlement for your Critical Friends Group for next week</p>	<p><b>Read: Group 1</b> -- Purcell-Gates article &amp; <b>Group 2</b> -- Kohl article (e-reserves)</p> <p><b>Email Okun (cultural assumptions) response to your instructor by the beginning of our next class, Feb 1.</b></p>
<p><b>Class Five</b> <b>February</b> <b>1</b></p>	<p><b>Part One: <i>Learning to see the school's cultures</i></b></p> <p>In-class video - <i>A Class Divided</i> Discussion of video and 2 articles</p> <p><b>Part Two: CIP Connections:</b> Focus on CIP Page about Culture Revisit the question you have begun to cast Reflect on CIP Step 3</p> <p>Setting &amp; Puzzlement draft review in groups</p>	<p><b>Due by email:</b> Okun Cultural Assumptions Reflection</p> <p><b>Read:</b> Moll article (Funds of Knowledge) <b>Read:</b> Ogbu &amp; Simons article</p> <p><b>Bring today:</b> your beginning draft of “Setting and Puzzlement” for Critical Friends feedback</p>
<p><b>Class Six</b> <b>February</b> <b>8</b></p>	<p><b>Part One:</b> English Language Learners in our Classrooms – Toward a Culturally Responsive Pedagogy (ppt posted)</p> <p>Discuss Cummins and Zwiars articles</p> <p><b>Part Two: CIP Connections</b> Begin discussing Framing Your Study (See Falk &amp; Blumenreich, Ch. 5)</p>	<p><b>Read:</b> Cummins, et al. article <b>Read:</b> Zwiars article</p> <p><b><u>DRAFT #1 (4 points):</u></b> <b>Due Today by email</b> to your instructor: Draft of Setting and “Puzzlement(s)”</p>

<p><b>Class Seven</b> <b>February 15</b></p>	<p><b>Part One:</b> Language, Culture, and the Teacher’s Role In-class video – <i>Speaking in Tongues</i> With follow-up discussion of video &amp; article</p> <p><b>Part Two: CIP Connections</b> Begin to anchor with the CIP questions you think you will address in your study. We will set up <i>research facilitation groups (Critical Friends Groups)</i> with your input according to either your topic or CIP strand.</p> <p>Discussion of selected CIP article you have read &amp; CFG feedback on your “Framing the Issue” draft</p>	<p><b>Read:</b> Short &amp; Echevarria (e-reserves)</p> <p><b>Bring today:</b> Draft of “framing your study” for Critical Friends Group (CFG) debrief.</p> <p><b>Re-read:</b> CIP 3.1 &amp; 3.2 and their sub-pages.</p> <p><b>Read:</b> Select one CIP Study from 3.1 or 3.2 to read. Print it out, and be ready to discuss in groups</p>
<p><b>Class Eight</b> <b>February 22</b></p>	<p><b>Part One: School Influences &amp; Understanding Issues of Cultural Mismatches (CIP 3.3) and Power Imbalances and Peer Responses (CIP 3.4)</b></p> <p><i>Mini lecturette</i> on Hofstede and Cultural Distance Research and its application in the educational setting Discussion – Heath article</p> <p><b>Part Two: CIP Connections</b> Discuss: Collecting and analyzing information to understand your puzzlement &amp; Identify appropriate interventions. What data will you collect for your project? Work with CFGs.</p>	<p><b>DRAFT #2 (4 points): Due today by email to your instructor:</b> Draft of Framing your Study</p> <p><b>Read:</b> Heath article</p> <p><b>Re-read:</b> CIP 3.3, 3.4, 3.5 &amp; sub- pages</p> <p>Consult Falk &amp; Blumenreich Ch. 6 “Data Collection Tools”</p>
<p><b>Class Nine</b> <b>March 1</b></p>	<p><b>Part One: Culture and The Teacher</b> Groups and articles discussion</p> <p><b>Part Two: CIP Connections</b> CFG s– go over data collection draft together</p> <p><b>Whole Group:</b> CIP Step 5 - Developing Interventions - triangulation of data, and relationship of Steps 4 &amp; 5 to puzzlement</p> <p>CIP Step 6 - Monitoring your Study and looking</p>	<p><b>Bring today:</b> Draft of data collection, data analysis, intervention plan for CFG.</p> <p><b>Read</b> Bazron, Osher, et al. article, Creating culturally responsive schools (E-Reserves) <b>Read</b> Cummins, Bismilla, et al article Affirming identity in multilingual classrooms(E-Res) <b>Re-read (carefully):</b> CIP Steps 4 - 7 (top level and sub-pages related to your cultural</p>

	at your intervention plan and emergent results of your interventions	questions) Consult your Falk & Blumenreich Ch. 7 “Analyzing Data”
<b>Class Ten</b>  <b>March 8</b>	<b>Introduction to the ASTL Portfolio</b>  <b>Work in groups on the further development of your action research study</b>  <b>Time for Individual consultations</b>	<b><u>DRAFT #3 (4 points):</u></b> <b>Due today by email to your instructor:</b> Draft of data collection, data analysis, intervention plan.
<b>Class Eleven</b>  <b>March 15</b>	<b>Final Steps: Writing up your research project to share with others.</b>  Review Project Rubric together  Individual and CFG consultations on your individual projects	<b><u>DRAFT #4 (4 points):</u></b> <b>Due today by email to your instructor:</b> Section on Monitoring of Intervention/Action Plan with Conclusions/Implications  <b><u>Bring today:</u></b> Draft of emergent full action research study. CFGs will support individuals to provide feedback about: data analysis, explanations about interventions, ideas for monitoring, and results from your actions/interventions.
<b>Class Twelve</b>  <b>March 22</b>	<b><i>Oral Presentation of Research Projects</i></b>  <b>Wrapping it All Up</b> Final Course Evaluations	<b>Due today:</b> One page Executive summary of your Research Project— Make enough copies for classmates and instructors  Due to Instructor (email): Final Culture Base Action Research Study
<b>March 22</b>	Beginning of EDUC 615 Final Action Research study should be emailed to your instructor by today. Thank you!	Also, Portfolio Reflection Point #3 due via email to Drs. Fox & Hardy by March 29th

**EDUC 606 EDUCATION AND CULTURE**  
**Performance-Based Assessment**  
**Teacher Research Project Rubric**

<b>No Evidence</b> Little or No Evidence	Beginning Limited Evidence	<b>Developing</b> Clear Evidence	<b>Accomplished</b> Clear, Consistent, and Convincing Evidence
<b>Puzzlement(s) and Background – Learning Outcome 4</b>			
*States puzzlement(s) only implicitly *Presents little about “what is known” <p style="text-align: center;">OR</p> *Puzzlement is not stated *Information about “What is known” is missing 0- 2 pts.	*States puzzlement(s), but not clearly *Information about “what is known” lacks clarity  3-5 pts.	*States puzzlement(s) clearly, but supporting details may be needed *Presents “what is known” clearly, but may not provide supporting details.  6-7 pts.	*States puzzlement clearly and thoroughly, with many supporting details *Presents “what is known” clearly and thoroughly, with many supporting details  8 pts.
<b>Cultural Questions – Learning Outcome 6</b>			
*States cultural questions only implicitly or no cultural questions are stated *Provides limited or no discussion of relationship between cultural question(s) and puzzlement(s)/what is known *Provides minimal or no rationale/support for choice of cultural question(s) 0-5 pts.	*States at least 1-2 cultural questions *May lack clear logical relationship between cultural question(s) and puzzlement(s)/what is known *May provide partial rationale/support for choice of cultural question(s)  6-8 pts.	*States at least 1-2 cultural questions clearly, with some details provided *Demonstrates logical relationship between cultural question(s) and puzzlement(s)/what is known *Provides some rationale/support for choice of cultural question(s)  9-10 pts.	*States at least 1-2 cultural questions clearly and thoroughly, with many supporting details provided *Thoroughly demonstrates logical relationship between cultural question(s) and puzzlement(s)/what is known *Provides clear, consistent, and convincing rationale/support for choice of cultural question(s)  11 pts.

<b>Literature and References – Learning Outcome 6</b>			
*Connections to broader literature are not appropriate or are missing *Cites less than 4 sources (or less than 3 not assigned for the course) 0-1 pts.	*Includes appropriate connections to broader literature *Cites 4 sources (with 3 not assigned for the course) 2 – 3 pts.	*Includes thoughtful connections to broader literature *Cites 5 sources (with 3 not assigned for the course) 4 – 5 pts.	*Includes thoughtful and thorough connections to broader literature *Clear, consistent, and convincing citation of more than 6 sources (with 3 not assigned for the course) 6 pts.
<b>Data Collection and Analysis – Learning Outcome 4</b>			
*Link to cultural question(s) is unclear or missing *Presents minimal or no discussion of data collection and analysis methods *Presents little or no data related to cultural question(s) *Presentation of data is unclear or poorly organized *Demonstrates little or no attempt to understand puzzlement(s) from a cultural point of view 0-12 pts.	*Links to cultural question(s), but may be less than totally clear *Presents discussion of data collection and analysis methods, but less than complete or less than clear *Presents some data to address cultural question(s) *Presentation of data may lack some clarity or organization *Attempts to understand puzzlement(s) from cultural points of view, but may include some judgments 13-14 pts.	*Links clearly to cultural question(s) *Presents clear discussion of data collection and analysis methods *Presents solid data to address cultural question(s) *Presentation of data is clear and well organized *Attempts to understand puzzlement(s) from cultural point of views 15-16 pts.	*Links clearly and completely to cultural question(s) *Presents clear and complete discussion of data collection and analysis methods *Presents extensive and convincing data to address cultural question(s) *Presentation of data is clear, consistent, and convincing *Makes clear, consistent, and convincing attempts to understand puzzlement(s) from cultural point(s) of view 17 pts.
<b>Interventions – Learning Outcome 6 and Impact</b>			
*Implements or describes few or no interventions *Link to cultural questions	*Implements or describes some interventions *Link to cultural questions	*Implements or describes several interventions *Link to cultural questions	*Implements or describes many interventions in a clear, consistent, and convincing manner

and data is unclear or missing 0-8 pts.	and data is less than totally clear 9-11 pts.	and data is clear 12-13 pts.	*Link to cultural questions and data is clear and complete 14 pts.
<b>Monitoring (Actual and Planned) – Learning Outcome 6</b>			
*Links to puzzlement(s) and interventions not clear or missing *Presents evidence to evaluate interventions with little or no clarity or in a poorly organized manner *Insufficient or no evidence presented to support evaluation decisions 0-2 pts.	*Links to puzzlement(s) and interventions, but less than totally clear *Presents evidence to evaluate interventions with some lack of clarity or organization *Some evidence presented to support evaluation decisions 3-5 pts.	*Links clearly to puzzlement(s) and interventions *Presents evidence to evaluate interventions clearly and in organized manner *Sufficient evidence presented to support evaluation decisions 6-7 pts.	*Links clearly and completely to puzzlement(s) and interventions *Presents evidence to evaluate interventions clearly and in a consistent and convincing manner *Clear, consistent, and convincing evidence presented to support evaluation decisions 8 pts.
<b>Conclusions and Implications – Learning Outcome 7</b>			
*Presents minimal or no statement of conclusions in relation to puzzlement(s) *Minimal or no discussion of broader implications (for own practice and/or for other teachers, schools, etc.) 0-1 pts.	*Presents statement of conclusions in relation to puzzlement(s), but may lack some clarity *Explicitly discusses broader implications (for own practice and/or for other teachers, schools, etc.) *May link to other research 2-3 pts.	*Presents clear statement of conclusions in relation to puzzlement(s) *Strong to Extensive discussion of broader implications (for own practice and/or for other teachers, schools, etc.) *Links to other research 4-5 pts.	*Presents clear, consistent, and convincing statement of conclusions in relation to puzzlement(s) *Explicit and extensive discussion of broader implications (for own practice and/or for other teachers, schools, etc.) *Clear, consistent, and convincing links to other research 6 pts.
<b>Overall Style - Learning Outcome 4</b>			
*Poorly organized across sections of report *Inconsistent “voice” used *Poorly written overall with many stylistic or grammatical	*Generally well organized across sections, but has some organizational problems *Consistent “voice” used *May have minor problems	*Well organized across all or most sections of report *Consistent “voice” used *Clearly written overall; very few errors evident	*Well organized consistently across all sections of report *Clear and consistent “voice” used *Clearly and convincingly written overall; no stylistic errors or error

errors & error patterns  0-1 pts.	with clarity of writing overall; may have stylistic errors or error patterns evident 2 -3 pts.	4 – 5 pts.	patterns  6 pts.
<b>Draft Sections Submitted by Due Date</b>			
No drafts submitted 0 pts.	One draft submitted to instructor by date. 4 pts.	Two drafts submitted to instructor by due dates. 8 pts.	All three drafts submitted to instructor by due dates. 16 pts.
<b>APA Format – Learning Outcome 4</b>			
*Does not follow APA format for headings, citations, or references  OR *No evidence of APA format 0-1 pts.	*Generally follows APA format for headings, citations, and references, but contains several errors 2 pts.	*Generally follows APA format for headings, citations, and references, but may have some minor errors 3 pts.	*Follows APA format for headings, citations, and references 4 pts.
<b>Reflection – Learning Outcome 4</b>			
*Does not include  0- 1 pts.	*Includes *Does not address all 3 required areas 2-3 pts.	*Includes reflection section *Addresses the 3 required areas 4 pts.	

### Critical Friends Groups during the CIP project – Learning Outcome 5