

SAINT MARY'S COLLEGE *of California*
KALMANOVITZ SCHOOL OF EDUCATION

Master of Arts in Teaching Leadership



Student Handbook
& Action Research Guidebook

Cohort 12
2016-2017

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SAINT MARY'S COLLEGE *of California*
KALMANOVITZ SCHOOL OF EDUCATION

MASTER OF ARTS IN TEACHING LEADERSHIP

PROGRAM OF STUDY

MATL Program of Study

Level I

Year 1

EDTL 600 Exploring Teaching & Learning Leadership (3)

EDTL 700 Developing Teaching & Learning Practice (3)

Year 2

EDTL 610 Connecting Teaching & Learning Practice (3)

EDTL 710 Investigating Reflective Learning (3)

Level 2

Summer

EDTL 811 Teaching Leadership: Theory to Practice (3)

EDUC 575 Introduction to Action Research (3)

Fall

EDUC 576 Research Framework and Design (3)

EDUC 577 Data Collection and Analysis (3)

Spring

EDTL 841 Teaching Leadership to Transform School Culture (3)

EDUC 578 Synthesis for Teaching Leadership (3)

TOTAL UNITS: 30

Course Descriptions for Courses in Level II

EDTL 811: Teaching Leadership: Theory to Practice

In this course candidates will explore their personal beliefs that guide their practice, and will expand their development as reflective practitioners and as teacher leaders. The curriculum will focus on acquiring effective strategies for becoming an integral part of learning communities and to provide research-based knowledge and skills practice needed by teacher leaders and successful learning facilitators. Candidates will explore their educational philosophy as agents of change in their schools. Effective teaching techniques and presentation skills will be modeled, practiced and critiqued. Self and peer-assessment processes to validate work will be applied. Principles of adult learning theory and skills needed to develop effective communication and presentation skills to connect with students, parents, colleagues and the community will be covered.

EDUC 575: Introduction to Action Research

In this course, students will explore their personal beliefs that guide their practice, and will expand their development as reflective practitioners. It introduces students to the concept and the value of practitioner-as-researcher, to different types of teacher/action research, and to library and on-line resources. In this course, students will develop their own action research question, complete an IRB application for their study, begin to support their ideas with relevant literature and complete a strong rough draft of Chapter I and an outline of Chapter 3.

EDUC 576: Research Framework and Design

This course follows Introduction to Action Research and is designed to further candidates' knowledge of, and experience with, action research. While learning the components of action research, candidates proceed with their own Action Research Inquiry Projects: formulate a research question and a research design, locate and review relevant literature, and collect data. This course will challenge candidates to integrate the core program concepts and vision into their classrooms through their action research learning. Candidates reflect upon action research in the contexts of contributing to knowledge about education and to their own professional development. Their continued inquiry and involvement with the action research process will provide opportunities for making classrooms more effective for both students and teachers.

EDUC 577: Data Collection and Analysis

This course follows EDUC 576 Research Framework and Design and is designed to further candidates' knowledge of, and experience with, action research. This course will define and develop teacher capacity to analyze and use data to inform instruction. Candidates will deepen their understanding of using protocols to build learning communities and to systematically analyze student work. Candidates will develop and implement methods and procedures as they continue their Action Research Projects. Candidates' continued inquiry and involvement with the action research process will provide opportunities for making classrooms more effective for both students and teachers.

EDTL 841: Teaching Leadership to Transform School Culture

In this course candidates will explore their personal beliefs that guide their practice, and will expand their development as reflective practitioners and as teacher leaders. The curriculum will focus on acquiring effective strategies needed by teacher leaders and successful learning facilitators. Effective teaching techniques and presentation skills will be modeled, practiced and critiqued. Self and peer-assessment processes to validate communication and coaching skills will be applied. The curriculum will include skills needed for collaboration, coaching, facilitation and planning effective meetings. Research-based information on parent involvement and establishing meaningful relationships with families will also be covered.

EDUC 578: Synthesis for Teaching Leadership

The intent of this course is for learners to carry out their action research independently and collaboratively and to document their inquiry investigation (Action Research Project). Candidates will present their Professional Plan for Teaching Leadership and Portfolio to their colleagues, advisors and faculty at a culminating portfolio event. Candidates will present their action research findings at the action research conference and prepare the finished written document of the Action Research Project. Learners will continue to apply, document and demonstrate their professional growth to complete requirements with their research and faculty advisor.

SAINT MARY'S COLLEGE *of California*
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MASTER OF ARTS IN TEACHING LEADERSHIP

ASSIGNMENT OVERVIEW

Overview of the Action Research Process and Products

<u>PROCESS</u>	<u>Timeline</u>
<p>IDENTIFY ACTION RESEARCH QUESTION</p> <p style="text-align: center;">↓</p> <p>REVIEW LITERATURE</p> <p style="text-align: center;">↓</p> <p>SYNTHESIZE PLAN OF ACTION WITH LITERATURE REVIEW</p> <p style="text-align: center;">↓</p> <p>DEVELOP AND IMPLEMENT PLAN OF ACTION</p> <p style="text-align: center;">↓</p> <p>COLLECT DATA</p> <p style="text-align: center;">↓</p> <p>ANALYZE DATA & FORM CONCLUSIONS</p> <p style="text-align: center;">↓</p>	<p>SUMMER 2016</p> <p>SUMMER ~ FALL 2016</p> <p>by DECEMBER 2016</p> <p>by JANUARY 2017</p> <p>WINTER-SPRING 2017</p> <p>SPRING 2017</p>
<u>PRODUCTS</u>	<u>Due Date</u>
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p style="text-align: center; margin: 0;">ACTION RESEARCH DOCUMENT</p> <p style="text-align: center; margin: 0;">(A typical project is at least 50 pages excluding references.)</p> </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p style="text-align: center; margin: 0;">PERSONAL PLAN FOR TEACHER LEADERSHIP [PPTL]</p> </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p style="text-align: center; margin: 0;">PORTFOLIO</p> </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p style="text-align: center; margin: 0;">CONFERENCE PRESENTATION</p> </div>	<p>FINAL DRAFT TO RA: APRIL 7</p> <p>FINAL DRAFT TO FA: APRIL 21</p> <p>SUBMIT TO MOODLE: MAY 22</p> <p>APRIL 27</p> <p>APRIL 27</p> <p>MAY 13</p>

Overview of the Action Research Cycle

SUMMER		
Begin Library Research	Identify Preliminary Action Research Question Explore Theoretical Rationale	Begin Literature Review Develop Action Plan

EARLY FALL		
Finalize Action Research Question(s)	Finalize Theoretical Rationale Continue Literature Review	Collect Baseline Data

FALL / WINTER			
Finalize Literature Review	Implement Action Plan	Collect Data	Collect Data

EARLY SPRING		
Continue to Collect Data	Complete Action Research Project	Analyze Data and Form Conclusions

LATE SPRING			
Complete Personal Plan for Teacher Leadership (PPTL)	Create and Present Portfolio	Present at Action Research Conference	Submit Final Action Research Document

SAINT MARY'S COLLEGE *of California*
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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 schedule a three-way meeting with their Research Advisor and Faculty Advisor (Advisors) early in the fall semester to establish agreements about how the group will manage the workflow of document revision among the members.
- Candidates will establish a relationship of respectful collaboration with their Advisors and be prompt with appointments and due dates.
- Candidates will respond in a timely manner to their Advisors' contact (*within 3 days*).
- Candidates will collaborate with their Advisors 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 Advisors to backwards plan benchmark dates for completion of their Action Research Projects.
- Candidates will bring 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 Advisors for specific help or information when needed.
- Candidates will present their portfolio to their Research Advisors for feedback and provide the rationale for certain elements.
- Candidates will submit the final draft of their Action Research Document to their Advisors 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 entire 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.

The Research Advisor will participate in a three-way meeting with their Candidate and the Candidate's Faculty Advisor early in the fall semester to establish agreements about how the group will manage the workflow of document revision among the members.

Research Advisors will communicate with each candidate regarding progress of the action research project (action research document, personal plan for teacher leadership *if applicable*, and colloquium presentation). *This may include e-mails, phone conferences and/or face-to-face meetings.*

- Research Advisors will make initial contact by end of September.
- Research 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.
- Research Advisors will respond promptly to candidates' e-mails and phone calls (*within 3 days*).

Research Advisors will keep a record of communication with each candidate.

In addition, Research 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 chapter drafts and approve final draft of candidate's action research document and sign signature page (see ARP Rubric, this document).
- Attend and participate in the Portfolio Celebration, which is the summative activity for EDTL 841: *Teaching Leadership to Transform School Culture*.
- Submit an assessment of candidate's Portfolio using the Portfolio Rubric (see Portfolio Rubric, this document).
- Attend and facilitate candidate's session(s) at the Leadership Colloquium.
- Submit an assessment of the candidate's presentation and Action Research document using the Presentation Rubric and Action Research Project Rubric (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 Program Director, 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.

Faculty Advisor Roles and Responsibilities

The **Faculty Advisor** supports and guides candidates through the process of getting approval for their action research project from the Saint Mary's College Institutional Review Board. Advisors will be assigned to candidates at the beginning of the fall. It is important to note that the IRB process is a student-led process. The faculty advisor is not responsible for *getting the candidate approved*. The faculty advisor consults and advises, but the candidate must take initiative to draft documents and make revisions as directed by both the advisor and the IRB committee.

The Faculty Advisor will participate in a three-way meeting with their Candidate and the Candidate's Research Advisor early in the fall semester to establish agreements about how the group will manage the workflow of document revision among the members.

Faculty Advisors will communicate with each candidate regarding the candidate's expected timeline for IRB submission and the progress of the IRB application. *This may include e-mails, phone conferences and/or face-to-face meetings.*

- Faculty Advisors will make initial contact by early September.
- Faculty 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 submission of the IRB application that ensures the candidate can implement his/her project in a timely manner.
- Faculty Advisors will respond promptly to candidates' e-mails and phone calls (*within 3 days*).

Faculty Advisors will keep a record of communication with each candidate.

In addition, Faculty Advisors will:

- Review and sign candidate's Action Research Project Information Sheet.
- **Maintain current CITI Certification to ensure compliance with ethical standards for research with human subjects.**
- Consult, review and submit the candidate's Application and Appendices to the Institutional Review Board.
- 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 drafts and approve the final draft of candidate's action research document and sign signature page (see 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 Program Director, 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.** 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 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 the Front Desk at the KSOE.

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 KSOE. Your paperwork will then be processed so that your degree can be posted. Please note **your degree will not be posted until the KSOE has received these documents verifying that you have met all the requirements of the Program**.

Should you have questions about this process, please contact the Program Director or Program Assistant. 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*
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MASTER OF ARTS IN TEACHING LEADERSHIP

**THE ACTION RESEARCH PROCESS
& 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 included in the *Action Research Style Guide*.** 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 and next steps

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.

Action Research Document Checklist

I. General APA Guidelines

- Double-spaced on standard-sized paper (8.5" x 11")
- 1" margins on all sides
- 12 pt. Times New Roman font
- Page numbers are centered in footer (below bottom margin)
- Do not use running heads anywhere in the document

II. Correct Order of Major Front Matter Sections

- 1. Title Page (not numbered but counted; i)
- 2. Copyright Page (not numbered but counted; ii)
- 3. Signature Page (not numbered but counted; iii)
- 4. Abstract (not numbered but counted; iv)
- 5. Dedication (optional; not numbered but counted; v)
- 6. Acknowledgements (optional; not numbered but counted; vi)
- 7. Table of Contents (first page in front matter with a page number; vii)
- 8. List of Figures (if any figures are used; number at bottom of page)
- 9. List of Tables (if any tables are used; number at bottom of page)

III. Title Page

- 1. Title is centered on the page
- 2. Title is in Title Case format (not bolded, underlined, italicized, or in caps).
- 3. College name is listed and written as "Saint Mary's College of California"
- 4. Degree Name is listed
- 5. Author's name is listed
- 6. Date of degree is the term and year of completion of degree requirements (e.g., Spring 2015)
- 7. Title page counted but is not numbered

IV. Copyright Page

- 1. Copyright page is counted but not numbered
- 2. Information below is centered and located approximately three-fourths of the distance down the page:

Copyright © 2015 by John Doe
All Rights Reserved

V. **Signature Page**

- 1. Signature page is counted but not numbered
- 2. Page includes blanks for the following names, in this order:
Candidate, Research Advisor, Faculty Advisor, Program Director, Dean
- 3. Names and titles are typed underneath each blank
- 4. Highest degree for each committee member/administrator is included after the name
- 5. Signatures are NOT included

VI. **Abstract**

- 1. Abstract page is counted but not numbered
- 2. Abstract is typed as a left-justified double-spaced block paragraph (no indentation)
- 3. Abstract page begins with the title **Abstract** centered and bolded at the top
- 4. As shown below, after **Abstract** type the additional information about the thesis or dissertation (centered, not bolded)

Abstract
Complete Title of Thesis, Project, or Dissertation
by
John Doe
Degree Name in Specialization
Saint Mary's College of California, 2017
Jane Doe, Research Advisor

- 5. The Abstract is limited to 150 words for MA theses and projects. The Abstract is limited to 250 words for dissertations.

VII. **Dedication and/or Acknowledgements**

- 1. Dedication and/or Acknowledgements pages are optional
- 2. If used, Dedication page goes after the Abstract and begins with title **Dedication** centered and bolded at the top
- 3. If used, Acknowledgement page goes after the Dedication (or after the Abstract, if there is no Dedication) and begins with the title **Acknowledgements** centered and bolded at the top
- 4. If used, Dedication and/or Acknowledgements pages counted but not numbered.

VIII. Table of Contents

- 1. Table of Contents page begins with title **Table of Contents** centered and bolded at the top
- 2. Table of Contents page is printed with lowercase Roman numeral in the footer (bottom center), following in sequence from the Abstract and Dedication and/or Acknowledgements (if used)
- 3. Formatted in the following manner:
 - After the title **Table of Contents** list the remaining Front Matter sections in the following order:
 - List of Figures, List of Tables
 - Front Matter section titles are Title Case at left margin, with the appropriate page number, in lowercase Roman numerals, right-justified (at right margin)
 - Next, list the Main Text sections in the following order:
 - Chapter, References, Appendix or Appendices (if any)
 - Chapter headings are capitalized at left margin, with no page number listed on the right margin
 - Chapter titles begin with uppercase Roman numerals indented 5 spaces from the left margin, followed by chapter name in Title Case (eg, "II. Literature Review")
 - Level 2 subheadings within chapters are in Title Case, indented an additional 5 spaces, with no Roman numerals. Level 3 or more subheadings are not shown in the Table of Contents
 - All Main Text sections, chapters, and subheadings are shown with the appropriate page number, as an Arabic numeral, right-justified (at right margin)

IX. List of Figures

- 1. Page begins with the title "List of Figures" centered and bolded at the top.
- 2. Page is printed with lowercase Roman numeral in the footer (bottom center), following in sequence from the Table of Contents
- 3. Formatted in the following manner:
 - After the title "List of Figures," begin with the word "Figure" at the left margin
 - For each figure, indent 5 spaces and give the number of the figure, followed by the caption of the figure in Title Case, followed by appropriate Arabic page numbers right-justified at the right margin

X. List of Tables

- 1. Page begins with the title “List of Tables” centered and bolded at the top.
- 2. Page is printed with lowercase Roman numeral in the footer (bottom center), following in sequence from the Table of Contents and Table of Figures (if any)
- 3. Formatted in the following manner:
 - After the title “List of Tables,” begin with the word “Table” at the left margin
 - For each table, indent 5 spaces and give the number of the figure, followed by the title of the table in Title Case, followed by appropriate Arabic page numbers right-justified at the right margin

XI. Rest of the Document

- First page of the document begins with an Arabic numeral 1
- References and Appendices have page numbers that are numbered sequentially with the text
- Citations within the References are single-spaced with a double space between each citation
- Each Appendix must have a title

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 advisors for approval by **April 21**. Your advisors may still suggest formatting and editing changes on this final draft before the final copy is submitted for signatures.

Final Copy: Once your advisors have 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 and submitted to the MATL Moodle by May 22.**

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 22, or you will not be able to participate in the Graduate Commencement ceremony.** Your advisors must approve the entire document before you upload it. You should plan to give your final revised document 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 advisors cannot approve it for publication to Moodle. Your advisors 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 advisors, 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 for any advisors who don't have regular offices at the KSOE before you submit it. The staff at the KSOE will circulate the document for the remaining signatures. At that point, the staff will scan the signature page, email you a copy and put the original copy of your signature in your student file.

Incomplete Projects: Please be assured that if you are not able to submit your final document by May 22, you can still complete your degree. If you are not able to complete your document, please contact the Program Director to discuss your options for extensions.

Template for Front Pages (Front Matter)

The following pages are models for how the front pages of the action research document should appear. A Word template for these pages is located on the MATL Moodle, which has already been formatted to comply with these formatting requirements. We strongly suggest that you use the template.

Type your Title in Title Case Here: No More than 80 Characters, Including Spaces*

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

Spring 2017

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

Candidate: Your Name Here

Date

Master's Action Research Project Advisory Committee:

Research Advisor: Name, Highest Degree

Date

Faculty Advisor: Name, Highest Degree

Date

Program Director: Heidimarie Rambo, Ph.D.

Date

Dean: Christopher Sindt, Ph.D.

Date

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Abstract*

Complete Title of Action Research Project

By

John Doe

Degree Name in Specialization

Saint Mary's College of California, 2015

Jane Doe, Research Advisor

Your abstract will be here. It should be typed as a left-justified double-spaced block paragraph

with no indentation. It should be no more than 150 words.

* In your AR document, no page number appears on this page; page is counted (iv)

Dedication*

Write a dedication in indented paragraphs. Double spaced. No minimum or maximum characters or words. This page is optional. There is no page number on this page, although the page is counted in the front matter.

* In your AR document, no page number appears on this page; page is counted (v)

Acknowledgements*

Write acknowledgements in indented paragraphs. Double spaced. No minimum or maximum characters or words. This page is optional. There is no page number on this page, although the page is counted in the front matter.

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Chapter I*

Introduction

The introduction of the paper begins here. Double-space throughout the paper, including the title page, abstract, and the body of the document; some items, such as indented quotations and references, can be single-spaced. Examples of these are included later in these guidelines. The body of each chapter begins on a new page. Subsections of the body of the paper do not begin on a new page. Headings are used to organize the document and reflect the relative importance of sections.

Level 2 Heading: Text Citations

Source material must be documented in the body of the paper by citing the author(s) and date(s) of the sources. This is to give proper credit to the ideas and words of others. When in doubt, cite more often. The reader can obtain the full source citation from the list of references that follows the body of the paper. When the names of the authors of a source are part of the formal structure of the sentence, the year of the publication appears in parenthesis following the identification of the authors—for example, Eby and Mitchell (2001). When the authors of a source are not part of the formal structure of the sentence, both the authors and years of publication appear in parentheses, in alphabetical order, separated by semicolons (Eby & Mitchell, 2001; Passerallo, Pearson, & Brock, 2000). When a source that has three, four, or five authors is cited, all authors are included the first time the source is cited. When that source is cited again, the first author's surname and "et al.," are used as follows (Passerallo et al., 2000).

Level 3 heading. When a source that has two authors is cited, both authors are cited every time. If there are six or more authors to be cited, use the first author's surname and "et

* In your AR document, the first page of your chapters will begin with Arabic numeral, 1; all pages after will continue with page numbers in Arabic numerals.

al.” the first and each subsequent time it is cited. Although direct quotations are rarely used in an educational research paper, when a direct quotation is used, always include the author(s), year, and page number as part of the citation. A quotation of fewer than 40 words should be enclosed in double quotation marks and should be incorporated into the formal structure of the sentence. A longer quote of 40 or more words should appear (without quotes) in block format, single spaced, with each line indented five spaces from the left margin.

Level 4 heading. The References section begins on a new page. The heading is a Level 1 heading: Centered, Boldface, Uppercase and Lowercase Heading. The references (with hanging indent) begin on the line following the references heading. Single space within each reference, and double space between references. Entries are organized alphabetically by surnames of first authors. Most reference entries have three components: author(s), year of publication, and source reference. *Authors* are listed in the same order as specified in the source, using surnames and initials. Commas separate all authors, even for an entry with two authors. If no author is identified, the title of the document begins the reference. *Year of publication* is in parenthesis following authors, with a period following the closing parenthesis. If no publication date is identified, use “n.d.” in parenthesis following the authors. For journal articles, the *source references* include the title of article, journal, volume, and page numbers. For books, *source references* include the title of the book, city and state of publication, and publisher. Titles of books and journal articles are only capitalized for the first letter of the first word, the first letter of the first word after a colon, and any proper nouns (see References, below, for examples).

Level 5 heading. Is italicized and not bolded.

References

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Appendices

Appendix A

Title

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 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. 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 near completion of the Action Research project.

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 project.** 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:

- **The Personal Plan for Teaching Leadership**

Optional Items for the Portfolio include:

- **Other Relevant Artifacts, Documents, Student Work or Reflections.**

Portfolio Celebration Agenda:

MATL candidates will share their Portfolio Presentations in small groups 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

THE ACTION RESEARCH CONFERENCE
PRESENTATION

General Information on the Action Research Conference

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 Conference

FACILITATOR	PRESENTER	PARTICIPANT
<ul style="list-style-type: none"> • Be prepared to interject questions and input during the session if needed to support dialogue and discussion. • Provide the Presentation Feedback Forms and allow allotted time for discussion and reflection and writing. 	<ul style="list-style-type: none"> • Submit session description and request for equipment by specified date. • Prepare handouts and make 25 copies (includes copies required for program). • Prepare a 45-minute presentation of his/her action research project, which will include research, data collection, analysis, conclusions. • 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. • Dress professionally. • Lead the session at the Conference. 	<ul style="list-style-type: none"> • Be prepared to pose questions related to the action research process and findings. • Come to session prepared to actively participate through both listening and dialogue.

Conference Session Roles and Responsibilities

FACILITATOR	PRESENTER	PARTICIPANT
<ul style="list-style-type: none"> • Introduce self and Presenter. • Monitor time; the 45 minutes for the presentation, 10 minutes for question and answer, 5 minutes for reflection and feedback. • Assist the Presenter in keeping the question and answer session moving, if necessary. • Interject questions and input, if needed, to support on-going dialogue and discussions during the session. • Assist the Presenter as needed. • Distribute the Presentation Feedback Forms and allow time for their completion. 	<ul style="list-style-type: none"> • Have Presenter’s email address available at the session. • Open by introducing the Participants to the importance of the topic area. • Within the 45-minute presentation time, talk about the research question; implementation process; findings; and any questions for further investigation. • Invite Participants’ questions about information that has been presented. • Allow 5 minutes for Participants to reflect and complete the Presentation Feedback forms. 	<ul style="list-style-type: none"> • Actively listen to the information presented. • Ask questions as the session format permits. • Actively listen to questions and responses. • Reflect and thoughtfully complete the Presentation Feedback Form.

Tentative Agenda for the Action Research Conference

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

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 Action Research Conference 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

FORMS AND RUBRICS

Action Research Project Information Sheet
(to be completed during the initial 3-way meeting with your Advisors)

NAME: _____
print name

My action research question is: _____

My Advisors have approved my question.

Print Research Advisor's Name

Research Advisor's Signature

Advisor's E-mail

Print Faculty Advisor's Name

Faculty 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

	Excellent	Satisfactory	Needs Improvement	In Progress
CONTENTS	Portfolio includes all of the required material including: Table of Contents, 4 Artifacts, Reflections, other related artifacts and the PPTL.	Portfolio includes all of the required material except the Table of Contents.	Portfolio contains most of the required material, but is missing at least one key component.	Portfolio contains little of the required material and is missing multiple key components.
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)	<p>The essay effectively communicates a philosophy of teaching and learning.</p> <p>It clearly describes the personal impact of the MATL program, professional goals, and a plan for continuing development as a teacher leader.</p>	<p>The essay addresses all components of the topic.</p> <p>Most of the reflections include a personal reaction that is descriptive and insightful.</p>	<p>The essay addresses the topic, but is missing at least one key component.</p> <p>Some of the reflections include personal reactions that are descriptive and insightful.</p>	<p>The essay shows an attempt to address the topic, but lacks key components.</p> <p>Few of the reflections include personal reactions that are descriptive and insightful.</p>
4 ARTIFACTS	Artifacts demonstrate a link between MATL coursework, and Action Research project, and professional practice.	Artifacts are linked to MATL coursework or Action Research project, and are related to professional practice.	Artifacts are linked to MATL coursework or Action Research project, but not to professional practice.	Artifacts are not linked to MATL coursework, Action Research project 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 ECTL 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.

CONFERENCE Grading Rubric

	Excellent	Satisfactory	Marginal	Needs Improvement
Conference Preparation	<ul style="list-style-type: none"> -A synthesis of the key concepts of the action research project is clearly delineated for the Conference 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 and guide reflection and discussion during the presentation. -There is a clear connection made to the participant's classroom practice. -Candidate is dressed professionally. 	<ul style="list-style-type: none"> -A synthesis of key concepts of the action research project is submitted for the Conference 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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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.
Presentation Techniques	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Candidate uses an activating strategy for audience engagement at the 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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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.

DETERMINATION OF PASS OR INCOMPLETE FOR THE CONFERENCE

To pass the Conference, 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 Conference 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 CONFERENCE

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				
Sections	Excellent	Satisfactory	Marginal	Unacceptable
<p><i>Introductory Paragraph</i> Why does this study matter? Who are the stakeholders? What is the Big Picture within which this study will take place?</p>	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.
<p>Statement of the Problem How does this problem grow out of the introduction? What kinds of issues or questions need to be further explored?</p>	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.
<p>Purpose of the Research</p>	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.
<p>Action Research Question What is this study designed to find out? (For certain studies, this may include specific hypotheses.)</p>	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)**

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

SUGGESTIONS FOR CANDIDATE TO REVISE "MARGINAL" OR "INADEQUATE" SECTIONS:

Chapter II Literature Review

Sections	Excellent	Satisfactory	Marginal	Unacceptable
<i>Introductory Paragraph</i>	Written with clarity and concision; all required elements present; description of organization matches subheadings in body of chapter	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.	Description of one of more elements is unclear or difficult to follow. Uneven correspondence between description of organization and subheadings in body of chapter.	One or more elements missing; unnecessary elements included. Description of chapter organization does not correspond to subheadings in body of chapter.
Overview (Overview of Literature Review and Description of Library Search and Keywords)	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.	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.	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.	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.
Theoretical Rationale Describe the theories that <i>may</i> guide <i>initial</i> thinking about how to <i>frame and plan</i> the study and suggested ways to <i>start</i> thinking about the data that will emerge	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.	Includes an adequate description of the selected theory(ies) using primary sources. The connection between the theory and the ARP is clearly discussed.	Discussion of the theory(ies) is brief and relies more on secondary sources. Connection to ARP is unclear.	Theory is not adequately described and relies exclusively on secondary sources. Theory is not explicitly connected to the ARP.
Review of Related Research (Subtopics, Synthesis and Connection to Action Research project)	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.	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.	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.	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.

**Chapter II
Literature Review (Con't)**

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

*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:

**Chapter III
Methods**

Sections	Excellent	Satisfactory	Marginal	Unacceptable
<i>Introductory Paragraph</i>	Provides clear and concise descriptions of context, purpose, goals, and restates action research question.	Adequately describes context, purpose, goals, and restates action research question.	Lacks pertinent information for the purpose of the project.	Lacks introduction or unclear. Key elements are not provided.
Setting Describes where the study took place without using the actual names of the school; Includes specific information about the school, such as the student demographics (e.g., number, gender, ethnicity, academic achievement, number of ELLs, EL proficiency levels, etc.), teacher demographics (number of credentialed teachers, other types of credentials, gender, etc.), type of neighborhood (e.g., high/low SES, urban/suburban, etc.), and school demographics (e.g., AYP, Title I status, etc.)	Provides clear and comprehensive description of the school in which the study took place. Includes all key details and specific demographics of the school.	Provides adequate description of the school setting including most key details and school demographics.	Provides a general description of the school setting and lacks most key details. Does not provide specific school demographics.	Provides inadequate description of the school setting omitting key details and school demographics.
Participants	Description of the participants and criteria for their selection are clear and illuminated by a persuasive rationale as related to the question.	Description and criteria are evident but lacks specificity.	Seem appropriate but vague; need clearer rationale for criteria.	Participant description and criteria for selection are omitted or unclear.

<p>Instruments Describes type, name, and source of instrument (e.g., survey, scale, test) (blank versions of the instrument may appear, in Appendix); Describes how instrument measures concepts; Describes clearly and in detail the procedure for administering the instrument, conducting the intervention, or any other method of gathering data; Includes strategies for triangulation, where appropriate.</p>	<p>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.</p>	<p>Includes an adequate description of each instrument used including most details about how the measure was developed and what variable each instrument measures.</p>	<p>Provides a general description the instruments used and omits key details. Does not provide specific information about the development of each instrument and what each instrument measures.</p>	<p>Provides inadequate explanation of each instrument used omitting all key details about the development and use of each instrument in the study.</p>
<p>Procedures</p>	<p>Describes procedure in a logical sequence with a clearly explained alignment between the question and action plan.</p>	<p>Seems appropriate, but the relationship between the question and design is vague.</p>	<p>Does not explain the procedure as related to the question.</p>	<p>Relationship between question and choice of methods is unclear</p>
<p>Data Analysis</p>	<p>Clearly described, fits the overall research approach, and specifies 3 distinct sources of data.</p>	<p>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.</p>	<p>Presented in a general manner; fit with research design is not adequately described.</p>	<p>Unclear or inadequate description of how researcher will discover or make meaning.</p>
<p>Summary May be a separate section or incorporated into the above section.</p>	<p>Articulately highlights main issues; establishes clear flow to next chapter.</p>	<p>Highlights main issues; introduces next chapter.</p>	<p>Main issues not clearly highlighted.</p>	<p>Omitted or inadequate</p>

Chapter III
Methods (Con't)

SUGGESTIONS FOR CANDIDATE TO REVISE "MARGINAL" OR "INADEQUATE" SECTIONS:

**Chapter IV
Findings**

Sections	Excellent	Satisfactory	Marginal	Unacceptable
<i>Introductory Paragraph</i>	Clear and concise description of organization of the chapter, matching subheadings in body of chapter. Restates research question and approach.	Adequate description of organization (“map”) of chapter, matching subheadings in body of chapter. Restates research question and approach	Unclear description of organization and subheadings in body of chapter. Does not adequately restate research question and approach.	No description; or description does not match the chapter organization. Does not restate research question and approach.
<i>Data Reduction And Analysis</i> <i>NOTE: this not a section heading: this describes the function of the section.</i>	Clear and concise connection to action research question; themes or categories clearly emerge from a thoughtful rationale and process for approaching data.	Adequate connection to ARQ sufficient; rationale or description of process for developing emergent themes or categories.	Connection to ARQ unclear. Insufficient rationale or description of process for developing emergent themes or categories.	Little or no connection to ARQ; lacks rationale or description of process for developing themes or categories.
<i>Presentation of Findings</i> <i>NOTE: this not a section heading: this describes the function of the section.</i>	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.	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.	Lacks sufficient clarity and organization. Text describes but does not extend data and tables. Some important findings are inadequately identified/ highlighted.	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.

**Chapter IV
Findings**

Sections	Excellent	Satisfactory	Marginal	Unacceptable
<i>Evidence of Quality</i> NOTE: this not a section heading: this describes the function of the section.	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.	Adequate description of procedures used to assure accuracy in gathering and assessing data (e.g., triangulation). Sufficient material in Appendices.	Description needs further clarification. Additional supporting material (i.e. sample transcripts, teacher field notes, etc.) needed in Appendices.	Little or no description of procedures. Little or no supporting material in Appendices
Summary	Clearly and succinctly synthesizes salient findings and establishes context for next chapter.	Highlights salient points. Provides transition to next chapter.	Needs further development to address salient findings and transition to next chapter.	Missing, or simply recaps opening paragraph. Little or no transition to the next chapter.

* 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:

Chapter V
Conclusions and Next Steps

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

SUGGESTIONS FOR CANDIDATE TO REVISE "MARGINAL" OR "INADEQUATE" SECTIONS:

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

OVERALL ASSESSMENT

Excellent

Satisfactory

Marginal

Inadequate

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.