Project Title: Using Action Research to Improve Instruction for English Language Learners

Name of Applicant: Courtney Clayton

Department: Curriculum and Instruction

<table>
<thead>
<tr>
<th>Project Summary (50-75 words, insert in the box below):</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the number of English Language Learners (ELLs) in schools continues to increase, teachers need to be prepared to effectively teach this diverse population. The project I am proposing will focus on the master's degree seminar that I teach in which preservice teachers prepare their action research projects focused specifically on working with ELLs. It will explore the impact of the seminar on preservice teachers’ understanding of the role of culture in ELL student learning.</td>
</tr>
</tbody>
</table>

**Required Attachments:**

1. Description of a Research/Creative Project (following required format, no longer than five pages)

2. Copy of the Applicant’s *Curriculum Vitae*

3. One-page Teaching Statement (describing oneself as a teacher and relating the teaching statement to the proposed project)

4. One syllabus from a course taught within the last two years; if desired, one example of supplementary material from that course (such as an assignment description) that is relevant to the project being proposed may be included

Applicant Signature: ________________________________ Date: ____________

Chair Signature: ________________________________ Date: ____________
Clayton Jepson Fellowship Application

A. Project Description

A persistent issue in teacher education is how to effectively prepare preservice teachers to work with an increasingly diverse student population. As the number of English Language Learners (ELLs) in schools continues to increase, teachers need to be prepared with the skills and attitudes to teach this diverse student population. The project I am proposing will focus on the master’s degree seminar that I teach in which preservice teachers prepare their action research projects focused specifically on working with English Language Learners. The project will explore the impact of the action research seminar curriculum on these preservice teachers’ understanding of the important role of culture in student learning, as well as their development of strategies to work effectively with ELLs.

B. Goals and Specific Objectives

My role as the instructor of the action research seminar is two-fold: I help my students develop their action research projects, and I am also their University Supervisor, meaning I supervise their student teaching during their fifth year. Therefore, I am intimately involved in their fifth year experience, tying key ideas from the seminar into their student teaching and their research projects.

The action research seminar that I teach focuses mainly on what is called “culturally relevant pedagogy” which is defined as “a pedagogy that empowers students [K-12 students in this case] intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills and attitudes” (Ladson-Billings, 1994, pp. 17-18). I
provide readings in my seminar centered around the key ideas of culturally relevant pedagogy including the impact of race, language and culture on student learning.

The main research questions for the project will be:

1) How does the action research curriculum fulfill (or not) the goals of preservice teachers becoming culturally responsive teachers for ELLs?,
2) What experiences, assignments, and/or situations allow preservice teachers to explore the complex issues facing ELL students in schools?

C. Potential Impact and Significance

Over the past two years, I have been doing my own research to determine the effects of the seminar on students’ understanding of culturally relevant pedagogy and how it can be used to better teach ELLs. However, I have been unable to closely follow my students as they do their research with their ELL students in their student teaching placements. My interaction is limited by the time I need to teach my other courses and the service that I provide to UMW and to the College of Education. Having the Jepson Fellowship would allow me to closely examine the effects of the seminar on my student teachers, on their work with ELL students, and, then, how to adjust my own courses to better prepare teachers to work with ELL students.

In terms of advancing scholarship in the discipline of teacher education, very little research has been done around the role an action research seminar can play in preservice teachers’ understanding of the important role culturally relevant pedagogy plays in ELL student learning.
D. Procedures and Methods

Each student in the seminar will serve as a case to provide an in-depth understanding of the impact of the readings, assignments and discussions in the seminar on the students’ understanding of culturally relevant pedagogy and its role in educating ELL students. Using a multiple case study design (Yin, 2009), I will collect the following data sources: audio recordings and transcriptions of seminar discussions, two interviews with each participant – one at the beginning of the academic year, and one at the end, weekly researcher-participant electronic journals, pre- and post-questionnaires, and each participant’s action research project. I will also take field notes in the preservice teachers’ classrooms as they collect their action research data. My student teachers are already placed in an elementary school in Stafford with whom I have a working relationship. I would be in the same school collecting the data for the fellowship next year.

I will code the data according to six themes outlined by the researchers Villegas and Lucas (2002) about how preservice teachers can become culturally responsive educators as a result of understanding culturally relevant pedagogy.

The general timeline will be as follows:

- **February 2014**: get IRB approval for study
- **April 2014**: contact my student teachers for next year to get their consent to participate in the study; get official consent from school where my student teachers will be placed
- **August 2014**: initial interviews with participants and administer pre-questionnaire
Clayton

- **August 2014-December 2014**: audiotape and transcribe all seminar discussions; keep weekly participant-researcher journals; begin coding transcriptions and journals according to Villegas and Lucas themes

- **December 2014-January 2015**: continue to code transcriptions and journals according to Villegas and Lucas themes; code action research project plans according to themes from Villegas and Lucas

- **January 2015- mid-April 2015**: collect field notes while student teachers implement their action research projects in their internships; collect weekly journals with student interns as they implement their projects; code field notes and journals according to themes from Villegas and Lucas

- **April 2015**: Final interviews with student teachers and give post-questionnaire

- **May 2015-August 2015**: Final coding and write-up of results

E. **Anticipated Results**

Though it is difficult to say what the results may be from this study, my hope is that I will continue to find a positive impact on my student teachers’ understanding of the important role culturally relevant pedagogy plays in ELL student learning. I will evaluate whether or not my research questions have been answered through the coding of data; and, my plan will then be to incorporate relevant findings into my coursework moving forward, both in the seminar and in my other undergraduate and graduate courses in which I focus on instruction for ELL students.
F. Dissemination of Results

I plan to submit at least one article about the project to a journal called *Teaching Education*. In addition, I will be submitting the results as a proposal to the American Educational Research Association, which is the premiere organization for dissemination of educational research; and, I will submit a proposal to the Action Research Network of the Americas Conference, which is the leading conference for Action Research, specifically. At UMW, I would apply to share the results at the Social Science Research Colloquium, which is held each year.
Courtney Clayton, Ph.D.
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Fredericksburg, VA 22401
H: 540-370-1965
C: 617-899-9203
cclayton@umw.edu

EDUCATION

Boston College, Lynch School of Education, Chestnut Hill, MA
Ph.D. in Curriculum and Instruction, 2008
Major Strand: Language, Literacy and Learning
Dissertation Chair: Maria Estela Brisk, Ph.D.
Dissertation Topic: Exemplary Teachers of ELL Students Across Two Different Settings: Monolingual English Immersion and Bilingual

University of San Francisco, Graduate School of Education, San Francisco, CA
Master of Arts in Education, May 2000
Thesis Title: African-American, Hispanic and Asian Students’ Attitudes Toward White Teachers
California Elementary Multiple Subject CLAD (Cross Cultural Language and Academic Development) Credential

University of Pennsylvania, Philadelphia, Pennsylvania
Bachelor of Arts, May 1989
Major: French Literature
Magna Cum Laude

The Sorbonne, Paris, France
Spring Semester, 1988
All coursework in French

Vassar College, Poughkeepsie, New York
Major: French Literature, 1985-1987

PROFESSIONAL EXPERIENCE

2009-current
Assistant Professor
University of Mary Washington, College of Education
Department of Curriculum and Instruction
• Teach courses in language and literacy development, cross-cultural education, culturally relevant pedagogy, educational psychology and teaching English Language Learners. Supervise Masters-level action research projects.
• University Supervisor for Student Interns

2007-2009
Department Chair, Languages and Literacy
International School of Boston/Ecole Internationale de Boston, Cambridge, MA
• Responsible for the implementation of language, reading, and literacy policies and programs throughout the school.
• Responsible for the development of a through-school assessment policy in language and literacy and ensure its understanding and implementation within the faculty.
• Worked with external consultants on an ongoing basis re: the development of workshops that will further improve the language, reading, and literacy programs.
• Assisted in the performance evaluation of all language/literacy teachers as per school policy.
• Actively served on the Academic Council and the Education Committee (of the Board).
• Identified needs on both French and English sides of curriculum in terms of gaps and overlaps in language arts curriculum based on Atlas mapping and revision
• Led workshops in area of vocabulary development across all grade spans

2006-2009

ESL Specialist
International School of Boston/Ecole Internationale de Boston, Cambridge, MA
• Taught English as a Second Language to 1st – 5th grade students
• Adapted curriculum to meet varying student needs/levels

Summer 2007

Guest Lecturer
EDCG 660 – Designing Middle and Secondary Curriculum and Learning Strategies
University of Massachusetts – Boston, Graduate College of Education
• Presented theories of second language acquisition, influences upon language development for English Language Learners (ELLs), and research on best practices for ELL students

2004-2006

Teacher
International School of Boston (formerly Ecole Bilingue), Cambridge, MA
• Taught 2nd grade in English/French bilingual program
• Emphasis on developing literacy skills and communicating bilingual curriculum
• Had multiple ESL students in class with varying needs for whom instruction was differentiated

2000-2002

ESL Specialist
Ecole Bilingue/The French-American School, Cambridge, MA
• Taught English as a Second Language to 1st – 5th grade students
• Assisted in developing second-year ESL curriculum
• Education committee member
• Taught advanced-level English class for French teachers at the school

Summer 2001

ESL Teacher
Tufts University & Anglo-Continental Summer Program, Somerville, MA
• Taught advanced and high-intermediate level English classes to second-language high school students from all over the world including Taiwan, France, Turkey, Italy, Spain and Germany
1999-2000

**Teacher**
Tower School, Marblehead, MA
- Taught second grade at independent, pre-K to 9th grade school
- Effectively communicated accelerated curriculum to students using multi-modality approaches
- Created interdisciplinary lessons and units
- Developed and drafted new social studies curriculum for second grade
- Faculty development committee member

1998-1999

**Teacher**
Cipriani Elementary School, Belmont School District, Belmont, CA
- Responsibilities as Kindergarten teacher included unit planning and implementation, and adhering to and adapting current state and district requirements in classroom
- District core curriculum programs included: MathLand, Harcourt-Brace Signatures and FOSS

1997-1998

**Teacher**
Cathedral School for Boys, San Francisco, CA
- Kindergarten teacher
- Screened and tested Kindergarten applicants for entrance into Kindergarten program
- Responsible for overseeing classroom teaching assistant

Summer 1998

**Student Teacher**
Parkside Elementary School, San Mateo, CA
- Taught 4th/5th Grade combination class in year-round school
- Worked actively with Master Teacher to establish routines for classroom
- Developed daily lesson plans and unit plans
- Implemented combination curriculum

1996- August 1997

**Assistant Teacher**
Timothy Murphy School, San Rafael, CA
- Assistant teacher for 7-13 year old boys with behavior disorders
- Taught multi-level students in all subjects
- Worked in team setting managing behavior and counseling students

**GRANTS**

**Total Grants, 2009-2013: $35,865.00**


McCall, V., Jakubecy, J. & **Clayton, C.** (2010). *Pathways to Excellence*. Clinical Faculty Grant received from the Virginia Department of Education ($35,000).
- Trained thirty-five teachers from the three participating school districts in mentoring first-year teachers in hard-to-staff schools
- Provided expert training to enhance the academic success of ELL students (Clayton)
RESEARCH AND SCHOLARSHIP

Peer-Reviewed Journal Articles


Book Chapters


Additional Publications


Refereed International, National and State Presentations


Research

2011-2013

Individual Research
University of Mary Washington, College of Education
Crafting Curriculum in PreService Teacher Education: An Examination of Action Research Curriculum for Understanding the Needs of English Language Learners

2005-2007

Doctoral Research
Lynch School of Education, Boston College
• Year-long qualitative study with four participating teachers in three elementary schools
• Research included interviews, observations, stimulated recall sessions and focus groups
• Analysis of research included use of Nvivo qualitative software program

2002-2004

Graduate Research Assistant
Lynch School of Education, Boston College
• Research Assistant to two professors, Maria Estela Brisk (bilingual/language specialist) and Marilyn Cochran-Smith (teacher education specialist)
• Multiple responsibilities included: locating, reviewing and summarizing research for relevant projects, piloting research protocol for grants, editing books, and attending and presenting at conferences
PROFESSIONAL DEVELOPMENT TRAINING/CONSULTING

Spring 2013  
**Effective Instruction for Elementary English Language Learners**  
University of Mary Washington, College of Education  
Professional Development Course for practicing teachers

Spring 2012  
**Effective Instruction for Elementary English Language Learners**  
University of Mary Washington, College of Education  
Professional Development Course for practicing teachers

Spring 2011  
**Effective Instruction for Elementary English Language Learners**  
University of Mary Washington, College of Education  
Professional Development Course for practicing teachers

Spring 2008-Spring 2009  
**Member, Massachusetts English Proficiency Assessment (MEPA) Assessment Development Committee (ADC)**  
Massachusetts Department of Elementary and Secondary Education  
- Reviewing test items and passages for content accuracy and grade-level appropriateness for grade span K-2  
- Serving in advisory capacity throughout the test development process  
- Membership by appointment of Massachusetts Commissioner of Education

Spring 2008  
**Member, Title III Project TALCA Committee**  
Boston College, Lynch School of Education, Boston MA  
- Participant in seminar series to review, discuss and develop knowledge base for teachers to effectively teach reading and writing to English Language Learners in the elementary grades  
- Material developed from seminar will be used for all trainers of Category 4: Teaching Reading and Writing to English Language Learners, for Massachusetts Department of Education

Fall 2007  
**Consultant, Teaching English Language Learners**  
Neighborhood House Charter School, Dorchester, MA  
- Professional development training for teachers from K-8 in second language development and best practices for teaching English Language Learners across content areas  
- Developed training materials for the sessions

Summer 2007  
**Co-facilitator, Category 4 Training: Teaching Reading and Writing in Sheltered Content Classrooms**  
Boston College, Lynch School of Education  
- Led professional development for 35 elementary Boston Public School teachers and developed all modules for the training with co-facilitator  
- Presented significant theories, research and practices related to the teaching of reading and writing to English Language Learners at diverse language proficiencies  
- Participants responsible for creating reading and writing lesson plans based on ELPBO standards in relation to best practices for teaching English Language Learners
PROFESSIONAL ACTIVITIES AND AFFILIATIONS

Co-Director, Korean Exchange Program, University of Mary Washington, Summer 2012
This program served students from Korea who were studying at the University for the year. It was run through the Center for International Education. The goal was to help international students become acclimated to the academic and social expectations at UMW. The program focused on developing students’ academic writing and oral language proficiency.

Hot Topics in ELL Education, Center for Applied Linguistics, 2012
Participated in two professional development workshops on working effectively with English language learners.
Workshop 1: Listening and Speaking: Oral Language and Vocabulary Development for English Language Learners
Workshop 2: Math and Science: Skills and Strategies to Adapt Instruction for English Language Learners

Training of Trainers Institute: What’s Different About Teaching Reading to Students Learning English, Center for Applied Linguistics, 2011
Trained to provide professional development to educators who teach reading in classes with English language learners.

Reviewer, VATESOL (Virginia TESOL) 2012 Conference
Reviewed 6 proposals

Reviewed 33 submissions for: Teacher as Researcher SIG; Division K: Teaching and Teacher Education, Section 6: Teacher Education for Multicultural/Social Justice and/or Differentiated Instruction, Section 5: Investigations of Preservice Teacher Education Coursework; and Division H, Research, Evaluation and Assessment in Schools, Section 1: Applied Research in Schools

Reviewer, SETESOL (Southeast Teachers of Speakers of Other Languages) 2011 Conference
Reviewed 8 proposals

Reviewer, 3rd Annual Conference on Education, Economy and Society, 2011, Paris, France
Reviewed 20 papers and 70 abstracts in French and English

Board of Reviewers
Journal of Educational Change, 2008-current

Board of Reviewers
Bilingual Research Journal, 2005 - current

Board of Reviewers
Journal of Teacher Education, 2002-current

Board of Reviewers
The Teacher Educator, 2010-current

Member of American Educational Research Association
Division K: Teaching and Teacher Education
COURSES TAUGHT

2009-Current

EDUC 203: Introduction to Learning and Teaching: Elementary
EDUC 373: Language and Literacy Instruction: Intermediate
EDUC 514: Models of Instruction
EDUC 525: Literacy Specialization
EDUC 523: English Language Learner Specialization
EDCI 500: Teaching and Development of the Learner
TESL 514: Cross-Cultural Education
University of Mary Washington, College of Education

Summer 2009

ED 346 – Teaching Bilingual Students
Boston College, Lynch School of Education
Department of Teacher Education, Special Education, and Curriculum and Instruction

Spring 2009/Spring 2008

ED 104 – Teaching Reading
Boston College, Lynch School of Education
Department of Teacher Education, Special Education, and Curriculum and Instruction
Core undergraduate reading course

Summer 2006

EDCG 646 – Understanding Reading: Principles and Practices
University of Massachusetts – Boston
Graduate College of Education, Department of Curriculum and Instruction

Summer 2004

Teaching English to Children
Showa University – Boston
Graduate-level course

Spring 2003

ED 346 – Teaching Bilingual Students
Boston College, Lynch School of Education
Department of Teacher Education, Special Education, and Curriculum and Instruction

HONORS AND AWARDS

Selected for New Faculty Seminar, AERA 2011 Annual Conference
Division K, Teaching and Teacher Education
New Orleans
**Dissertation Fellowship**  
Lynch School of Education, Boston College  
2006-2007

**Teacher as Researcher Grant**  
International Reading Association  
2006-2007

**Dean’s Award for Academic Achievement**  
Lynch School of Education, Boston College  
Spring 2006

**COMMITTEE AND COMMUNITY SERVICE**

- **2012-2013**  
  Faculty Affairs Committee (College of Education)  
  College of Education Faculty Secretary (College of Education)  
  Executive Committee, Secretary (College of Education)  
  Recruitment Committee (College of Education)  
  Special Education Faculty Search Committee (College of Education)  
  KDP (Kappa Delta Pi) Counselor (College of Education)  
  Provost Search Committee (*Appointed by President*) (University)  
  University Faculty Council, *Vice Chair (Elected)* (University)  
  President’s Leadership Council Member (University)  
  Writing Intensive Committee, *Secretary* (University)  
  Freshman Advisor (University)  
  Volunteer: Fredericksburg SPCA (Community)

- **2011-2012**  
  Chair: Clinical Collaboration and Partnerships Committee (College of Education)  
  Research Committee (College of Education)  
  Executive Committee, *Secretary (Elected)* (College of Education)  
  TESL Committee (College of Education)  
  Recruitment Committee (College of Education)  
  KDP (Kappa Delta Pi) Counselor (College of Education)  
  Quality Enhancement Plan (QEP) Committee (*Appointed*) (University)  
  Writing Intensive Committee, Secretary (University)  
  Korean International Exchange Program Co-Director (University)  
  Freshman Advisor (University)  
  Member: Frejus Sister City Organization (Community)

- **2010-2011**  
  Student Affairs Committee (College of Education)  
  Curriculum and Assessment Committee (College of Education)  
  Elementary Program Committee (College of Education)  
  Research Committee (College of Education)  
  TESL Committee (College of Education)  
  Social Studies Faculty Search Committee (College of Education)  
  KDP (Kappa Delta Pi) Counselor (College of Education)  
  Writing Center Director Search Committee (*Appointed*) (University)  
  Quality Enhancement Plan (QEP) Committee (*Appointed*) (University)  
  Freshman Advisor (University)
SPECIAL SKILLS

- Fluent in French
- Working knowledge of German
- A Cappella and Band Singer

References available upon request
I often hear from my students when talking about teaching is whether it is an art or a science. I believe it is both. There are fundamental understandings about how people learn, and research to support those fundamental understandings, which is the science of learning; however, teaching needs to be based upon our students’ needs and cultural backgrounds, which is the art of teaching.

One of my biggest goals as a teacher is to create an environment in the classroom where students feel comfortable to ask questions and take risks. Part of the way I facilitate this environment is through interactive activities and discussions. When I teach, I am clear about my expectations, and I use frequent assessments to ensure my students are learning and are successful. I adapt to my students’ individual needs, and I hold myself accountable for their learning. I am available outside of class for one-on-one meetings so that students who may not feel as comfortable asking questions in class can have a chance to discuss concepts and issues thoroughly. I never want my students to feel discouraged, and I can sense when this is happening for them.

As a teacher educator, I believe it is essential for my students to understand theories of learning and instruction; and, importantly, to know how to implement effective instruction in the classroom. One of the areas I emphasize in my courses is teaching English Language Learners. As this population continues to grow in K-12 schools, it is essential that future teachers understand these students’ needs and how to teach them effectively within their own classrooms. To this end, I model effective instructional methods, and I also ask my students to think deeply about how culture affects learning. I do this through active engagement in discussions, showing videos of teachers working with ELL students, and in modeling ELL instruction in my courses.

Finally, I believe that the following quote from one of my students demonstrates my strengths as a teacher:

“Discussions and lectures were always thought-provoking and really centered upon the student. It would be one thing if Dr. Clayton just stood in the front of the classroom lecturing about what we were reading about and drilling us with these facts, but every class, she gave us an opportunity (whether it be through small discussion groups, acting out models, etc) to talk about these facts and how they have shaped us. I think this style of teaching really goes well with the principles of the class: the teacher (in this case Dr. Clayton) stepping back and making the students (in this case us) responsible for the learning.”
EDUC 523
Research and Curriculum Specialization – English Language Learners
Fall 2012
Wednesdays 10:00-11:40
LINK 305

Dr. Courtney Clayton
Office: Trinkle 214
Office: (540) 654-1360
Cell: (617) 899-9203
email: cclayton@umw.edu

Mission
The University of Mary Washington’s College of Education is committed to guiding all candidates through a transformative experience by which they become skilled, reflective and responsive practitioners well-prepared to meet 21st century challenges. The College of Education of the University of Mary Washington prepares educators for the 21st century who are knowledgeable, skilled, collaborative, reflective, and sensitive to diverse learner needs. In upholding the mission of the University, the College of Education is dedicated to providing educational programs to the Commonwealth of Virginia and beyond. To accomplish this, we:

- Are grounded in a strong liberal arts curriculum.
- Emphasize school-based experiences through which candidates solidify their understanding of the nature of the learner and effective teaching and motivational practices.
- Build a diverse community of practice involving strong partnerships among candidates, faculty, local teachers, and administrators.
- Enhance teacher aptitudes for research and critical decision-making and ensure knowledge of learning theories and research-based pedagogy.
- Challenge educators to respond to the changing nature of learning in the 21st century through an emphasis on multi-literacies.

Conceptual Framework
The College of Education faculty at the University of Mary Washington continually strive to contribute to and disseminate the most up-to-date knowledge and skills in the field of education. The five components of the framework are emphasized by the faculty in implementing coursework, programs and research. They are strands which are interwoven throughout our programs.

Course Objectives
- Students will read and discuss literature on the instruction of English Language Learners at the elementary-school level
- Students will read and discuss literature on culturally relevant pedagogy
- Students will reflect and think critically about research on the instruction of English Language Learners and culturally relevant pedagogy
- Students will research a selected English Language Learner topic in-depth
• Students will present the results of their literature review to classmates in a concise and engaging manner
• Students will design a sound and appropriate methodology for their topic
• Students will discuss how research can help to guide and improve their instruction

**Relationship of Course to Conceptual Framework/Program Design:**
The class is designed to build on students’ knowledge of educational research and strategies. It serves a crucial role in the transformative process from student to student teacher. Students complete an extensive practicum and, through multiple lesson planning and teaching experiences in our classrooms and practicum setting, develop essential knowledge and skills for their student internship experience.

**Course Requirements and Evaluation:**

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<tr>
<th>Assignment</th>
<th>Value (percentages)</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>30%</td>
<td>On-Going</td>
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<tr>
<td>One Student-Lead Discussion</td>
<td>20%</td>
<td>TBD</td>
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<tr>
<td>On-Time Drafts</td>
<td>10%</td>
<td>On-Going</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40%</td>
<td>TBD</td>
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**Course Expectations:**

**Honor Code:**
Academic integrity is maintained through use of the policies and procedures of the University of Mary Washington Honor System. The honor system requires that all work be pledged. When you submit work, you will write, “I hereby swear upon my word of honor that I have neither given nor received unauthorized aid on this work” and then sign your name.

**Required Readings:**
Since this is a graduate-level seminar, you are expected to assume a primary role in leading class discussions and explorations. You are expected to complete all reading assignments before class and be prepared to discuss them. Readings will be available on CANVAS as well as distributed in class.

**Student-Led Discussion:**
Students are required to lead one 30-minute discussion on the assigned readings for the day in addition to an article of your choosing related to your research topic. On your designated day, you are responsible for selecting a peer-reviewed journal article, reading the content, and preparing a presentation. You are also asked to email your classmates the full reference for your article so that they in turn can locate, read, and analyze your selected article. In order to support your discussion, your classmates will be responsible for bringing in a second article that supports your topic and will contribute to our forum. Please email me a copy as well.

**Attendance, Participation and Punctuality:**
You are expected to attend all classes and be on time. Your contribution is critical in that we build off of each other’s knowledge and experiences. A student may be absent once or late once without penalty. If you cannot attend class or will be delayed, contact the instructor in advance.
You are responsible for all class material covered in your absence. Please do not email me for the information. In case of illness or emergency, the instructor may require documentation of the absence or delay.

**Individual Meetings:**
In addition to our seminar times, you may be asked to schedule meetings with me to discuss your action research study. You need to come prepared to these meetings.

**Communication Skills:**
Because an essential quality of effective teachers is the ability to communicate clearly and cogently in speech and writing, the expectation of this course is that students will present work that is representative of high professional standards. All written work is to be free from grammatical error, with clear, precise language, and well-organized thoughts.

**The Office of Disability Services:**
The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Services and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Services and need accommodations (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Their phone number is 540-654-1266.

**Schedule of Classes:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments DUE on Date Listed</th>
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<tbody>
<tr>
<td>8/27</td>
<td>• Introduction</td>
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<tr>
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<td>• Overview of the seminar</td>
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<td>• Sign-up to lead discussion</td>
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<td></td>
<td>• The research process</td>
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<td>o Literature Review</td>
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<td>o Methodology</td>
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<td>• Setting and population</td>
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<td>• Data collection</td>
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<td>• Data analysis</td>
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<td>o Conclusion/Implications</td>
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<td>• Teacher Research</td>
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<td>9/3</td>
<td><strong>No Class This Week</strong></td>
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<td>Activities</td>
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| 9/10  | • Developing questions through reflection  
      • Culturally relevant pedagogy  
      • Your research ideas/Research problem | Jordan Irvine article  
                                       Daniel article  
                                       Celic chapter  
                                       **Assignment Due:**  
                                       • Think about a topical reading discussion you would like to lead  
                                       • Come with project topic ideas and a research question |
| 9/19  | ❖ Learning to teach for social justice  
      ❖ Writing an Introduction  
      ❖ Writing a research question | Morrison article  
                                       Hyland article  
                                       Coffey article |
| 9/26  | **No Class**                                                                 |                                                                                  |
| 10/3  | **1st Student-Led Discussion:**  
      ❖ Social context of education  
      ❖ How to locate refereed articles and pertinent books  
      ❖ Analyzing and critiquing articles | Lyman chapter  
                                       Moll article  
                                       Heath chapter  
                                       **Assignment Due:**  
                                       • Student article  
                                       • Locate additional article |
| 10/10 | **2nd Student-Led Discussion:**  
      ❖ Action research and democratic schooling  
      ❖ Socio-cultural Consciousness  
      ❖ Constructing a literature review  
      ❖ *Workshop introduction* | Nieto chapters  
                                       Noffke article  
                                       Galvan chapters  
                                       **Assignment Due:**  
                                       • Draft of Introduction  
                                       • Student article  
                                       • Locate additional article |
| 10/17 | **3rd Student-Led Discussion:**  
      **4th Student-Led Discussion:**  
      ❖ Racism and Discrimination  
      ❖ Constructing a literature review  
      ❖ Different types of methodologies | hooks article  
                                       Nieto: The Light in Their Eyes  
                                       **Assignment Due:**  
                                       • Student articles  
                                       • Locate additional articles |
| 10/24 | **No Class – In Schools**                                                   |                                                                                  |
| 10/31 | ❖ How to write a methodology  
      ❖ Perspectives on problems in practice  
      ❖ *Workshop literature review* | Lampert article  
                                       Atwell article  
                                       **Assignment Due:**  
                                       • Draft of literature review |
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<td>11/7</td>
<td>❖ Discussion of your results</td>
<td>➢ Assignment Due:</td>
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<tr>
<td></td>
<td>❖ Implications of your study</td>
<td>➢ Draft of Methodology</td>
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<td>❖ Workshop methodology</td>
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<td>11/14</td>
<td>❖ Workshop rough draft</td>
<td>➢ Assignment Due:</td>
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<td>➢ 1st Rough Draft</td>
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<td>11/21</td>
<td>❖ No Class</td>
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<td>11/28</td>
<td>❖ Workshop final draft</td>
<td>➢ Assignment Due:</td>
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<td>➢ Final Draft</td>
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<td>12/5</td>
<td>❖ Practice Powerpoint Presentations</td>
<td>➢ Assignment Due:</td>
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<td>➢ Presentations</td>
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<tr>
<td>12/10</td>
<td>❖ Finals Week: Presentations</td>
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