SAINT MARY’S COLLEGE of California
KALMANOVITZ SCHOOL OF EDUCATION

Master of Arts in Teaching Leadership

The MATL Candidate Guidebook

2011-2012
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ASSIGNMENT OVERVIEW
Overview of the Action Research Process and Products

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<td>REVIEW LITERATURE</td>
<td>SUMMER – FALL 2011</td>
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<td>DEVELOP AND IMPLEMENT PLAN OF ACTION</td>
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<td>COLLECT DATA</td>
<td>WINTER 2012-Spring 2012</td>
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<td>ANALYZE DATA &amp; FORM CONCLUSIONS</td>
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<table>
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<tr>
<th>PRODUCTS</th>
<th>Due Date</th>
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<tr>
<td>ACTION RESEARCH DOCUMENT</td>
<td>FINAL DRAFT: APRIL 20</td>
</tr>
<tr>
<td>(A typical project is at least 50 pages including references.)</td>
<td>FINAL COPY: MAY 18</td>
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<tr>
<td>PERSONAL PLAN FOR TEACHER LEADERSHIP [PPTL]</td>
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## Process of Action Research

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<tr>
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<th>FALL / WINTER</th>
<th>EARLY SPRING</th>
<th>LATE SPRING</th>
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<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>Develop Action Plan</td>
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<td>Continue Literature Review</td>
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<td>Collect Baseline Data</td>
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<td></td>
<td>Collect Data</td>
<td></td>
<td>Collect Data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Collect Data</td>
<td></td>
<td>Complete Action Research Project</td>
<td>Present Action Research at Colloquium</td>
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<tr>
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MASTER OF ARTS IN TEACHING LEADERSHIP

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. *(Add dates for completion and communicating with Advisor to Guidebook.)*

- 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. *(April 20, 2012)*
Research Advisor Roles and Responsibilities

The Action Research Advisor supports and guides the MATL 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. (See Guidebook.)
- 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.
- Support candidate to prepare for the Portfolio Celebration.
- 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)
- Submit spring semester grades for EDTL 840: Demonstrating Professional Growth Experiences: Reflections and Projections based on review of candidate’s professional portfolio. (see Portfolio Rubric)
- Submit spring semester grades for EDTL 850: Demonstrating Professional Growth: Completing Action Research. 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)
- Attend and facilitate candidate’s session(s) at Colloquium.
- **Attend at least two (2) MATL 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 MATL degree.

Continuous Enrollment and Incompletes

The Masters of Arts in Teaching Leadership Program is a three-year program, with one year of intensive advanced coursework, which includes the completion of an action research project. During this year of advanced coursework, 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 such a leave in writing from the Program Director, Kathy Perez (or Interim Director, Heidimarie Rambo).
A candidate may apply for a one-year leave of absence. 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. If the candidate took a leave of absence and received an Incomplete in his/her course, s/he will re-enter the Program by re-taking the course in which s/he received the Incomplete. No re-enrollment in that course will be necessary. If the candidate took the leave of absence after completing the course, s/he will re-enter the Program by enrolling in the next course in the Program sequence.

A leave of absence will not be granted for candidates who have already completed EDTL 820. These candidates may delay completion of their program until the following year, but they will be expected to maintain continuous enrollment during that time by enrolling in an independent study (3 credit hours) with their research advisor.

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 MATL Program, the candidate must re-apply for admission. Readmission is not automatic, nor is it guaranteed.
Filing Your Candidacy Petition

Early in the Spring Semester of the final year of your participation in the program, you should file your Candidacy Petition with the School of Education. The Petitions are available in the School of Education (KSOE) Lobby or electronically on the KSOE website. The Petition includes instructions on how to complete the form and the current Candidacy Petition fee. (You need to file the petition and pay the fee even if you do not plan to participate in the graduation ceremony.) The completed Petition and a check for the current fee should be submitted to Carolyn Morris (925-631-4721) in the KSOE office.

Once you have completed your final term in the program, you need to use GaelXpress to verify that all grades are posted. 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. When everything is in order, print out an unofficial transcript of your grades from GaelXpress and forward it to Mel Hunt, the Credential Analyst. After grades have been posted to your Saint Mary’s transcript, Dr. Hunt will process the necessary paperwork so that your degree can be posted. Please note your degree will not be posted until Mel Hunt has received a copy of the GaelXpress printout verifying that your final grades are posted.

Should you have questions about this process, Mel Hunt can be reached by telephone at (925) 631-4727 or by email at mlhunt@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.
SAINT MARY’S COLLEGE of California
SCHOOL OF EDUCATION

MASTER OF ARTS IN TEACHING LEADERSHIP

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 of 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, the next-to-last version of the action research document, must be submitted to your advisor for approval at least four weeks prior to the end of the Spring semester. 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. 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 signed, bound, and catalogued in the library at Saint Mary’s College. The final copy should be submitted to your research advisor for his/her signature not less than one week before commencement.

**Producing and Submitting the Final Copy:**

- **Provide a minimum of four copies of your final document.** This includes a copy for the library, two department copies, and one personal copy. If you want additional personal copies, add to the total number of copies you produce. Signers will sign all copies you provide.
- If you print your copies yourself, print all copies on twenty (20) or twenty-four (24) pound paper with 100% rag cotton content. Paper must have a watermark. Appropriate paper is available at some area office supply stores and through the Internet. **Do not wait until the last minute to purchase this paper as it is a specialty paper and not stocked in all stores.**
- If you choose, the Print Shop at St. Mary’s will print your document on approved 24 lb cotton paper. There is a cost for the printing, and there is likely to be a queue as we get closer and closer to the graduation deadlines for our and other Masters’ programs in the KSOE. If you chose this option, you will need to bring one complete copy to the Print Shop and make arrangements for pick-up and payment. You will NOT need to provide paper for the Print Shop.
- Complete the **Thesis Binding Form.** This form is included in the Forms section of this document but you may also request a copy of the form by email. Submit this form, a check for the copies you would like to be bound, and the signed check-off sheet (Forms section, this document) with your final copies to the Receptionist in the KSOE.

**Congratulations!** Your scholarly effort will now be available to your colleagues, as well as other interested persons, in the Saint Mary’s College Library. The Kalmanovitz School of Education is pleased to acknowledge your contribution to the field of education.
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, in all caps. 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 one-and-a-half (1½) inches on the left-hand side, and one (1) inch from the top, bottom and right-hand side of the page. A sample page is included. The entire document is double-spaced, except for within the Table of Contents, Lists of Figures or Tables, and References, which should appear as shown in the example, and Block quotes, or quotations of more than 40 words, which should be single-spaced and displayed as a free-standing block of text by indenting the entire block.

**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 1½”. 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.** 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

Term, Year

* 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 in Teaching Leadership.

_______________________________  _______________________
Candidate: type your name here, not in italics                                             Date

Faculty Advisory Committee:

_______________________________  _______________________
Research Advisor: type your RA’s name and degree here not in italics                  Date

_______________________________  _______________________
Program Director: Katherine Perez, Ed.D.                                             Date

_______________________________  _______________________
Dean: Phyllis Metcalf-Turner, Ph.D.                                                  Date

* Do not include the heading, Signature Page. Do not number this page.
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 margins at 1 ½” on the left and 1” on the top, bottom, and right. Center and bold-face the heading, Abstract.

* Include the heading, ABSTRACT.
# Sample Table Of Contents*

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**Chapter**

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   - Purpose of Research .....................................................................1
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   - Limitations ...................................................................................4
   - Assumptions ..................................................................................4
   - Definitions of Terms ...................................................................5
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   - Overview ......................................................................................7
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* 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.

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

## List of Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Workshop Session 1 Comparison of Pre- and Post-Assessments</td>
<td>32</td>
</tr>
<tr>
<td>2.</td>
<td>Workshop Session 1 Participant Value Ratings</td>
<td>35</td>
</tr>
<tr>
<td>3.</td>
<td>Workshop Session 2 Comparison of Pre- and Post-Assessments</td>
<td>42</td>
</tr>
<tr>
<td>4.</td>
<td>Workshop Session 2 Participant Value Ratings</td>
<td>45</td>
</tr>
<tr>
<td>5.</td>
<td>Workshop Session 3 Comparison of Pre- and Post-Assessments</td>
<td>52</td>
</tr>
<tr>
<td>6.</td>
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<td>55</td>
</tr>
<tr>
<td>7.</td>
<td>Impact of Stress Management on Participants</td>
<td>67</td>
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</tr>
</tbody>
</table>
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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>
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<tr>
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<td>49</td>
</tr>
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<td>52</td>
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<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>
</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 1½ inch margin on the left.
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

<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.

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 […]
Sample Reference Page

References


Dear Parent/Guardian:

This year, your English IV student will participate in a special online writing project. This project will compare in-class participation in discussions to online participation in “digital” discussions on an online discussion forum. I will be conducting this study in conjunction with my Graduate Studies in Education at Saint Mary’s College in Moraga. I hope to explore the concept of replicating in-class discussions and raising student participation online.

Concerning online discussion forums: An online discussion forum is a web-space in which registered users can participate in discussions arranged by subject in a “threaded” format, meaning that users can view questions/responses posted by other users as well as post their own responses; think of it as a sort of digital bulletin board.

Students will be asked to register to the site (which I have already created) and will have password protected access to their digital “identity” which they will use to post weekly responses to my questions and engage the class in discussion. Students will receive a rubric that details the level of thinking that will be required in their posts to earn them the grades they desire.

I hope to prove that discussion forums can be used to bridge gaps in communication that get lost through English class journal writing and in-class discussion. On one hand, though I make it a point to hold discussions after almost every in-class journal write, students know that we won’t have enough time in class to share the contents of everyone’s journal entry every single time we write in them; students know that while they will be asked to share regularly in class, I will be the primary “audience” of most of what they write. With discussion, some students will be hesitant to participate because the idea of speaking in front of others is intimidating to them. Through the forum, I hope to give students an arena where they can respond to my questions and respond to their classmates without feeling nervous or limited.

Since I will be including my findings in a final project at Saint Mary’s I need to ask your permission for your student to participate in the discussion forum. Know that no student names or personal information will be included in my work and I have structured the discussion forum to be private so that only registered users in my English class may access the site and site content. Any students who do not receive parental permission will be given parallel pen/paper writing assignments.

I encourage you to contact me with any questions or concerns. Thanks for your time and attention!

-An MATL Student
(925) XXX-xxxx ext. aaaa

YES: I have read the above letter and I give my student
(First and last name) ____________________________ permission to participate in the online discussion forum.

NO: I do not grant my student permission to participate in the online discussion forum.

Parent Signature: ____________________________ Date: ________________
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 A 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 B Headings.

Statement of the Problem, Purpose of the Project, Action Research Question, etc. are all examples of Level B 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.
The Personal Plan for Teacher 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 you 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. 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 Teacher 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
SCHOOL OF EDUCATION

MASTER OF ARTS IN TEACHING LEADERSHIP

THE COLLOQUIUM PRESENTATION
General Information on the Spring Teaching 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></td>
<td>• Prepare a 45-minute presentation of his/her action research project, which will include research, data collection, analysis, conclusions.</td>
<td></td>
</tr>
<tr>
<td></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></td>
</tr>
<tr>
<td></td>
<td>• Dress professionally.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Lead the session at the Colloquium.</td>
<td></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>
Tentative Agenda for the Teaching 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 scheduled 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 MATL candidates.
Action Research Project Information Sheet

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: ________________

Submit this form to Patrice Young, Program Assistant by October 1, 2011.
KALMANOVITZ SCHOOL OF EDUCATION

Checklist for MATL Action Research Project

Be sure to read and follow the instructions below and on the back page. Sign the back to show that you have followed all instructions. Bring this document with you when dropping off your project for binding.

Style

☐ Document follows style requirements of approved style manual (APA).

Format

☐ All pages are printed on white, 20/24 lb., 100% cotton, watermarked, 8.5"x11" paper.
☐ Pages are printed on one side only.
☐ Document is double-spaced, except for previously stated exceptions.
☐ Typeface is consistent throughout document (Times New Roman 12).
☐ Margins are set to 1.5" on the left, 1" on all other sides.
☐ All supplemental material has 1.5" margin on the left.
☐ There is no use of headers, and footers are reserved only for page numbers.

Pagination

☐ Preface materials (title page, signature page, copyright page, and abstract) are NOT given page numbers. Beginning with the Table of Contents, assign and print lowercase Roman numerals.
☐ All page numbers are centered on the bottom of the page in the footer.
☐ Body text, references, appendices, and other text pages are numbered with Arabic numerals, (centered on the bottom of the page).

Title Page

☐ Title is no more than 80 characters (including punctuation and spaces).
☐ Title is written in all capital letters (but not boldface).
☐ Date of degree is the term and year of commencement.
☐ College name is written "Saint Mary's College of California."
☐ No page number designated or printed.
☐ Page format follows sample.

Signature Page

☐ All needed signatures are present on signature page.
☐ No page number designated or printed.
☐ Page format follows sample.

Copyright Page

☐ Statement of copyright is included immediately after signature page.
☐ No page number designated or printed.
☐ Page format follows sample.

PLEASE SEE NEXT PAGE: SUBMITTING YOUR PROJECT FOR BINDING
Submitting Your Project For Binding

1. Before submitting your action research projects to the KSOE for binding:
   a. You will want one, original signature page for each of the copies of your project that are to be bound. Obtain the signature from your research advisor on each of the original signature pages.
   b. Submit the signature pages on the required paper with your final copies and be sure that you have signed and dated them yourself.
   c. When you hand in your project to the KSOE, have all your signed signature pages in a manila folder with your name on it.
   d. Staff at the KSOE will get the remaining signatures (Program Director & Dean).

2. It is your responsibility to correctly prepare your thesis/project copies for the Kalmanovitz School of Education. Be sure:
   a. _____ All pages are in the correct order ready for binding,
   b. _____ There are no staples or paper clips to fasten the copies,
   c. _____ All copies are on 20/24 lb. white, watermarked, 100% cotton paper
   d. _____ Place a brightly colored 8 ½ x 11 inch paper between each copy
   e. _____ Complete the Project Binding Form
   f. _____ Submit copies in a box(es) with a lid(s) (8 ½ x 11 inch paper box).

3. Bring your copies to the front desk at the KSOE. Do not leave your project without having personally handed it to someone at the front. You may call 925-631-4700 for office hours.

   Be sure to:
   a. _____ Have a check or money order made out to Saint Mary's College for the total amount
   b. _____ Hand the binding form, check, signature pages and projects to the KSOE Front Desk.

I have read and adhered to checklist.

__________________________________________________
(Please print name)
__________________________________________________ Date ______________________
(Please sign name)
STUDENT: ATTACH THIS COMPLETED FORM TO ONE COPY OF YOUR THESIS, AND DELIVER ALL COPIES OF YOUR DOCUMENT TO BE BOUND ALONG WITH YOUR CHECK/MONEY ORDER (IF APPLICABLE) TO YOU THE KSOE RECEPTIONIST.

KALMANOVITZ SCHOOL OF EDUCATION

PROJECT BINDING FORM

Date:________________

Program: MATL

Project Title - no more than 80 spaces- (please print):

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student Last Name (please print as you want it alphabetized):

________________________________________________________________________

Copies:

____1____ Required Copy for Library (12.50)

____2____ Required Copies for Department, if applicable (12.50 each)

____1____ Personal Copy (12.50)

______ Additional Personal Copies, limit 9 (12.50 each)

Must be included with original order. Copies not submitted by the deadline will be included in the next shipment.

_______ Total Cost

Please make check payable to Saint Mary’s College

Student Contact Information (ready for pick-up)

Email: _______________________________(preferred)

Phone: ______________________________
## PORTFOLIO Grading Rubric

<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 EDTL 840**

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 840 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></th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Needs Improvement</th>
</tr>
</thead>
</table>
| **Colloquium Preparation** | -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 about the action research topic.  
- There is a connection made to the participant’s classroom practice.  
- Candidate is dressed professionally. | -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. | -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 |
| **Organization of the Presentation** | - 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. | - 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. | -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. |
| **Action Research Project Information** | - 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. | - The action research question and the rationale for its choice are not clearly 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. | -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 clearly 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. |
| **Presentation Techniques** | - 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. | - 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. | - 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. |

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**Determination of Pass or Incomplete for EDTL 850**

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 “Acceptable” on all of the elements for the ARP document. No scores may be “Marginal” or “Unacceptable.”

You will receive an Incomplete in EDTL 850 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 EDTL 850 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>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
<td>Frames the study broadly, in terms of <strong>multiple levels</strong> of relevance to current issues in the field.</td>
<td>Frames the study in terms of relevance to current issues in the field.</td>
<td>Describes the study <strong>narrowly</strong>, focusing on specifics related to this particular study.</td>
<td>Does not make the relevance of the study apparent.</td>
</tr>
<tr>
<td>Why does this study matter?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who are the stakeholders?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is the Big Picture within which this study will take place?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PROBLEM STATEMENT</strong></td>
<td>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</td>
<td>Clearly stated in a manner that is <strong>in alignment with other sections of the chapter</strong>. Issues or questions that need to be explored are clearly stated.</td>
<td>Stated but <strong>needs refining to clarify</strong> its alignment with other sections of review.</td>
<td>Diffuse and unclear; may be buried in unnecessary detail; fails to align with other sections of review.</td>
</tr>
<tr>
<td>How does this problem grow out of the introduction? What kinds of issues or questions need to be further explored?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PURPOSE</strong></td>
<td>Responds with clarity and focus to the problem and larger issues in the field.</td>
<td>Responds with clarity and focus to the problem.</td>
<td>Responds to problem but <strong>needs refining to clarify</strong> its alignment with other sections of review.</td>
<td>Unclear and unfocused; not aligned with problem; stated as if outcomes are already known.</td>
</tr>
<tr>
<td><strong>ACTION RESEARCH QUESTION</strong></td>
<td>Clear, <strong>concise and thought provoking</strong>, researchable, and specific for the underlying paradigm.</td>
<td>Clear, researchable, and specific for the underlying paradigm.</td>
<td>Researchable for the underlying paradigm; <strong>needs refining to clarify</strong>, narrow, and align with other aspects of review.</td>
<td>Unclear, too broad, not related to underlying paradigm, existing literature, or disciplinary perspectives.</td>
</tr>
<tr>
<td>What is this study designed to find out? (For certain studies, this may include specific hypotheses.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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 <strong>transparently</strong> with regard to <strong>all</strong> 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 <strong>concisely</strong> described and connected to discussions of <strong>issues in the field as well as the problem</strong> 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, PHRASES (e.g., technical terms or those used idiosyncratically)</td>
<td>Clearly defined and <strong>illustrated with examples</strong> 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>IMPLICATIONS</td>
<td><strong>Persuasively expressed</strong> 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 <strong>needs to be expanded or refined.</strong></td>
<td>Poorly framed or not addressed.</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>Clearly and <strong>succinctly</strong> highlights main issues; <strong>establishes clear flow</strong> to next chapter.</td>
<td>Clearly highlights main issues; introduces next chapter.</td>
<td>Main issues not clearly highlighted.</td>
<td>Omitted.</td>
</tr>
</tbody>
</table>

PLEASE FOCUS ON STRATEGIES FOR LEARNER TO REVISE “MARGINAL” OR “INADEQUATE” SECTIONS:
## CHAPTER II  LITERATURE REVIEW

<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>SOURCES, SEARCHES</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><em><em>OVERALL THEMES (CONTENT AND PRESENTATION</em>)</em>*</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.</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.</td>
<td>Themes represent familiarity with existing literature as it illuminates proposed research. Additional research is likely warranted. Reorganization would improve clarity and coherence.</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.</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 AND CONCLUSION</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.

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PLEASE FOCUS ON STRATEGIES FOR LEARNER TO REVISE “MARGINAL” OR “INADEQUATE” SECTIONS:
<table>
<thead>
<tr>
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<th>Satisfactory</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTORY PARAGRAPH</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>PARTICIPANT DESCRIPTION &amp; SELECTION</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>
<tr>
<td>PLAN OF ACTION AND PROCEDURES</td>
<td>Describes procedure in a logical sequence with a clearly explained alignment between the question and action plan.</td>
<td>Seems appropriate, but the relationship between the question and design is vague.</td>
<td>Does not explain the procedure as related to the question.</td>
<td>Relationship between question and choice of methods is unclear</td>
</tr>
<tr>
<td>DATA ANALYSIS PROCEDURES</td>
<td>Clearly described, fits the overall research approach, and specifies 3 distinct sources of data.</td>
<td>Clearly described and fits the overall research approach with a limited view of the 3 sources of data missing key elements that describe the data instruments.</td>
<td>Presented in a general manner; fit with research design is not adequately described.</td>
<td>Unclear or inadequate description of how researcher will discover or make meaning.</td>
</tr>
<tr>
<td>SUMMARY</td>
<td>Articulately highlights main issues; establishes clear flow to next chapter.</td>
<td>Highlights main issues; introduces next chapter.</td>
<td>Main issues not clearly highlighted.</td>
<td>Omitted or inadequate</td>
</tr>
</tbody>
</table>

Note that Chapter III of the ACTION RESEARCH DOCUMENT must be revised from the version presented for the EDTL 830. At a minimum, verb tenses will change from future to past. However, details of actual methods often change and must be accurately and adequately reported.
CHAPTER III  METHODS (CON’T)

PLEASE FOCUS ON STRATEGIES FOR LEARNER TO REVISE “MARGINAL” OR “INADEQUATE” SECTIONS:

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
## 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>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 (generally)</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>
### 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>EVIDENCE OF QUALITY</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>SUMMARY</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.

### PLEASE FOCUS ON STRATEGIES FOR LEARNER TO REVISE “MARGINAL” OR “INADEQUATE” SECTIONS:

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## CHAPTER V CONCLUSIONS AND NEXT STEPS

<table>
<thead>
<tr>
<th>Sections</th>
<th>Excellent</th>
<th>Satisfactory</th>
<th>Marginal</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMARY OF FINDINGS</td>
<td>Clearly connected to action research question and prior literature; findings logically organized in terms of conclusions <strong>and</strong> propositions.</td>
<td>Clearly connected to ARQ <strong>and</strong> prior literature; findings logically organized in terms of conclusions <strong>or</strong> 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>DISCUSSION/INTERPRETATION OF FINDINGS</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>NEXT STEPS (Application of teacher 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><strong>Missing or inappropriate</strong> presentation of possible action.</td>
</tr>
</tbody>
</table>
PLEASE FOCUS ON STRATEGIES FOR LEARNER 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 EDTL 850. Submission of the document for binding is required before a final grade is submitted for EDTL 850.