SAINT MARY’S COLLEGE of California
KALMANOVITZ SCHOOL OF EDUCATION

Master of Arts in Teaching Leadership
Master of Arts in Educational Administration

Student Handbook
And
Action Research Guidebook

2013-2014
Table of Contents

ASSIGNMENT OVERVIEW .................................................................................................................. 1

OVERVIEW OF THE ACTION RESEARCH PROCESS AND PRODUCTS ............................................ 3
PROCESS OF ACTION RESEARCH .................................................................................................... 4

ROLES AND RESPONSIBILITIES .................................................................................................... 5

CANDIDATE ROLES AND RESPONSIBILITIES .............................................................................. 7
RESEARCH ADVISOR ROLES AND RESPONSIBILITIES ............................................................... 8
ACADEMIC POLICIES ....................................................................................................................... 9
FILING FOR YOUR DEGREE ........................................................................................................... 11

THE ACTION RESEARCH PROCESS AND THE ACTION RESEARCH DOCUMENT .............................. 13

FRAMEWORK FOR THE ACTION RESEARCH PROCESS ............................................................... 15
SUBMISSION OF THE ACTION RESEARCH DOCUMENT ................................................................ 17
FORMATTING GUIDELINES FOR THE ACTION RESEARCH DOCUMENT ...................................... 18
SAMPLE TITLE PAGE ....................................................................................................................... 21
SAMPLE COPYRIGHT PAGE ............................................................................................................ 23
SAMPLE SIGNATURE PAGE ............................................................................................................. 24
SAMPLE ABSTRACT ......................................................................................................................... 25
SAMPLE TABLE OF CONTENTS ........................................................................................................ 26
SAMPLE LIST OF TABLES ................................................................................................................ 28
SAMPLE LIST OF FIGURES ............................................................................................................. 29
SAMPLE ACKNOWLEDGEMENTS ...................................................................................................... 30
SAMPLE PAGE OF TEXT .................................................................................................................. 31
SAMPLE PAGE WITH TABLE ............................................................................................................ 32
SAMPLE PAGE WITH FIGURE .......................................................................................................... 33
SAMPLE REFERENCE PAGE ............................................................................................................ 34
HOW TO MAKE/UPDATE A TABLE OF CONTENTS (97-2003) .................................................... 35
NUMBERING A DOCUMENT (97-2003) ............................................................................................. 36
HOW TO MAKE/UPDATE A TABLE OF CONTENTS (2007) .......................................................... 37
APA HEADING STYLE GUIDE .......................................................................................................... 38
THE PORTFOLIO .....................................................................................................................41

THE PERSONAL PLAN FOR TEACHING LEADERSHIP .................................................. 43
MASTER OF ARTS IN TEACHING LEADERSHIP PORTFOLIO ......................................... 44

THE COLLOQUIUM PRESENTATION .................................................................................. 45

GENERAL INFORMATION ON THE SPRING LEADERSHIP COLLOQUIUM ................ 47
TENTATIVE AGENDA FOR THE LEADERSHIP COLLOQUIUM ....................................... 49

FORMS AND RUBRICS ....................................................................................................... 51

ACTION RESEARCH PROJECT INFORMATION SHEET .................................................. 53
PORTFOLIO GRADING RUBRIC (MATL only) ................................................................. 55
COLLOQUIUM GRADING RUBRIC .................................................................................... 57
ACTION RESEARCH PROJECT RUBRIC ......................................................................... 59
ASSIGNMENT OVERVIEW
## Overview of the Action Research Process and Products

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDENTIFY ACTION RESEARCH QUESTION</td>
<td>SUMMER 2013</td>
</tr>
<tr>
<td>REVIEW LITERATURE</td>
<td>SUMMER ~ FALL 2013</td>
</tr>
<tr>
<td>SYNTHESIZE PLAN OF ACTION WITH LITERATURE REVIEW</td>
<td>by DECEMBER 2013</td>
</tr>
<tr>
<td>DEVELOP AND IMPLEMENT PLAN OF ACTION</td>
<td>by JANUARY 2014</td>
</tr>
<tr>
<td>COLLECT DATA</td>
<td>WINTER 2013-SPRING 2014</td>
</tr>
<tr>
<td>ANALYZE DATA &amp; FORM CONCLUSIONS</td>
<td>SPRING 2014</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRODUCTS</th>
<th>Due Date</th>
</tr>
</thead>
</table>
| ACTION RESEARCH DOCUMENT  
(A typical project is at least 50 pages including references.) | FINAL DRAFT: APRIL 15  
FINAL COPY: APRIL 29  
SUBMITTED BY: MAY 1 |
| PERSONAL PLAN FOR TEACHER LEADERSHIP [PPTL] (MATL ONLY) | APRIL 29 |
| PORTFOLIO  
(MATL ONLY) | APRIL 29 |
| COLLOQUIUM PRESENTATION | MAY 10 |
### Process of Action Research

<table>
<thead>
<tr>
<th><strong>SUMMER</strong></th>
<th><strong>EARLY FALL</strong></th>
<th><strong>FALL / WINTER</strong></th>
<th><strong>EARLY SPRING</strong></th>
<th><strong>LATE SPRING</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Begin Library Research</td>
<td>Identify Preliminary Action Research Question</td>
<td>Begin Literature Review</td>
<td>Finalize Action Research Question(s)</td>
<td>Finalize Theoretical Rationale</td>
</tr>
<tr>
<td>Explore Theoretical Rationale</td>
<td>Develop Action Plan</td>
<td>Collect Baseline Data</td>
<td>Continue Literature Review</td>
<td>Collect Data</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Complete Action Research Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Analyze Data and Form Conclusions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Present Action Research at Colloquium</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Submit Final Action Research Document</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Create and Present Portfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Complete Personal Plan for Teacher Leadership (PPTL)</td>
</tr>
</tbody>
</table>
SAINT MARY’S COLLEGE  of California
KALMANOVITZ SCHOOL OF EDUCATION

MASTER OF ARTS IN TEACHING LEADERSHIP
MASTER OF ARTS IN EDUCATIONAL ADMINISTRATION

ROLES AND RESPONSIBILITIES
Candidate Roles and Responsibilities

- **Candidates will take ownership of their Action Research Project and follow the guidelines listed in the Guidebook.**

- Candidates will establish a relationship of respectful collaboration with their Advisor and be prompt with appointments and due dates.

- Candidates will respond in a timely manner to their Advisor’s contact (*within 3 days*).

- Candidates will collaborate with their Advisor to determine the most effective means of communication and delivery of written materials: e-mail, phone, and/or face-to-face meetings.

- Candidates will collaborate with their Advisor to backwards plan benchmark dates for completion of their Action Research Project.

- Candidates will bring two copies of current drafts to each face-to-face meeting. Between face-to-face meetings, documents can be e-mailed or snail mailed.

- Candidates will be proactive and ask their Advisor for specific help or information when needed.

- Candidates will present their portfolio to their Advisor for feedback and provide the rationale for certain elements.

- Candidates will submit the final draft of their Action Research Document to their Advisor for approval at least four weeks prior to the end of the spring semester.
Research Advisor Roles and Responsibilities

The Action Research Advisor supports and guides the candidate throughout the action research process, but particularly during the final stages of collecting and analyzing data, forming conclusions, writing, revising and producing the final document. Advisors will be matched with candidates early in the fall, and they will work with their candidate(s) as an independent study throughout the year.

Advisors will communicate with each candidate regarding progress of the action research project (action research document, professional growth inventory, and colloquium presentation). This may include e-mails, phone conferences and/or face-to-face meetings.

- Advisors will make initial contact by end of September.
- Advisors will collaborate with each candidate to establish (and calendar) the most effective mode of communication (e-mail, phone and/or face-to-face meetings) and set a timeline for completion of the action research project.
- Advisors will respond promptly to candidates’ e-mails and phone calls (within 3 days).

Advisors will keep a record of communication with each candidate.

In addition, Advisors will:

- Review and sign candidate’s Action Research Project Information Sheet.
- Complete CITI Training to ensure compliance with ethical standards for research with human subjects.
- Be familiar with the 6th Edition APA Manual guidelines and with the places where the St. Mary’s guidelines differ (Guidebook takes precedence over APA Manual).
- Review and approve final draft of candidate’s action research document and sign signature page of final copies (see ARP Rubric, this document).
- [MATL only] Support candidate to prepare for the Portfolio Celebration.
- [MATL only] Submit rubric evaluating the candidate’s professional portfolio (see Portfolio Rubric, this document). This evaluation will be part of the spring semester grade for EDTL 841: Teaching Leadership to Transform School Culture.
- Attend and facilitate candidate’s session(s) at Colloquium.
- Submit spring semester grades for EDUC 578: Synthesis for School Leadership. The grade for this course will be a synthesis of the presentation of the final action research project at the Colloquium and the ARP document itself. (see Colloquium Rubric and ARP Rubric, this document).
- Attend at least two (2) Faculty/RA meetings to receive information on the content and process of the ARP and to collaborate with other advisors on pertinent issues. Attendance at these two meetings is mandatory.
- Communicate with Coordinator of Action Research, Heidimarie Rambo, about issues and concerns on a regular basis. Heidi can be reached at hrambo@stmarys-ca.edu or in emergencies, by cell phone at (925) 788-6025.
Academic Policies

Attendance Policy

Students are expected to be punctual and attend all sessions of courses in which they are enrolled. Tardiness or absences may affect the final grade for the course. At their discretion, instructors may assign additional coursework to compensate for tardiness or absence.

Grading Policy

The grading policy of the School of Education is designed to provide students with feedback on the quality of their work. Symbols A, B, C, D, F, and I are used and are defined below:

A  distinguished, clearly superior work showing high quality of insight, depth of knowledge, and no fundamental deficiencies.

B  fully acceptable acquisition of basic subject and/or skill mastery.

C  adequate work, but lacking in graduate level mastery of the full range of knowledge and skills.

D  inadequate work, or the absence of work.

F  seriously inadequate work, or the absence of work.

I  course requirements were incomplete when the course ended.

Faculty report final grades to the Registrar’s Office. Candidates’ final grades are available online, and it is the candidate’s responsibility to check for their grades online. Candidates must maintain a 3.0 cumulative grade average in order to matriculate for the MA degree.

Continuous Enrollment and Incompletes

The Masters of Arts in Teaching Leadership Program is a three-year, 30-unit program, with one year of intensive advanced coursework, which includes the completion of an action research project. The Masters in Arts in Education Administration is a 35-unit program that includes preparation for a Tier I Administrative Credential and one year of intensive advanced coursework, which includes the completion of an action research project. During this year of advanced coursework, both candidates belong to a cohort that begins coursework in June and graduates in May of the following year. Candidates are expected to maintain continuous enrollment for this period.

However, sometimes a candidate may experience unforeseen personal or professional hardships that prevent him or her from completion within the expected time frame. In this case, a leave of
absence from the Program may be granted. Candidates who wish to leave the Program temporarily must request an official Leave of Absence from the College.

A candidate may apply for a one-year leave of absence. There is a College procedure for a leave of absence. The first step is to submit a request for a leave of absence in writing to the Program Director. If granted a leave of absence, the candidate will step out of the program for one year, until the next course in the candidate’s program of study begins again the following year.

A candidate who leaves the Program without having obtained approval for a leave of absence or who does not return after his or her leave has expired will be considered to have withdrawn from the Program. To re-enter the Program, the candidate must re-apply for admission. Readmission is not automatic, nor is it guaranteed.
Filing for Your Degree

To order to participate in the May Graduate Commencement exercises, you must file a **Graduate Commencement Registration** form with the School of Education by **March 15**. The Commencement form is available in the School of Education (KSOE) Lobby or electronically on the KSOE website. The Commencement Registration form includes instructions on how to complete the form and the current commencement fee. (You need to file the commencement registration and pay the fee even if you do not plan to participate in the graduation ceremony.) The completed form and a check for the current fee should be submitted to Assistant Dean in the KSOE office.

Once you have completed your final term in the program, you must file a **Degree Verification Petition** in order to initiate the process to have your degree posted to your transcript. At the end of the semester, use GaelXpress to verify that all grades have posted to your account. You should verify that you have no grades below a B- and that you have no incomplete grades. If you have any incompletes or unrecorded grades, your degree will not be posted until those issues have been resolved. Print and submit an unofficial transcript of your grades from GaelXpress, along with a copy of the completed signature page from your Action Research document to the Assistant Dean, KSOE. The Assistant Dean will process the necessary paperwork so that your degree can be posted. Please note **your degree will not be posted until the Assistant Dean has received these documents verifying that you have met all the requirements of the Program**.

Should you have questions about this process, the Assistant Dean, Dr. Mel Hunt, can be reached **by telephone at (925) 631-4727 or by email at mihunt@stmarys-ca.edu**. Once the program director and the Dean have endorsed it, the petition will be forwarded to the Registrar's Office for action.

Diplomas are printed by the Registrar’s Office and are usually available about six weeks after the degree is posted. You can check to see if your degree has been posted by using GaelXpress, which reflects the current status of your College record. Contact the Registrar at (925) 631-4214 for any questions concerning your diploma.
THE ACTION RESEARCH PROCESS
AND
THE ACTION RESEARCH DOCUMENT
Framework for the Action Research Process

Action research provides a framework for reflective teaching. The following elements must be a part of the inquiry plan and action research process. Please note that these elements do not translate per se into chapters for the document. An example outline for chapters of the Action Research document is presented in the Sample Table of Contents (see p. 20, this document). A successful plan will reflect all stages of the action research process:

- Problem identification or problem posing
- Review of professional literature related to the action research subject
- Plan of action
- Data collection
- Data analysis/Findings
- Conclusions.

1. **Identification of Action Research Problem:**
   Teacher-researchers identify an inquiry topic and pose an actionable question(s). This question, or these questions, will initially guide the inquiry process.
   - With the(se) guiding question(s) in mind, teacher-researchers will read a considerable body of research on the identified topic
   - The research reading will inform, shape, and (if needed) redirect the conceptualization of the action research plan
   - The research reading will inform, shape, and (if needed) redirect the action research plan throughout the stages of its implementation.

2. **Review of Literature:**
   The Review of Literature serves the following purposes in the action research process:
   - Document the main ideas, patterns, and themes identified in the research
   - Analyze and synthesize the literature
   - Provide speculations and predictions about how the body of research will inform the teacher-researcher’s teaching and learning context
   - Demonstrate how the plan is supported by the existing topic-related research.

3. **Plan of Action**
   Teacher-researchers develop a plan to implement their action research with their teaching. A successful plan articulates
   - The steps to, or stages of, implementing the plan
   - The desired learning objectives for both the teacher-researcher and the target audience
   - The timeline for the implementation of the plan, including a start date and projected completion date
   - A plan for assessing the stated learning objectives.
4. Data Collection
During the **Data Collection** stage of the action research plan, teacher-researchers collect evidence of the results of the implementation of their action research from a variety of sources. Both teacher-researchers and research participants contribute to the data collection process. The data collection process will help the teacher-researcher describe:

- The school/classroom context and culture specific to the action research
- The participants from whom the data was collected, and why they were asked to participate in the action research project
- The types of instruments, and their uses in collecting data
- A timeline describing when various types of data were collected.

5. Data Analysis/Findings
During the **Data Analysis or Findings** stage of the Action Research process, teacher-researchers examine and make meaning of their data. During data analysis, teacher-researchers will:

- Organize data for analysis
- Identify patterns in the data.

6. Conclusions
At the **Conclusions** stage of the process, teacher-researchers form conclusions based on the patterns that emerged from the data. In these conclusions, the teacher-researcher will:

- Reflect on what these findings mean in relation to their action research question
- Reflect on what these findings mean in relation to their current practice
- Reflect on the insights that the action research process has given them about their teacher identity, or their values and beliefs about teaching.
Submission of the Action Research Document

**Final Draft:** The final draft, which is the next-to-last version of the action research document, must be submitted to your advisor for approval by **April 15.** Your advisor may still suggest formatting and editing changes on this final draft before the final copy is submitted for signatures.

**Final Copy:** Once your advisor has approved your final draft, you can produce the **final copy** as a single PDF. The final copy is the finished version of the action research document, ready for submission to the Saint Mary’s College Kalmanovitz School of Education. This is the copy that will be stored in the College archives in the library at Saint Mary’s College. **The final copy must be approved by your research advisor by April 29.**

**Submitting the Final Copy:** Once your RA has approved the final copy, you will upload the final document as a single PDF to Moodle. **The final document must be uploaded by May 1, or you will not be permitted to participate in commencement ceremonies.** This is a School of Education requirement mandated by the Dean of the Kalmanovitz School of Education. Your advisor must approve the entire document before you upload it. You should plan to give your final revised draft to your RA at least 7 days before the submission deadline so s/he can read it through, verify revisions, and approve for publishing through Moodle.

The document you submit to Moodle will be reviewed for compliance with APA and Program formatting guidelines. The document will be returned to you for revision until it meets formatting standards.

**Evaluation of the Final Document:** Your RA will evaluate your final copy of the ARP document using the Action Research Project Rubric that is in the Rubrics section of this document. If your final document is not at least **Satisfactory** in all categories, your RA cannot approve it for publication to Moodle. Your advisor should not be expected to approve the document just so you meet the deadline for commencement. The PDF of the final document should be something that you, your RA, and the Program are proud of.

**The Signature Page:** The PDF of the final document will have a blank copy of the signature page. You do not need to collect signatures prior to submitting the copy to Moodle. However, you do need to submit a signed copy of the signature page as evidence that your RA has approved the document that you submitted. Print out the signature page, sign it, and secure the signature of your RA before you submit it to the KSOE. The staff at the KSOE will circulate the document for the Program Director and Dean's signatures. At that point, the staff will make a copy and put it in your file; the original copy of your signature will be returned to you by mail.

**Incomplete Projects:** Please be assured that if you are not able to submit your final document by May 1, you can still complete your degree. If you get RA approval for your document and upload it to Moodle after May 1 but before grades are due for the spring semester, you will complete your degree during the Spring semester. If you are not able to complete your document, please contact the Program Director to discuss your options for extensions.
Formatting Guidelines for the Action Research Document

All candidates should refer to the 6th edition of the American Psychological Association Manual for specific questions about style, organization, and format. The guidelines provided below differ from—and take precedence to—the APA Manual.

Appearance of Text. Print the final copy on a letter quality printer, using the Times New Roman font. Do not justify the margins on the right-hand side. All text—including the headings—must be 12 pt., although if necessary, text may be reduced in a table or figure.

Major Sections. The major sections of the Action Research Project are: Introduction, Literature Review, Methods, Findings, and Conclusions, References and Appendices. The headings in your project may differ from these, but the content within the sections should correspond to the content suggested by these headings. Start each of the major sections on a new page within your document. Begin each chapter with the title, Chapter, and appropriate chapter number, I-V. On the next double-spaced line, center the chapter title in title case, capitalizing the first letter of each word. Headings and sub-headings within the Major Sections follow the five levels of headings as described in the APA Manual, 6th Edition, on p. 62. A sample page is included.

Margins and Spacing. The margins should be uniform. Allow a one (1) inch margin on the top, bottom and both sides of the page. A sample page is included. The entire document is double-spaced, with the exception of the Table of Contents, Lists of Figures or Tables, and References, which should appear as shown in the examples.

Page Numbering. All pages numbers (both lower case Roman and Arabic) should be centered on the bottom of the page within the 1” margin (in the footer).

Tables and Figures. Tables and Figures may need to be reduced for inclusion so that the left margin is maintained at 1”. Number each table and each figure consecutively, in the order in which it appears in the text, and identify it by typing “Table” and the appropriate Arabic numeral (e.g., Table 2). Number figures in the same manner. Give each table or figure a unique title. Titles for the tables appear above the table, while titles for figures appear below. Follow APA Guidelines for formatting tables and figures, which begin on pg. 125 in the 6th edition of the APA Manual. Sample pages are included in this document.

Appendices. Begin the Appendix section with a blank page with “Appendices” (centered, boldface) typed in the upper-third of the page. Individual appendices are lettered A, B, C, etc., in the order in which they are cited in the paper. Each appendix begins on a new page. The word, Appendix, and the corresponding letter should be boldfaced and centered at the top of the page. A descriptive title for the Appendix must be placed on the double-spaced line below the heading, also in boldface and title-case. See example in this document.

References. In the reference list, include only those references that are actually cited in the text. References cited in the text must appear in the reference list. Each source must be referenced in both places, and the citation and reference list entry must be identical. Each reference entry itself should be single-spaced with a double space between entries. Otherwise, follow APA format for citations.
Order of Pages. The pages of an action research document should be arranged as follows. Samples of the pages are included in this document, which may include further formatting information.

- Title Page (do not print the number on the page)
- Copyright Page (do not print the number on the page, put it in the lower 3rd of the page, and use the copyright symbol ©,)
- Signature Page (do not print the number on the page)
- Abstract (do not print the number on the page; omit a paragraph indent; no more than 150 words; one (1) paragraph only)
- Table of Contents (beginning with the lower case Roman page numeral, v; do not list the Table of Contents on the Table of Contents pages; do not boldface or italicize sub-headings)
- List of Tables (continue with appropriate lowercase Roman numeral)
- List of Figures (continue with appropriate lowercase Roman numeral)
- Acknowledgements (optional; if included, print the appropriate lower case Roman numeral on the page, include a paragraph indent)
- Pages of the text (begin with Arabic numeral 1, centered on the bottom of the page.)
- References (continue numbering with appropriate Arabic numerals)
- Appendices (continue numbering with appropriate Arabic numerals).
Sample Title Page*

PLACE YOUR TITLE HERE IN ALL CAPITAL LETTERS):

DO NOT EXCEED 80 CHARACTERS

(INCLUDING SPACES AND PUNCTUATION);

DOUBLE SPACE IF MORE THAN ONE LINE; AND DO NOT BOLD FACE

An Action Research Project

Presented to

The Faculty of the Kalmanovitz School of Education

Saint Mary’s College of California

In Partial Fulfillment

Of the Requirements for the Degree

Master of Arts in Teaching Leadership

By

Your Name Here

* Do not include the heading “Title Page.” The title should not be the action research question of the document. Do not number this page. Center this text on this page from top to bottom, maintaining the required margins.
Sample Signature Page

This action research project, written under the direction of the candidate’s faculty advisory committee and approved by members of the committee, has been presented and accepted by the faculty of the Kalmanovitz School of Education, in partial fulfillment of the requirements for the Master of Arts degree.

_____________________________  
Candidate: type your name here, not in italics  
Date

Faculty Advisory Committee:

_____________________________  
Research Advisor: type your RA’s name, not in italics  
Date

_____________________________  
Faculty Reader: type your reader’s name and degree here not in italics  
Date

_____________________________  
Dean: Phyllis Metcalf-Turner, Ph.D.  
Date

* Do not include the heading, Signature Page. Do not number this page.
Sample Abstract

Abstract

The English department in a continuation high school used a Lesson Study cycle in an effort to deprivatize teacher practice. The teachers collaboratively planned a Research Lesson, observed and discussed each member’s teaching in a Lesson Discussion, and, finally, through further discussion and reflection, created a Consolidation of Learning. The literature review surveyed the majority of research done on Lesson Study in the United States. All of these findings indicate that Lesson Study is a valuable professional development tool to open teacher practice and to improve collegial discussions about teaching and learning. This action research project examines and reflects on the entire Lesson Study cycle.

Please Note:

- An abstract is a thumbnail sketch of the completed Action Research project, and thus, it should include information about the purpose and goals of the project, the methods, findings, and the conclusions. The abstract is limited to one paragraph.

- The abstract has a MAXIMUM of 150 words, NO paragraph indent, and NO page number appears on the page although the page is counted toward the total number of pages in front matter of the document.

- Please maintain 1” margins on all sides of the page. Center and bold-face the heading, Abstract.

* Include the heading, Abstract.
# Sample Table of Contents*

## Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>List of Tables (if applicable)</td>
<td>vi</td>
</tr>
<tr>
<td>List of Figures (if applicable)</td>
<td>vii</td>
</tr>
<tr>
<td>Acknowledgements (if applicable)</td>
<td>viii</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Statement of Problem</td>
<td>1</td>
</tr>
<tr>
<td>Purpose of Research</td>
<td>1</td>
</tr>
<tr>
<td>Action Research Question</td>
<td>2</td>
</tr>
<tr>
<td>Limitations</td>
<td>4</td>
</tr>
<tr>
<td>Assumptions</td>
<td>4</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>5</td>
</tr>
<tr>
<td>Implications</td>
<td>6</td>
</tr>
<tr>
<td>II. Literature Review</td>
<td>7</td>
</tr>
<tr>
<td>Overview</td>
<td>7</td>
</tr>
<tr>
<td>Theoretical Rationale</td>
<td>8</td>
</tr>
<tr>
<td>Review of Related Research (use Level 3 and 4 headings as needed)</td>
<td>15</td>
</tr>
<tr>
<td>Summary</td>
<td>20</td>
</tr>
<tr>
<td>III. Methods</td>
<td>21</td>
</tr>
<tr>
<td>Overview</td>
<td>21</td>
</tr>
<tr>
<td>Setting</td>
<td>21</td>
</tr>
<tr>
<td>Participants</td>
<td>22</td>
</tr>
<tr>
<td>Instruments</td>
<td>24</td>
</tr>
<tr>
<td>Procedures</td>
<td>26</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>29</td>
</tr>
<tr>
<td>IV. Findings</td>
<td>30</td>
</tr>
</tbody>
</table>

---

* Include the heading, **TABLE OF CONTENTS**, in all caps, centered and bold-faced. Include the appropriate lower case Roman numeral page number on this page, **usually vi**. Put lower case Roman numerals on all front matter pages that follow the Table of Contents.

** The page numbers given are for example only and are not intended to convey expected length.
Sample List of Tables

List of Tables

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participant Reflections on Stress Management Successes</td>
<td>47</td>
</tr>
<tr>
<td>2. Participant Reflections on Stress Management Challenges</td>
<td>48</td>
</tr>
<tr>
<td>3. Participant Goals and Next Steps for Stress Management</td>
<td>49</td>
</tr>
<tr>
<td>4. Stress Management Strategy Ratings</td>
<td>52</td>
</tr>
<tr>
<td>5. Strategies Shared with Others</td>
<td>54</td>
</tr>
<tr>
<td>6. Strategies Started Since Attending Workshops</td>
<td>54</td>
</tr>
<tr>
<td>7. Online Post-Survey Stress Management Successes</td>
<td>55</td>
</tr>
<tr>
<td>8. Online Post-Survey Stress Management Challenges</td>
<td>56</td>
</tr>
<tr>
<td>Figure</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Workshop Session 1 Comparison of Pre- and Post-Assessments</td>
</tr>
<tr>
<td>2.</td>
<td>Workshop Session 1 Participant Value Ratings</td>
</tr>
<tr>
<td>3.</td>
<td>Workshop Session 2 Comparison of Pre- and Post-Assessments</td>
</tr>
<tr>
<td>4.</td>
<td>Workshop Session 2 Participant Value Ratings</td>
</tr>
<tr>
<td>5.</td>
<td>Workshop Session 3 Comparison of Pre- and Post-Assessments</td>
</tr>
<tr>
<td>6.</td>
<td>Workshop Session 3 Participant Value Ratings</td>
</tr>
<tr>
<td>7.</td>
<td>Impact of Stress Management on Participants</td>
</tr>
<tr>
<td>8.</td>
<td>Usefulness and Relevancy Ratings of Resources and Materials</td>
</tr>
</tbody>
</table>
Sample Acknowledgements

Acknowledgements

This is your opportunity to thank your advisor, colleagues, students, friends and family who have made your educational journey possible. If you do not want to include an Acknowledgments page, you are free to omit the page. There is no expected length: you are free to write as little or as much as you want. If you do include the page, please format it as you would any page within your document, that is, use a paragraph indent, double-spacing, 12 pt font, and a 1-inch margin on all sides.
Chapter I

Introduction

“Motivation represents one of the most appealing, yet complex, variables used to explain individual differences in language learning” (MacIntyre et al. 2001, p. 462). These words aptly describe the complex issue that researchers, classroom teachers, and language learners have to grapple with and understand since Gardner and Lambert began investigating the concept of learning motivation in the 1950s. The number of factors involved in motivating students to learn and enroll in a foreign language increased tremendously as research persisted over the last five decades (Cote & Waugh, 2004). […]

Statement of the Problem

The researcher was a teacher of high school French and English and personally strived to further understand students’ academic interests and individual reasons for enrolling in specific school courses. This study aimed to investigate the trend of decreasing enrollment in French among high school boys and to determine if the trend would factor into this study. Students in general may lose interest in foreign languages without proper motivational factors to motivate them to continue speaking a new language. Clark and Trafford (1996) noted that male interest in French dramatically decreases during adolescence due to increased interest in other courses such as math or science. This study aimed to explore student reasons for enrollment and sustained interest in French. This study also planned to investigate student motivation for […]
Participants

Thirty students from a high school senior English class participated in this experiment. The study was limited to a single class of students of the same grade level. Participants were composed of a convenience sample representing the students in my Senior English class and were not individually selected to participate in the study on any basis outside of this. […] Table 1 presents a population breakdown of my site and the number of participants that correspond to the various subgroups of population on my site’s School Accountability Report Card.

Table 1*

*Note: Tables may be single- or double-spaced. Use your discretion based on readability of the table.

<table>
<thead>
<tr>
<th>Group</th>
<th>Site (Number)</th>
<th>Participants (Number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>55</td>
<td>0</td>
</tr>
<tr>
<td>American Indian/Alaska Native</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>200</td>
<td>4</td>
</tr>
<tr>
<td>Filipino</td>
<td>73</td>
<td>2</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>294</td>
<td>5</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>White (not Hispanic)</td>
<td>1390</td>
<td>19</td>
</tr>
<tr>
<td>Multiple or No Response</td>
<td>26</td>
<td>0</td>
</tr>
<tr>
<td>Total Number of Students</td>
<td>2061</td>
<td>30</td>
</tr>
</tbody>
</table>
Sample Page with Figure

Sentences(s) describing the content of the figure must precede the appearance of the figure. APA style dictates that a figure or table must not appear before it is first mentioned within the text itself.

![Bar Chart](image)

*Figure 1. Pre- and Post-Test Data from California Reading Results Assessments.* A figure should have both a caption and a legend. The caption serves as the title; thus, the figure itself does not have a title. The legend describes the components of the figure – here the legend should describe what the x- and the y-axis represent. Single-space the legend.

Six out of eight of the students’ scores indicated some gains in reading comprehension over the course of the study. One student’s scores showed a significant gain in reading comprehension, while other students showed a moderate to slight gain in reading comprehension over the course of the study. Two students’ scores reflected no change in reading comprehension over the course of the study. The results from the […]

33
Sample Reference Page

References


How To Make/Update A Table Of Contents (97-2003)

a. Apply appropriate heading styles to topics you want to appear in the table of contents.
   i. Choose the ¶ button from menu bar.
   ii. Click topic you want to have appear in the table of contents.
   iii. In the formatting box choose which heading style you would like to have applied to the topic (e.g., Heading 1, Heading 2, etc.)

b. Click on Insert in the menu bar.
c. Click on Reference
d. Click on Index and Tables
e. Click on Table of Contents (This is the second tab on the new screen)
f. Choose Show Levels (This is at the bottom of the screen)
g. Choose the appropriate number of levels you want applied to the table of contents (e.g., if you want Heading 2 topics to appear in the table of contents then choose to Show Levels 2)
h. Once the table is created you can add more topics to it.
   i. Click topic you want to have appear in the table of contents.
   ii. In the formatting box choose which heading style you would like to have applied to the topic (e.g., Heading 1, Heading 2, etc.)
   iii. Click on the newly created table of contents
   iv. Press the F9 key
   v. A dialogue box will appear; click the “Update entire table” button then press OK.
i. If while typing the number of pages in your document increases or decreases you will need to adjust the table of contents.
   i. Click on the table of contents
   ii. Press the F9 key
   iii. Click the “Update page numbers only” button and say OK.
j. If you’re updating/changing an OLD table of contents from someone else and the above does not work:
   i. Click “View” in the tool bar, and make sure the mark-up button is NOT selected
Numbering A Document (97-2003)

a. If you need to add numbers/roman numerals to the pages but need them different in separate parts of the document

b. Insert section “breaks” (that are “next page”) where the number sequence changes, then add page numbers/roman numerals
   1. Continue for the whole document

c. If numbers do not continue from previous section or previous page
   1. Double click on the header or footer (wherever you have or want your page numbers to be) and click on the little button that says “Link to Previous”—it has two little papers with an arrow connected
How To Make/Update A Table Of Contents (2007)

If you wish to manually put in a Table of Contents (and not apply heading styles in the appropriate places):

a. Go to where you want the Table of Contents to appear in the document and click on that spot.
   i. On the References tab, in the Table of Contents group, click Table of Contents, and then click Manual Table.

b. From there you can enter the correct titles/headings where it tells you to type.

c. If you need more headings, simply copy and paste a couple lines immediately following the last heading.

If you would like to be able to update your table automatically (i.e. if you edit your document and page numbers change):

a. Apply appropriate heading styles to topics/headings you want to appear in the Table of Contents. (i.e., Heading 1, Heading 2, Heading 3)
   i. Click on/highlight the topic you want to appear in the Table of Contents.
   ii. On the Home tab, in the Styles group, click the style that you want (Heading 1, Heading 2, etc.)

b. Once finished, go to where you want the Table of Contents to appear in the document and click on that spot.

   i. On the References tab, in the Table of Contents group, click Table of Contents, and then click the style that you want (i.e. Automatic Table I or Automatic Table 2).

c. To format/modify an existing Table of Contents
   i. Select the existing table of contents
   ii. On the References tab, in the Table of Contents group, click Table of Contents, and then click Insert Table of Contents.
   iii. In the Table of Contents dialog box, do any of the following:
      1. To change how many heading levels are displayed in the table of contents, enter the number that you want in the box next to Show levels, under General.
      2. To change the overall look of your table of contents, click a different format in the Formats list.
      3. To change the way heading levels are displayed in the table of contents, click Modify. In the Style dialog box, click the level that you want to change, and then click Modify. You can then change the font, size, and the amount of indentation.

d. To update the table of contents
   i. On the References tab, in the Table of Contents group, click Update Table.
   ii. Click Update page numbers only (which will only update page numbers and not headings) or Update entire table (which will update page numbers and headings).
APA Heading Style Guide

Chapter Number (Use Roman Numeral I -- V)

Chapter Title

Each chapter begins on a new page; this means that regardless of where one chapter ends and the next begins, you should insert a “hard page break” to force the text to the next page. We strongly discourage you from just adding spaces, or pushing “Enter” enough times to force the text to next page. Instead, if you are using a PC, use the “Control” key together with the “Enter” key to insert a “Hard Page Break.” If you use a Mac, insert a hard page break from the drop down menu under “Insert” on the toolbar.

The References and Appendices to your Action Research Document will also begin on a new page. These headings conform to the School of Education conventions for master’s thesis, synthesis and action research projects.

Headings in APA Style

APA headings follow a complex hierarchy, with provision for up to five levels. Confused? Many projects will need no more than three levels, although some authors may use all five levels of headings. The formatting style for the first three levels of headings is summarized in Figure 1. See the APA Manual, 6th edition, pp. 62-63, for an outline of all five headings.

A dissertation, master’s thesis and projects are examples of papers that are considered “final publications.” Therefore, some of the formatting guidelines for the institution may vary a little from the APA Style Manual so that all of the documents produced within that institution have a consistent appearance.
Level 1 Headings are Centered, in Boldface, and Set in Title Case

Chapter titles such as Introduction, Literature Review, Methods, Findings, and Conclusions are all examples of Level 1 Headings.

Level 2 Headings are Flush with Left Margin, in Boldface, Set in Title Case

The first level of headings within each chapter are examples of Level 2 Headings. Statement of the Problem, Purpose of the Project, Action Research Question, etc. are all examples of Level 2 headings.

Level 3 headings are indented, in boldface, and punctuated as if a sentence.

This means that only the first word is capitalized and the heading ends with a period. These headings are sometimes referred to as paragraph or run-in headings. Although they end with a period (or other punctuation) they need not be complete sentences or grammatically correct. Typically, the terms in your section, Definitions of Terms follow this format.

Figure 1. Simplified Hierarchy of Headings for the APA Style.

Table 1 reproduces the levels of headings from the APA Manual, 6th edition, page 62. Notice that each heading has a unique formatting style, which is a combination of capitalization patterns, orientation on the page, text features like boldface and italics, and punctuation. Each heading’s unique combination of these features communicates its subordination within the outline of the document and assists the reader to follow how ideas are developed within the chapter narrative.

* Title Case means that the first letter of each word, with the exception of conjunctions, prepositions and articles, are capitalized. It is also referred to as “Uppercase and Lowercase.”
### Table 1

*Format for the Five Levels of Headings in APA Style*

<table>
<thead>
<tr>
<th>Level of heading</th>
<th>Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Centered, Boldface, Uppercase and Lowercase Heading</td>
</tr>
<tr>
<td>2</td>
<td>Flush Left, Boldface, Uppercase and Lowercase Heading</td>
</tr>
<tr>
<td>3</td>
<td>Indented, boldface, lowercase paragraph heading ending with a period.</td>
</tr>
<tr>
<td>4</td>
<td><em>Indented, boldface, italicized, lowercase paragraph heading ending with a period.</em></td>
</tr>
<tr>
<td>5</td>
<td><em>Indented, italicized, lowercase paragraph heading ending with a period.</em></td>
</tr>
</tbody>
</table>
SAINT MARY'S COLLEGE of California
Kalmanovitz School of Education

MASTER OF ARTS IN TEACHING LEADERSHIP

THE PORTFOLIO
The Personal Plan for Teaching Leadership

As a teacher/learner, you are responsible for communicating your *philosophy of teaching and learning*, as well as the impact of your participation in the MATL program on your practice in the classroom.

Your written statement should include an essay synthesizing the enduring understandings, the crystallizing incidents, and the beliefs and skills you have gained this past year.

In addition, your statement should include a description of your plan for continued professional development, addressing the following issues:

- The professional goals you want to pursue
- The specific means of accomplishing your goals
- The applications of your skills to your continuing development as a teacher leader
- The means by which your will monitor your effectiveness as an educator.
Master of Arts in Teaching Leadership Portfolio

Demonstrating Growth through the Portfolio

All candidates for the Masters of Arts in Teaching Leadership (MATL) must develop individual Portfolios that demonstrate a link between MATL coursework, or the Action Research Document, and their professional practice. The Teaching Leadership Portfolio represents the culminating project for EDTL 841. Using selected items from their Portfolios, MATL candidates will make oral presentations at a Portfolio Celebration, reflecting with peers on their professional growth and their commitment to teaching leadership. The Portfolio Celebration will occur sometime in the Spring semester after completion of the Action Research Document.

Required Items for the Portfolio Presentation:

1. A list of four artifacts, or pieces of evidence, from your tenure as a MATL candidate; a brief reflection (one or two paragraphs), describing the purpose and significance of the listed items.
2. These four artifacts, or pieces of evidence, are to be shared at the Portfolio Celebration. The artifacts, or pieces of evidence, for example, can be photos; DVDs; student work samples; lesson plans; research data; journal reflections. The artifacts, or pieces of evidence, are representative samples that support a demonstration of a candidate’s growth as a teacher leader, or that support a candidate’s findings in the Action Research Document. Candidates should consider how their artifacts, or evidence, have influenced their teaching and learning; reflect their emergent understandings of standards, and their teaching philosophy.

In addition to Items 1 and 2 above, the complete Portfolio will contain the following:

- A current draft of the Action Research Document
- The Personal Plan for Teaching Leadership

Optional Items for the Portfolio include:

- Other Relevant Artifacts, Documents, and Reflections.

Portfolio Celebration Agenda:

MATL candidates will share their Portfolio Presentations in groups of three with a faculty member and or research advisor serving as facilitator. While scholarly, this Presentation should also be celebratory. It is the next-to-last step to completing the academic requirements for the Masters Degree, as well as a time to share with colleagues the growth and learning each candidate has experienced during the MATL program.
SAINT MARY’S COLLEGE of California
KALMANOVITZ SCHOOL OF EDUCATION

MASTER OF ARTS IN TEACHING LEADERSHIP
MASTER OF ARTS IN EDUCATIONAL ADMINISTRATION

THE COLLOQUIUM PRESENTATION
General Information on the Spring Leadership Colloquium

Description:
Each session will be 60 minutes in length. Forty-five minutes will be for the presentation, 10 minutes will be question-and-answer group discussion and 5 minutes will be for participants to reflect and complete the session feedback form, including the questions posed by the Presenter and Participants.

Pre-Conference Roles and Responsibilities for the Colloquium

<table>
<thead>
<tr>
<th>FACILITATOR</th>
<th>Presenter</th>
<th>Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Be prepared to interject questions and input during the session if needed to support dialogue and discussion.</td>
<td>• Submit session description and request for equipment by specified date.</td>
<td>• Be prepared to pose questions related to the action research process and findings.</td>
</tr>
<tr>
<td>• Provide the Colloquium Feedback Forms and allow allotted time for discussion and reflection and writing.</td>
<td>• Prepare handouts and make 30 copies (includes copies required for program).</td>
<td>• Come to session prepared to actively participate through both listening and dialogue.</td>
</tr>
<tr>
<td>• Prepare a 45-minute presentation of his/her action research project, which will include research, data collection, analysis, conclusions.</td>
<td>• Prepare at least 2 questions to be used to foster reflection and discussion by the learners/participants, especially about connecting the presentation to their classroom practice.</td>
<td>• Be prepared to pose questions related to the action research process and findings.</td>
</tr>
<tr>
<td>• Prepare at least 2 questions to be used to foster reflection and discussion by the learners/participants, especially about connecting the presentation to their classroom practice.</td>
<td>• Dress professionally.</td>
<td>• Come to session prepared to actively participate through both listening and dialogue.</td>
</tr>
<tr>
<td>• Lead the session at the Colloquium.</td>
<td>• Lead the session at the Colloquium.</td>
<td>• Lead the session at the Colloquium.</td>
</tr>
</tbody>
</table>
Colloquium Session Roles and Responsibilities

<table>
<thead>
<tr>
<th><strong>FACILITATOR</strong></th>
<th><strong>PRESENTER</strong></th>
<th><strong>PARTICIPANT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introduce self and Presenter.</td>
<td>• Have Presenter’s email address, and portfolio available at the session.</td>
<td>• Actively listen to the information presented.</td>
</tr>
<tr>
<td>• Monitor time; the 45 minutes for the presentation, 10 minutes for question and answer, 5 minutes for reflection and feedback.</td>
<td>• Open by introducing the Participants to the importance of the topic area.</td>
<td>• Ask questions as the session format permits.</td>
</tr>
<tr>
<td>• Assist the Presenter in keeping the question and answer session moving, if necessary.</td>
<td>• Within the 45-minute presentation time, talk about the research question; implementation process; findings; and any questions for further investigation.</td>
<td>• Actively listen to questions and responses.</td>
</tr>
<tr>
<td>• Interject questions and input, if needed, to support on-going dialogue and discussions during the session.</td>
<td>• Invite Participants’ questions about information that has been presented.</td>
<td>• Reflect and thoughtfully complete the Colloquium Feedback Form.</td>
</tr>
<tr>
<td>• Assist the Presenter as needed.</td>
<td>• Allow 5 minutes for Participants to reflect and complete the Colloquium Feedback forms.</td>
<td></td>
</tr>
<tr>
<td>• Distribute the Colloquium Feedback Forms and allow time for their completion.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

48
Tentative Agenda for the Leadership Colloquium

Each MATL Candidate will prepare a 60-minute presentation based on his or her action research project for the colloquium.

Your Research Advisor will facilitate your session.

The tentative schedule is as follows:

- 08:00—08:30  Registration, Continental Breakfast
- 08:30—08:45  Welcome and Overview
- 09:00—10:00  Session 1
- 10:15—11:15  Session 2
- 11:30—12:30  Session 3
- 12:30—01:30  Celebration Luncheon
- 01:30       Closing

*This Colloquium is a required component for graduation for all of the candidates.*
SAINT MARY'S COLLEGE of California
KALMANOVITZ SCHOOL OF EDUCATION

MASTER OF ARTS IN TEACHING LEADERSHIP
MASTER OF ARTS IN EDUCATIONAL ADMINISTRATION

FORMS AND RUBRICS
Action Research Project Information Sheet

NAME: ________________________

print name

My action research question is: __________________________________________________________

__________________________________________________________________________________

My Research Advisor has approved my question.

________________________________________

Print Research Advisor’s Name

________________________________________

Research Advisor’s Signature

Advisor’s E-mail

___ I agree to communicate with my advisor about my progress with my action research project.

___ I will attend the portfolio review and colloquium preparation celebration.

Program Director approval: _________________ Date: _________________

Student signature: _________________ Date: _________________

Your instructors in EDUC 576 will collect this form in the fall semester.
**PORTFOLIO Grading Rubric (MATL only)**

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>In Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio includes all of the required material including: Table of Contents, 4 Artifacts, Reflections, Action Research document, other related artifacts and PPTL.</td>
<td>Portfolio includes all of the required material except the Table of Contents.</td>
<td>Portfolio contains most of the required material, but is missing at least one key component.</td>
<td>Portfolio contains little of the required material and is missing multiple key components.</td>
<td></td>
</tr>
</tbody>
</table>

| REFLECTIONS | Reflections clearly describe the purpose and significance of the 4 Artifacts, demonstrate growth over time and reveal the depth and breadth of experiences. | Reflections describe the purpose and significance of the 4 Artifacts; most demonstrate growth over time and reveal depth and breadth of experience. | Reflections address the 4 Artifacts, but may not describe the purpose or significance, demonstrate growth or include depth and breadth of experience. | Reflections are missing or not related to the 4 Artifacts and need substantial improvement and revisions. |

| ORGANIZATION | Portfolio is well organized. A Reader can easily find things. | Portfolio is organized. A Reader has little difficulty finding things. | Portfolio is fairly well organized. A Reader has some difficulty finding things. | Portfolio shows an attempt at organization. A Reader has difficulty finding things. |

| PERSONAL PLAN FOR TEACHER LEADERSHIP (PPTL) | The essay effectively communicates a philosophy of teaching and learning. It clearly describes the personal impact of the MATL program, professional goals and a plan for continuing development as a teacher leader. | The essay addresses all components of the topic. Most of the reflections include a personal reaction that is descriptive and insightful. | The essay addresses the topic, but is missing at least one key component. Some of the reflections include personal reactions that are descriptive and insightful. | The essay shows an attempt to address the topic, but lacks key components. Few of the reflections include personal reactions that are descriptive and insightful. |

| 4 ARTIFACTS | Artifacts demonstrate a link between MATL coursework, and Action Research document, and professional practice. | Artifacts are linked to MATL coursework or Action Research Document, and related to professional practice. | Artifacts are linked to MATL coursework or Action Research Document, but not to professional practice. | Artifacts are not linked to MATL coursework, Action Research Document or professional practice. |
DETERMINATION OF PASS OR INCOMPLETE FOR THE PORTFOLIO

To pass the Portfolio, you must have an “Excellent” or “Satisfactory” on both the elements, Contents and Reflections. Your Portfolio will be returned to you for revision if

1. You receive a score of “Needs Improvement” on either of the elements, Contents or Reflections, OR
2. You receive a score of “In Progress” in any of the 5 elements of the rubric.

You will receive an Incomplete for EDTL 841 until your Portfolio has been remediated.

GRADING SCALE FOR THE PORTFOLIO

A: “Excellent” on both the Contents and Reflections elements, and an “Excellent” in at least two of the three remaining elements (Organization, PPTL, and 4 Artifacts). [May have 1 score of “Satisfactory” in one of the three elements, Organization, PPTL, and 4 Artifacts].

A-: “Excellent” on both the Contents and Reflections elements, and at least a score of “Satisfactory” in all of three remaining elements (Organization, PPTL, and 4 Artifacts).

B+: “Excellent” on at least one of the elements, Contents or Reflections, and at least a score of “Satisfactory” in all of three remaining elements (Organization, PPTL, and 4 Artifacts). [No score of “Needs Improvement”]

B: “Satisfactory” on both the Contents and Reflections elements, and at least a score of “Satisfactory” in two of the three remaining elements (Organization, PPTL, and 4 Artifacts). [May have 1 score of “Needs Improvement” in one of the three elements, Organization, PPTL, and 4 Artifacts].

B-: “Satisfactory” on both the Contents and Reflections elements, and two or more scores of “Needs Improvement” in the remaining elements (Organization, PPTL, and 4 Artifacts).

Incomplete: “Needs Improvement” on either of the elements, Contents or Reflections, OR score of “In Progress” in any of the 5 elements of the rubric.
### COLLOQUIUM Grading Rubric

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Colloquium Preparation</strong></td>
<td>- A synthesis of the key concepts of the action research project is clearly delineated for the Colloquium program. - A packet of materials that are well organized and support participant engagement and understanding of the AR topic is distributed to participants. - Provocative questions are prepared in advance to stimulate reflection and discussion during the presentation. - There is a clear connection made to the participant’s classroom practice. - Candidate is dressed professionally.</td>
<td>- A synthesis of key concepts of the action research project is submitted for the Colloquium program. - Two questions are prepared in advance to stimulate reflection and discussion about the action research topic. - There is a connection made to the participant’s classroom practice. - Candidate is dressed professionally.</td>
<td>- Program description vaguely communicates session outcomes. - The handout packet distributed to participants does not support participant understanding of the key concepts of the action research project. - Broad questions are prepared but the connection to the participant’s classroom practice is vague. - Program description does not communicate the session outcomes. - No handouts or other materials are prepared to support participant understanding. - Questions are not posed to stimulate discussion and reflection.</td>
</tr>
<tr>
<td><strong>Organization of the Presentation</strong></td>
<td>- There is a cohesive sequence to the presentation. - Learning outcomes and an agenda for the session are clearly communicated at the opening. - A well-defined process is articulated for addressing participant questions. - Presentation is well paced within the allotted time frame. - Participant reflection on the connection of action research topic to their classroom practice is facilitated in a meaningful way. - Key findings and implications are facilitated in a meaningful way.</td>
<td>- There is a sequence to the presentation. - Learning outcomes and an agenda for the session are communicated at the opening. - There is a process for addressing participant questions. - Presentation fits into the allotted time frame. - There is a summary at end of presentation.</td>
<td>- Information is presented in a manner that does not allow clear connections to be made across the topic. - An agenda may be presented without learning outcomes. - There is no process for addressing questions. - The allotted time expires without a summary of key points. - Information is presented in a way that does not allow any connections to be made across the topic. - No agenda or learning outcomes are presented. - There is no process for addressing participant questions. - The allotted time expires without a summary of key points.</td>
</tr>
<tr>
<td><strong>Action Research Project Information</strong></td>
<td>- The action research question and the rationale for its choice are clearly delineated. - An overview of action research process is effectively presented. - Key findings and conclusions are presented in multiple ways. - Candidate effectively summarizes their learning and the impact of the AR process on student progress and upon their current and future teaching practice.</td>
<td>- The action research question and the rationale for its choice are delineated. - An overview of the action research process is presented. - Key findings and conclusions are presented in multiple ways. - Candidate summarizes their learning and the impact of the AR process on student progress and upon their current and future teaching practice.</td>
<td>- The action research question and rationale for its choice are not clearly communicated. - An overview of the action research process is not presented. - Key findings and conclusions are presented in one mode. - Candidate discusses future plans without summarizing their learning. - The action research question and rationale for its choice are not communicated. - An overview of the action research process is not presented. - Key findings and conclusions are presented in a limited way. - A summary and next steps are not presented.</td>
</tr>
<tr>
<td><strong>Presentation Techniques</strong></td>
<td>- Candidate effectively uses an activating strategy for audience engagement at opening of the session. - Presentation is enhanced with multi sensory teaching techniques. - The presentation transitions smoothly from one section to the next. - Candidate effectively uses presentation techniques such as eye contact, gestures, clear speech and voice modulation.</td>
<td>- Candidate uses an activating strategy for audience engagement at opening of the session. - Presentation is enhanced with multi sensory teaching strategies. - Presentation transitions from one section to the next. - Candidate uses some presentation techniques such as eye contact, gestures, clear speech and voice modulation.</td>
<td>- Candidate does not open the session with an activating strategy. - Presentation is dependent on orally delivered information. - There are abrupt transitions between sections. - Minimal presentation techniques are used. - Candidate does not open the session with an activating strategy. - Presentation is dependent on orally delivered information. - Little effort is made to connect with participants. - Presentation techniques are not demonstrated.</td>
</tr>
</tbody>
</table>
**Determination of Pass or Incomplete for the Colloquium**

To pass the Colloquium, you must have an “Excellent” or “Satisfactory” on three of the 4 required elements, and all scores must be “Marginal” or above.

To pass the ARP Document, you must have an “Excellent” or “Satisfactory” on all of the elements for the ARP document. No scores may be “Marginal” or “Unacceptable.”

**You will receive an Incomplete in your capstone course if**

3. You receive a score of “Needs Improvement” on any of the 4 required elements of the Colloquium rubric, OR
4. Your Action Research advisor has not approved the final copy of your Action Research Project document.

*You will receive an Incomplete for your capstone course until your Action Research document has been submitted to the School of Education for binding.*

**Grading Scale for the Colloquium**

A: Score of “Excellent” on three of the 4 elements; remaining score at least “Satisfactory.”

A-: Score of “Excellent” on two of the 4 elements; remaining scores are at least “Satisfactory.”

B+: Score of “Excellent” on one of the 4 elements; remaining scores are at least “Satisfactory.”

B: Score of “Satisfactory” on all 4 elements.

B-: Score of “Marginal” on one of the 4 elements; remaining scores are at least “Satisfactory.”

**Incomplete:** “Needs Improvement” on any of the 4 required elements, OR Research Advisor has not approved the final copy of candidate’s Action Research Project document.
## ACTION RESEARCH PROJECT Rubric

### Chapter I
### Introduction

<table>
<thead>
<tr>
<th>Sections</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
</table>
| **Introductory Paragraph**  
Why does this study matter?  
Who are the stakeholders?  
What is the Big Picture within which this study will take place? | Frames the study broadly, in terms of **multiple levels** of relevance to current issues in the field. | Frames the study in terms of relevance to current issues in the field. | Describes the study **narrowly**, focusing on specifics related to this particular study. | Does not make the relevance of the study apparent. |
| **Statement of the Problem**  
How does this problem grow out of the introduction? What kinds of issues or questions need to be further explored? | Clearly stated in a way that shows how it is rooted in the issues presented in the introduction and stated in a way that invites formal inquiry | Clearly stated in a manner that is in alignment with other sections of the chapter. Issues or questions that need to be explored are clearly stated. | Stated but **needs refining to clarify** its alignment with other sections of review. | Diffuse and unclear; may be buried in unnecessary detail; fails to align with other sections of review. |
| **Purpose of the Research**  
Responds with clarity and focus to the problem and **larger issues in the field.** | Responds with clarity and focus to the problem. | Responds to problem **but needs refining to clarify** its alignment with other sections of review. | Unclear and unfocused; not aligned with problem; stated as if outcomes are already known. |
| **Action Research Question**  
What is this study designed to find out? (For certain studies, this may include specific hypotheses.) | **Clear, concise and thought provoking,** researchable, and specific for the underlying paradigm. | Clear, researchable, and specific for the underlying paradigm. | Researchable for the underlying paradigm; **needs refining to clarify, narrow,** and align with other aspects of review. | Unclear, too broad, not related to underlying paradigm, existing literature, or disciplinary perspectives. |
Chapter I  
Introduction (Con’t)

<table>
<thead>
<tr>
<th>Sections</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limitations</td>
<td>Described transparently with regard to all aspects of study.</td>
<td>Identified and clearly described</td>
<td>Described but additions or clarifications are needed.</td>
<td>Omitted.</td>
</tr>
<tr>
<td>Assumptions (the researcher’s)</td>
<td>Clearly and concisely described and connected to discussions of issues in the field as well as the problem pursued in the study.</td>
<td>Clearly described and related to the problem pursued in the study.</td>
<td>Not fully described or connected clearly enough to research study.</td>
<td>Omitted entirely or inappropriate.</td>
</tr>
<tr>
<td>Definitions of Terms</td>
<td>Clearly defined and illustrated with examples from authorities or the text.</td>
<td>Clearly defined.</td>
<td>Defined but need additions or clarification.</td>
<td>Not defined.</td>
</tr>
<tr>
<td></td>
<td>(e.g., technical terms or those used idiosyncratically)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implications</td>
<td>Persuasively expressed in terms of implication for teaching, learning and the larger issues in education.</td>
<td>Described in terms of the researchable problem.</td>
<td>Described in terms of the research problem, but needs to be expanded or refined.</td>
<td>Poorly framed or not addressed.</td>
</tr>
</tbody>
</table>

SUGGESTIONS FOR CANDIDATE TO REVISE “MARGINAL” OR “INADEQUATE” SECTIONS:
<table>
<thead>
<tr>
<th>Sections</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Paragraph</strong></td>
<td>Written with clarity and concision; all required elements present; description of organization matches subheadings in body of chapter</td>
<td>Required elements present including brief statement of problem, description of organization (“map”) of chapter, and—when appropriate—description of rationale for limiting scope of literature review.</td>
<td>Description of one of more elements is unclear or difficult to follow. Uneven correspondence between description of organization and subheadings in body of chapter.</td>
<td>One or more elements missing; unnecessary elements included. Description of chapter organization does not correspond to subheadings in body of chapter.</td>
</tr>
<tr>
<td><strong>Overview</strong></td>
<td>Literature drawn primarily from recent (within 10 years) peer-reviewed publications and texts written by acknowledged authorities in the field. Wide-ranging use of databases and keywords. Long-term established authors in the field are acknowledged.</td>
<td>Literature drawn primarily from recent (within 10 years) peer-reviewed publications and texts written by acknowledged authorities in the field. Research gathered using several databases and keywords.</td>
<td>Literature drawn primarily from journals and texts. Insufficient attention to primary sources, peer-review, and relevance of author to professional field. Searches with a narrow range of databases and keywords.</td>
<td>Literature drawn primarily from secondary sources, popular press, opinion pieces, non-refereed journals, or magazines. Searching largely with Internet search engines or word-of-mouth.</td>
</tr>
<tr>
<td><strong>Theoretical Rationale</strong></td>
<td>Provides a comprehensive description of the selected theory(ies) using primary sources written by the original theorist. Writing indicates a clear understanding of the theory. There is a strong connection between the theory and the ARP.</td>
<td>Includes an adequate description of the selected theory(ies) using primary sources. The connection between the theory and the ARP is clearly discussed.</td>
<td>Discussion of the theory(ies) is brief and relies more on secondary sources. Connection to ARP is unclear.</td>
<td>Theory is not adequately described and relies exclusively on secondary sources. Theory is not explicitly connected to the ARP.</td>
</tr>
<tr>
<td><strong>Review of Related Research</strong></td>
<td>Themes describe extensive familiarity with and thorough understanding of existing literature as it illuminates proposed research. Supporting and contrary studies are included. Order and flow from one theme to the next is logical and persuasive. Clear connection between literature and action research project.</td>
<td>Themes represent sufficient familiarity with existing literature as it illuminates proposed research. Supporting and contrary studies are included. Overall organization is clear and coherent. Some connection between literature and action research project.</td>
<td>Themes represent familiarity with existing literature as it illuminates proposed research. Additional research is likely warranted. Reorganization would improve clarity and coherence. Vague connections between literature and action research project.</td>
<td>One or more essential themes appear to be missing or inadequately presented. Further research is indicated. Analysis or presentation is choppy and lacks narrative coherence. No connections between literature and action research project.</td>
</tr>
</tbody>
</table>
### Chapter II
**Literature Review (Con’t)**

<table>
<thead>
<tr>
<th>Sections</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>Presents a brief synthesis of salient findings from review of literature; also highlights silences or problem areas.</td>
<td>Uses framework of introductory paragraph to briefly describe several salient findings in reviewing literature.</td>
<td>Elaborates somewhat on introductory paragraph.</td>
<td>Repeats introductory paragraph with few, if any, changes.</td>
</tr>
</tbody>
</table>

*A Literature Review is evaluated in terms of both content and presentation. *Content* addresses *thoroughness* and *relevance*, i.e. sufficient coverage of the background of the question as well as a range of current research studies. *Presentation* describes clarity of organization.

**SUGGESTIONS FOR CANDIDATE TO REVISE “MARGINAL” OR “INADEQUATE” SECTIONS:**

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

62
### Chapter III
#### Methods

<table>
<thead>
<tr>
<th>Sections</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Paragraph</strong></td>
<td>Provides clear and concise descriptions of context, purpose, goals, and restates action research question.</td>
<td>Adequately describes context, purpose, goals, and restates action research question.</td>
<td>Lacks pertinent information for the purpose of the project.</td>
<td>Lacks introduction or unclear. Key elements are not provided.</td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>Provides clear and comprehensive description of the school in which the study took place. Includes all key details and specific demographics of the school.</td>
<td>Provides adequate description of the school setting including most key details and school demographics.</td>
<td>Provides a general description of the school setting and lacks most key details. Does not provide specific school demographics.</td>
<td>Provides inadequate description of the school setting omitting key details and school demographics.</td>
</tr>
<tr>
<td><strong>Participants</strong></td>
<td>Description of the participants and criteria for their selection are clear and illuminated by a persuasive rationale as related to the question.</td>
<td>Description and criteria are evident but lacks specificity.</td>
<td>Seem appropriate but vague; need clearer rationale for criteria.</td>
<td>Participant description and criteria for selection are omitted or unclear.</td>
</tr>
</tbody>
</table>

63
<table>
<thead>
<tr>
<th>Instrument</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruments</td>
<td>Includes a comprehensive description of each instrument used. Explains how each instrument was developed, including any reliability and validity measures. Provides the source of the measure and a detailed explanation of what each instrument measures and how it was used in the study.</td>
</tr>
<tr>
<td>Procedures</td>
<td>Describes procedure in a logical sequence with a clearly explained alignment between the question and action plan.</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Clearly described, fits the overall research approach, and specifies 3 distinct sources of data.</td>
</tr>
<tr>
<td>Summary</td>
<td>Articulately highlights main issues; establishes clear flow to next chapter.</td>
</tr>
</tbody>
</table>

Summary: The table above outlines different aspects of research methodology, including the description of instruments, procedures, data analysis, and summary. Each aspect is rated on a scale of adequacy, ranging from a comprehensive description to inadequate explanation. This table is useful for evaluating the thoroughness and clarity of research methodology used in a study.
Chapter III
Methods (Con’t)

SUGGESTIONS FOR CANDIDATE TO REVISE “MARGINAL” OR “INADEQUATE” SECTIONS:
<table>
<thead>
<tr>
<th>Sections</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Paragraph</strong></td>
<td>Clear and concise description of organization of the chapter, matching subheadings in body of chapter. <strong>Restates research question and approach.</strong></td>
<td>Adequate description of organization (“map”) of chapter, matching subheadings in body of chapter. <strong>Restates research question and approach</strong></td>
<td>Unclear description of organization and subheadings in body of chapter. Does not adequately restate research question and approach.</td>
<td>No description; or description does not match the chapter organization. Does not restate research question and approach.</td>
</tr>
<tr>
<td><strong>Data Reduction And Analysis</strong></td>
<td>Clear and concise connection to action research question; themes or categories clearly emerge from a thoughtful rationale and process for approaching data.</td>
<td>Adequate connection to ARQ sufficient; rationale or description of process for developing emergent themes or categories.</td>
<td>Connection to ARQ unclear. Insufficient rationale or description of process for developing emergent themes or categories.</td>
<td>Little or no connection to ARQ; lacks rationale or description of process for developing themes or categories.</td>
</tr>
<tr>
<td><strong>Presentation of Findings</strong></td>
<td>Clearly presented in APA format* and accompanied (when appropriate) by tables and/or figures and/or graphs. Text complements data and tables. Text clearly states whether ARQ has been accepted or rejected. Important findings are highlighted. Other findings are noted.</td>
<td>Clear report of findings and outcomes of the ARQ in “good APA format.” Text supports data and tables. Important findings are highlighted; other findings are noted.</td>
<td>Lacks sufficient clarity and organization. Text describes but does not extend data and tables. Some important findings are inadequately identified/ highlighted.</td>
<td>Lack of organization obscures the findings. Tables are unclear. Text unnecessarily repeats data in tables. Text ignores important findings. Presentation suggests researcher does not understand the findings.</td>
</tr>
</tbody>
</table>

*APA format requirements are not listed in the table, but the guidance suggests compliance.
# Chapter IV
## Findings

<table>
<thead>
<tr>
<th>Sections</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evidence of Quality</strong></td>
<td>Thoughtful analysis of the particular challenges the study is presented and how these challenges were addressed is described. Sufficient and well-selected material in Appendices.</td>
<td>Adequate description of procedures used to assure accuracy in gathering and assessing data (e.g., triangulation). Sufficient material in Appendices.</td>
<td>Description needs further clarification. Additional supporting material (i.e. sample transcripts, teacher field notes, etc.) needed in Appendices.</td>
<td>Little or no description of procedures. Little or no supporting material in Appendices.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>Clearly and succinctly synthesizes salient findings and establishes context for next chapter.</td>
<td>Highlights salient points. Provides transition to next chapter.</td>
<td>Needs further development to address salient findings and transition to next chapter.</td>
<td>Missing, or simply recaps opening paragraph. Little or no transition to the next chapter.</td>
</tr>
</tbody>
</table>

* Mechanics of Statistical Presentation:
  - Demographic information may be presented in either the methods section or the results section. Often the demographic information may be communicated with a table.
  - The word *prove* is not used when reporting statistics.

**SUGGESTIONS FOR CANDIDATE TO REVISE “MARGINAL” OR “INADEQUATE” SECTIONS:**

---

---

---

---
<table>
<thead>
<tr>
<th>Sections</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Paragraph</strong></td>
<td>Clear and concise description of organization, matching subheadings in body of chapter. Restates research question and approach.</td>
<td>Adequate description of organization (“map”) of chapter, matching subheadings in body of chapter. Restates research question and approach.</td>
<td>Unclear description of organization and subheadings in body of chapter. <strong>Does not adequately restate</strong> research question and approach.</td>
<td>No description; or description does not match the chapter organization. Does not restate research question and approach.</td>
</tr>
<tr>
<td><strong>Summary of Findings</strong></td>
<td>Clearly connected to action research question and prior literature; findings logically organized in terms of conclusions and propositions.</td>
<td>Clearly connected to ARQ and prior literature; findings logically organized in terms of conclusions or propositions.</td>
<td>Vaguely connected to ARQ and prior literature; <strong>findings need better organization</strong>.</td>
<td>Omitted or inadequate, i.e., ARQ and findings not sufficiently connected to prior literature.</td>
</tr>
<tr>
<td><strong>Interpretation of Findings</strong></td>
<td>Well-supported interpretation of significance of findings to field of practice. <strong>Clear and concise</strong> links to existing theories.</td>
<td>Thorough interpretation of significance of findings to field of practice. Adequate links to existing theories.</td>
<td>Narrow interpretation of significance to field of practice. Vague links to existing theories.</td>
<td>Missing interpretation of significance of findings to field of practice. Missing or inappropriate links to existing theory.</td>
</tr>
<tr>
<td><strong>Plan for Future Action</strong> (Application of school leadership)</td>
<td>Clearly arise from study and findings; <strong>clear and concise</strong> description of possible action and ways to disseminate findings; <strong>thorough</strong> consideration of possible future action research.</td>
<td>Clearly arise from study and findings; <strong>adequate</strong> description of possible action and ways to disseminate findings; consideration of future action research.</td>
<td>Vaguely arise from study and findings; <strong>vague</strong> description of possible action. <strong>No</strong> consideration of future action research.</td>
<td>Missing or inappropriate presentation of possible action.</td>
</tr>
</tbody>
</table>
SUGGESTIONS FOR CANDIDATE TO REVISE “MARGINAL” OR “INADEQUATE” SECTIONS:
## Overall: Writing and Presentation

<table>
<thead>
<tr>
<th>Sections</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA</td>
<td>Consistent use of APA format and style.</td>
<td>Use of APA format and style for most features of the document.</td>
<td>The format is idiosyncratic or follows protocols different from APA.</td>
</tr>
<tr>
<td>COHERENCE</td>
<td>The text is coherent, elegantly constructed, and tells a compelling story.</td>
<td>The document is complete and coherent, proceeding logically and rationally through all sections.</td>
<td>The document is disjointed, incomplete, or incoherent.</td>
</tr>
<tr>
<td>WRITING CONTROL &amp; SENTENCE STRUCTURE</td>
<td>Sentences characterized by lucid, mature, idiomatic prose. Sophisticated transitions link well-crafted sentences.</td>
<td>Sentences demonstrate the author’s control over a range of structures appropriate to the task.</td>
<td>Sentences are ungrammatical or limited in complexity and variety. Notable presence of grammatical, structural or spelling errors.</td>
</tr>
<tr>
<td>VOCABULARY</td>
<td>Adapts working definitions of professional vocabulary critically and masterfully.</td>
<td>Uses professional and other vocabulary appropriately.</td>
<td>Inappropriately uses or doesn’t use professional vocabulary. Limited word choice.</td>
</tr>
</tbody>
</table>

### OVERALL ASSESSMENT

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Inadequate</th>
</tr>
</thead>
</table>

**To pass the ARP Document,** you must have an “Excellent” or “Satisfactory” on all of the elements for the ARP document. No scores may be “Marginal” or “Needs Improvement.” Candidates must receive a minimum overall assessment of **Satisfactory** on the ARP in order to pass your capstone course. The submitted document must be accepted by the Program before a final grade for the capstone course is submitted.