**AUBURN UNIVERSITY**

**COURSE SYLLABUS**

1. **Course Number:** CTEE 7516

**Course Title:** Research Studies in Education in Areas of Specialization

**Credit Hours:** 3

**Prerequisites:** CTEE 7420

**Corequisites:** None (concurrent enrollment in CTEE 7916 for M.Ed. non-practicing teachers)

**Office Hours:** By appointment, Dr. Cardullo- [vmc0004@auburn.edu](mailto:vmc0004@auburn.edu) or Dr. VanSlander – [jzv0020@auburn.edu](mailto:jzv0020@auburn.edu)

**Date Syllabus Prepared:** Jan 1, 2022

1. **Required Texts and Major Resources:**

***TEXTS:***

* Hubbard, R. & Power, B. (2003). *The art of classroom inquiry: A handbook for teacher-researchers.* Revised edition. Portsmouth, NH: Heinemann. ***[See J&M Bookstore downtown]***
* American Psychological Association (APA) (2020). *Publication manual of the American Psychological Association (APA) –* ***Seventh edition***. Washington, DC: APA. Or the electronic version can be downloaded at: <https://www.apa.org/pubs/books/4210512.aspx>

***RESOURCES:***

* Digital camera for photographs of classroom and student artifacts (cell phone or tablet camera is fine).

**AU IMG Canvas Help:** 334-844-5181 or See <http://www.auburn.edu/img/canvas/help/index.html>

**Canvas Tutorials:** See the video guides for how to use tools:

<http://guides.instructure.com/m/4210>

1. **Course Description:** A review, analysis and interpretation of research with an emphasis on designing research to meet the changing needs of the school and to enhance student learning in the digital age.
2. **Course Goals:**

The course is intended for the student to (1) utilize educational research applicable to the classroom, (2) understand the methods of classroom research, and (3) apply course knowledge and technology in practice through producing a teacher-researcher project (i.e., action research project). This project also serves as the **Advanced Professional Work Sample** (APWS) for the Master’s Degree in the College of Education that must be submitted to TK-20 online.

The APWS will be rated in the four areas of: I. Planning, II. Implementation, III. Reflection, and

IV. Analysis of student work (See attached rubric).

**Student Learning Outcomes ACEI Standard Alignment:**

1. Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

Students will plan, implement, manage, and evaluate an action research project in the content area of their choice within their school placements. Action research projects are designed to maximize content area learning, address diverse learning needs, include authentic digital age learning experiences, and rely upon ongoing assessment to evaluate project success. Projects will be documented through the completion of an action research paper or report.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

4. Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

Students will…

* + Review professional literature on classroom practice and student learning, including use of digital media, in an area of interest and need in their classrooms. ***{See Annotated Bibliography or simple revisions of previous Literature Review}.***
  + Demonstrate written understanding of teacher or *action research* and how it is done in each area of the four-step process. ***{See Chapter Exercises}.***
  + Collaborate for peer and instructor feedback in the collection, analysis, and interpretation of classroom data to improve student learning. ***{See Discussion Board and Online Conference}.***
  + Design, implement, and report on the results of *action research* carried out in their classrooms that also utilizes digital learning tools and resources to support student learning. ***{See Research Proposal, Research Report, and Research Presentation}.***
  + **If you are seeking your Ph.D. or Ed.S., you will need to obtain IRB approval and need to contact your professor immediately.**

1. **Course Content Outline:**

**Set Up Canvas Messaging:**  Choose Canvas **Settings** (top right) then **Notifications** (left menu) to alert your university email, mobile, and/or Facebook when new instructor messages are posted & other course alerts.

**PROJECT TIMELINE:** The earliest your project can begin is **Sept. 16** with instructor approval in writing on your submitted proposal. Most projects will begin the week of Sept. 23. Projects should be implemented over a period of four to five weeks.

* + **Week 1: January 12-16**—What is Action Research Chapter 1 – ***ASCD pdf chapter***; Research questions – ***Hubbard chapter 1,*** Web-based tutorial

Homework *(due Wednesday 5pm)*:

* + - 1. ZOOM Conference August 20 at 6pm (CT)
      2. Post to “Introduce yourself” by *Sunday, January 16 at 11:59pm*
      3. Begin considering topic and research questions
      4. **Chapter 1 exercises** *(due Sunday January 16 by 11:59pm)* and complete **Discussion post #1** *(due Sunday January 16 by 11:59 p.m.)* related to exercise one (grade will be included in Chapter 1 exercise)
      5. *Start reading, revising and collecting research articles for your Literature Review in the proposal. Consider questions and topic for action research. (Note: Take notes as you read each article and look for common information across articles).* ***Be sure to start this early in the week. Most articles should be gathered, read, and notes are taken by the beginning of next week.***
  + **Week 2: Jan 17-23**—***Hubbard*** ***Chapter 2*** Literature search, proposal draft, & online resources

Homework:

* + - 1. *Continue reading and collecting research articles for the Literature Review portion of the proposal (Note: Take notes as you read each article and look for common information across articles).* If you struggle with finding articles, you may find the library tutorial to be helpful. ***All articles should be gathered, read, and notes are taken before the end of this week.***
      2. Begin drafting your topic, questions, and proposal
      3. **Chapter 2 exercise** *(due Sunday January 23 by 11:59pm)*
      4. Select a conference time to meet with instructors to review project proposal for next week (30-45 minutes)
      5. *Research questions should be solidified this week. Work on project proposal.*
  + ***Week 3: January 24-30—***Conferences
    - 1. January 25-27—Meet with instructors for project proposal review (submit proposal draft 72 hours in advance.
  + **Week 4: January 31-Feb 6**—Research design/ Data Collection – ***Hubbard chapter 3***

Homework:

* + - 1. **Discussion Board – Post #2** (Post due Wed. February 2 11:59/ Reply to peers due Sun. February 6 11:59pm)
  + **Week 5: February 7-13**—Data Collection

Homework:

* + - 1. Begin drafting permission letter and continue working on project proposal. The permission letter is for your cooperating teacher or your principal and is described in the weekly note for module 4.
      2. **Chapter 3 exercise** – with qualitative data supplement *(due Sunday February 13 by 11:59pm*
  + **Week 5: February 14-20**—Proposals

Homework:

* + - 1. Project proposal **due Wednesday February 20 at 11:59pm** (utilizing feedback from video conference with professors)
      2. **Chapter 4 exercises** *(due Sun. February 20 by 11:59pm)*
  + **Week 6: February 14-20**—Data analysis/ collection ***Hubbard chapter 4***

Homework:

* + - 1. You may begin implementing ‘instructor-approved’ project as soon as you receive approval from your major professor and have signed permission from classroom teacher and/or principal for the project– Make required modifications
      2. There is no Chapter exercise or discussion, because you are focusing on your study.
  + **Week 7: February 28-March 6**—Data Analysis (continued)

Homework:

* + - 1. **Discussion Board – Post #3** (Post due Wed. March 2 11:59/ Reply to peers due Sun. March 6 11:59pm)
      2. Set up a time to meet with major instructor to review project data collection and analysis
  + **Week 8: March 7-11: Spring Break**
  + **Week 9: March 14-20**—Revisiting the literature review – ***Hubbard chapter 5***

Homework:

* + - 1. **Discussion Board – Post #4** (Post due Wed. March 16 11:59/ Reply to peers due Sun. March 20 11:59pm)
      2. March 15-17: Meet with instructor for project data analysis (45 minutes)
* **Week 10: March 21-27**—Revisiting the literature review (continued)

Homework:

1. **Chapter 6 exercises** *(due Sunday March 27 by 11:59pm)*
2. Finish collecting project data
3. **Discussion Board 5**—Post due Wednesday, March 23 by 11:59 p.m. Reply to peers due Sunday March 27 by 11:59 p.m.
   * **Week 11: March 28-April 3**—Writing up research – ***Hubbard chapter 6***

Homework:

* + - 1. Project report DRAFT for peer review **(DUE TO PEER BY WEDNESDAY, April 10 11:59pm)**
      2. **Time to work on final report**
  + **Week 12: April 4-10**—Writing up research (continued)

Homework:

* + - 1. **Discussion Board – Post #6** (Post due Wed. April 6 11:59/ Reply to peers due Sat. April 10 11:59pm)
      2. Project Report due to peer final report **(DUE April 10 11:59pm)**
  + **Week 13: April 11-17**—Finding support for classroom inquiry –

Homework:

* + - 1. Work on Project Final Report based on peer feedback **Due Sunday, April 27 11:59pm**
  + **Week 14: April 18-24**—Finding support for classroom inquiry (continued) ***Hubbard chapter 7***

Homework:

* + - 1. **Chapter 7 exercises** *(due Sunday by 11:59pm)*
      2. Final Discussion and presentation viewings **(DUE Sunday, April 24 at 11:59)**
      3. **Discussion Board – Post #7** – Final Reflection (Post due Sun. 11:59pm). Responses to other posts is not required
      4. **Project presentations (Due April 20 at 11**:59)
      5. Peer feedback on presentations **(DUE NEXT WEEK—April 24 at 11:59)**
* **Week 15: April 25-29**—Finding support for classroom inquiry (continued)

Homework:

Project report submission to Plagscan April 27 at 11:59

Submit signed: ADVANCED FIELD EXPERIENCE DOCUMENTATION FORM if you worked with a cooperating teacher.

AFTER submission to Plagscan Submit final report to Canvas April 27 at 11:59

1. **Assignments/Projects:**

All project assignments must follow style conventions of the 6th edition of the *APA Publication Manual* that is required for this course. In particular, headings, citations, references, tables, and figures should comply. Students should always have all formally written work peer reviewed for feedback before submission. The ***Miller Writing Center*** at Auburn University can assist in the writing and feedback process – See 9H below.

* **Chapter Exercises & Library Exercise (60 points – 6 @10 points each) –**Students will complete chapter readings and select exercises to learn and practice qualitative and descriptive methods for classroom inquiry. These will sometimes include instructor-created exercises for practice in data collection and analysis techniques. (See assignments posted in Canvas). There will not be an assignment for chapter 5.
* **Discussion Board (50 points – 5 @ 10 points each)** –Students will post and comment to the discussion board in areas paralleling chapter readings and their action research projects. (See instructions). They will respond to 2 peers. Students will complete an online discussion board for useful collaboration and support in carrying out their research projects. These discussions will also parallel the information from previous chapter readings. **Discussion topics (150-250 words)** must be posted to Canvas by Wednesday night (11:59 deadline) for half of the credit for this assignment. Responses should meaningfully address the given question(s) based on the assigned reading, prior practical knowledge and experience, and thoughtful reflections linked to practice – along with the current need for advice and assistance in planning and implementing classroom inquiry.

**At least two Comments** **to peers (75-word minimum)** must be made AFTER the Wednesday night deadline (NOT BEFORE) for initial postings and by Sunday night (11:59 deadline) for the other half of the credit for this assignment. Comments should be helpful to the poster, extend thinking, and provide practical suggestions and support for their project – NOT simply affirm the initial post.

**Look for postings with no comments to consider for your comments BEFORE responding to people with ample comments!** You can and are encouraged to comment to more than two people IF you have helpful advice, knowledge, or tips --- and earn ‘brownie points’ ☺. Be sure to go back and read others’ comments to your topic for help before the next chapter assignment!!!

You will assess the effectiveness of the Discussion Board as a technology tool to support thinking and learning in a final reflective posting as part of this assignment. There are only discussion boards 1-4 and 7 that are graded. Five has been omitted and 6 is optional.

* **Attending the initial ZOOM Conference and Introducing Self Post (10 points)**.- The ZOOM Conference is August 21 at 6pm. Instructions will be emailed to all students.
* **Project Proposal (100 points)** – Students will complete a formal proposal for instructor approval and requested modification for carrying out an action research project in their classrooms. (See attached for scoring guide).
* **Project Conferences (2 x 10 points) –** Students will meet with the instructor in an online conference (via Canvas) or in person two scheduled times in order to discuss project proposals, and later data collection and analysis for project reports. (See instructions attached).
* **Project Report (175 points) –** Students will write up the results of their action research in a formal paper or report following the four APWS areas: Planning, implementation, analysis of student learning, and reflection on learning. (See attached). In addition, students are required to peer review projects and must give 3 positives and 3 suggestions.
* **Project Presentation (50 points) –** Students will complete a voice-over PowerPoint presentation of their project research and findings. Peer comments are required and included in the rubric. (See attached).

***NOTE:*** *All written assignments must be typed and should adhere to Standard English usage and conventions, or they will be subject to point loss and may have to be redone.*

***NOTE:*** *All PhD students must use only research articles (no practitioner pieces) in their work. In addition, they must submit an IRB for their project, which includes completion of CITI training.*

1. **Grading Scale:**
   * The components listed above make up the course grade out of 560 possible points. Final grades will be awarded as follows: A = 90-100%, B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F = less than 60%.
   * **All assignments that make up the final grade must be completed, even if late and at a point loss, in order to receive credit for this course. Students who do not submit all required work will receive an incomplete (I) for a grade**.
2. **Class Policy Statements:**

Students must have the appropriate and working computer hardware, headset, software, and Internet connection for this course. This is the student’s responsibility. Failure of students’ equipment is NOT an excuse for late assignments.

**Chapter exercises and discussion board postings must be completed on time for credit. All other major assignments will be accepted up to three days late with a letter grade point loss for each day.** The instructor reserves the right to accept 1 revision for major assignments. If the instructor believes a revision is warranted, the revised submission score will be averaged with the original submission. Under no circumstances will more than 1 revision be accepted per student.

1. Attendance: **This class has synchronous attendance requirements.** Students will meet with the instructor for two individual conferences that take place during the scheduled week. If the student is in a time zone with more than 2 hours difference, the instructor may provide an alternative communication option to meet this requirement. Students are expected to complete all assigned work and meet all submission deadlines, and will be held responsible for any content covered in the event of illness. Attendance is required at all scheduled meetings for credit for the given assignment.

B. Excused absences: **University-approved excuses will be required to be submitted within 7 days for deadline extensions at no point loss**. Students are granted university-approved excuses for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excuse from class for any other reason must contact the instructor in advance to request permission – such as for professional/job/work reasons. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any late submission, but in no case shall such notification occur more than one week after the missed deadline. Appropriate documentation for all excuses is required.

C. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s) – Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays. Individual work can be submitted up to three days late for unexcused absences with point loss – a letter grade deduction for each day late. No credit will be given to any group component without proper excuse.

D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook (*[*www.auburn.edu/studentpolicies*](http://www.auburn.edu/studentpolicies)*)* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. **All work (except where group consultation is required in stated portions of chapter exercises) must be original work with proper citations and references**. Plagiarism is against the AU Academic Honesty Policy. **All submitted assignments are subject to a plagiarism check**. Verification of completion of the AU Library Tutorial on Plagiarism is required before beginning this course: [www.lib.auburn.edu/plagiarism/](http://www.lib.auburn.edu/plagiarism/)

E. Disability Accommodations: "Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

G. Professionalism: As faculty, staff, and students interact in professional settings, they are

expected to demonstrate professional behaviors as defined in the College’s conceptual

framework. These professional commitments or dispositions are listed below:

o Engage in responsible and ethical professional practices

* 1. o Contribute to collaborative learning communities
  2. o Demonstrate a commitment to diversity
  3. o Model and nurture intellectual vitality

H.Writing Center**:**The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F 7:45am-4:45pm.

***Practitioner Literature*** means an article or book chapter that applies research for the practitioner as teacher or administrator. The writing format is more conversational, less scripted or technical, and includes useful diagrams and pictures on teacher practice in the classroom. These include professional association journals in the academic disciplines such as *The Reading Teacher*, *Teaching Children Mathematics*, *Science & Children*, and *Social Studies & the Young Learner*, to name a few. These trade journals are written to directly help the practicing teacher with ideas, tips, lessons, and strategies for practice; but articles are still based on or associated with current research, and thus have a short list of References. ***Popular magazines*** like Newsweek should NOT be used.

**When in doubt about a source, please check with your major professors by sending him a copy of the article (word or pdf format).**

**Project Proposal Conference (10 points)**

You will be required to meet with the instructor to review your proposed project and the parts of the proposal format that you must complete. This meeting will take place in person or via the Canvas conferencing feature at the scheduled date and time. In order to be prepared for this conference, you must:

Upload an OUTLINE of your proposal in advance of the conference – See samples.

Have notes on how you propose to address each section of the proposal based on your research subquestions and related literature review.

Be prepared to ask questions (and be asked questions) about your proposed ideas for project design, management, and evaluation (and related assessment methods).

Record instructor’s comments and input to help strengthen your formal proposal.

**Project Proposal Conference Rubric:**

* + *+10-8 points: Appropriate outline uploaded at least 72 hours before conference, outline lists the overarching question/ topic and 2-4 sub-questions of study, clearly considered all aspects of the project proposal and asks questions related to this, detailed timeline and management, evaluation matches the project and questions. Takes lead and ownership in the discussion about the project.*
  + *+7-5 points: Appropriate outline uploaded at least 48 hours before conference, has overarching question and unclear sub-questions, details and timeline are not fully explained, evaluation vaguely relates to questions, vague questions about how best to proceed, demonstration of a lack of understanding of the process*
  + *+4-2 points: Outline not uploaded 24 hours in advance. Overarching or sub-questions, but not both. Timeline and details are unclear and not fully considered, general/vague questions on how to proceed,*
  + *+1-0 points: No show for conference with no advance arrangement with instructor, but must still have one at another arranged time as a requirement of the course*

**Project Proposal and ‘Analytic’ Rubric (100 points) --- *See posted samples on Canvas***

ACEI Standard 3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

(Give a hard copy of your proposal to your building principal, if a teacher, or field teacher, if a student placement.)

**NOTE:** All cited and referenced literature should follow the conventions given in the current APA Manual. Also, see APA Manual for proper quotation format IF used. Use 1.5” spacing between lines in written text.

Cover Page (5 points)

CTEE 7516 Research Study in (Area of Specialization), Professor’s Name, Title of project, Semester and Year, Student Information (Name, School and Grade Level, Email address) (1 page)

The Project and its Significance (15 points)

Give an adequate thumbnail sketch or overview of the proposed project and its importance. **Cite literature** (1-2 sources) that addresses general topic importance and need. Be sure to include in your overview: (a) the project’s topic area and diversity of target students, (b) intended purpose and research question, (c) key project features and subquestions addressed (i.e., what will you do and why?), (d) assessment of outcomes (tied to subquestions), and (e) significance of its potential outcomes. (1 page)

Supporting Evidence and Rationale (20 points)

Describe: (a) classroom observations made related to the study choice, (b) problem between theory and current practice, and (c) rationale supporting your chosen area for classroom inquiry. **Cite and** **discuss ‘key’ related literature** (3-5 sources) which directly addresses your research question(s) for study. (1-2 pages)

References (5 points)

List all references cited in the above two sections in alphabetical APA format. (Reference list)

{**Note:** Points will be deducted for not having proper APA format on any citations and references.}

Objectives (5 points)

Write the specific sub-questions to be answered (typically 2-4) by the proposed project (Numbered list). Each enumerated sub-question must have bulleted measurable outcomes (including teacher and/or student learning) that will be evaluated for the project’s success. Subquestions, assessment outcomes, and data sources collected should all align and be clearly described and sequenced in the Project Design section.

Project Design (15 points)

Describe **in detail** the operational, step-wise plan or procedure (i.e., methods) for implementing the project, including: (a) its key pieces, and how they address your stated subquestions; (b) the NEW strategy or treatment for implementation – what you are doing with example(s) – (if needed, attach item that details it). Lastly, describe how you envision the final product or outcomes, and its usefulness to the classroom teacher. (1-2 pages)

Activity Management (10 points)

Indicate in chronological order with **exact dates:** (a) the events of project implementation from start to finish, (b) with brief description or bullets for each day’s plan or steps, (c) and the time frame for the completion of each event or portion. (Calendar with labeled events and daily steps)

Resources (5 points)

List all resources, including: (a) materials needed to conduct activities (classroom texts or books should be listed in APA reference format), (b) data collection materials needed to answer sub-questions; and (c) a brief explanation of how they are to be used. (Bulleted list and phrases). Attach all instruments, forms, check-sheets, rubrics, questions, tests, etc. to be used for data collection.

Evaluation (20 points)

Evaluation should address answering each sub-question by measuring student (and/or teacher) outcomes. List and describe: (a) how you will assess or evaluate students (and/or teacher) on the outcomes of your project and (b) the criteria for success or attainment: How will you know if you are successful? **Attachments are required for each measured outcome as a substantial part of points**. (1/2-1 page + ALL attachments)

*Section Rubric:*

90-100% of points = Excellent/Complete; 80-89% of points = Good/Almost Complete; 70-79% of points = Fair/Somewhat complete; 60-69% of points = Poor/Incomplete; less than 60% of points = Unacceptable

**Project Data and Analysis Conference (10 points)**

**ACEI Standards 4. Assessment for instruction**—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

You will be required to meet with the instructor to review your project status, data collection, and data analysis. This meeting will take place in person or via the Canvas conferencing feature at the scheduled date and time. In order to be prepared for this conference, you must:

1. Be in the process of data collection, or finishing it.
2. Be prepared to discuss your data with notes of your proposed ideas for data analysis. Have some sample data analyses prepared for the meeting.
3. Record instructor’s comments and input to help strengthen your analysis work for your report.

**Project Data & Analysis Conference Rubric:**

* *+10-9 points: Appropriate samples of classroom data, examples of both qualitative (charted themes & research memos) and quantitative (tables & graphs) analyses of data addressing each sub-question of study, ample clear and specific questions on how best to proceed in analyses, demonstration of a clear understanding of the data analysis process*
* *+8-7 points: Appropriate samples of classroom data, examples of both types of analyses of data addressing some sub-questions, clear but general questions on how best to proceed, demonstration of a somewhat clear understanding of the process*
* *+6-5 points: Few samples of classroom data, example(s) of only one type of data analysis addressing one sub-question, general and vague questions about how best to proceed, demonstration of a lack of understanding of the process*
* *+4-3 points: Few to no samples of classroom data, few or no examples of data analysis, general/vague/multiple questions on how to proceed, demonstration of little to no understanding of the process*
* *+2-1 point: Show up to conference with no materials, no analyses, too many questions to address well, no understanding of what to do*
* *+0 points: No show for conference with no advance arrangement with instructor, but must still have one at another arranged time as a requirement of the course*

**Project Report Guidelines and ‘Analytic’ Rubric (175 points) --- *See posted samples on Canvas***

ACEI Standards 1. Development, Learning and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

Submit your final project report as a **word document** for your instructor to write comments within it.

Be sure to check APA style format for your required use of citations and references, tables, figures (graphs or student work images), and quotations (from literature, field journals, surveys, informal interviews, etc.). Tables and Figures must be labeled appropriately (e.g., Table X, Figure X) with descriptions. Graphs must include titles, properly labeled axes, and identifying keys if needed.

Cover Page (Required)

CTEE 7516 Action Research Study, Title – as short as possible but including key specific identifiers, Semester and Year, Student Information (Name, School and Grade Level, Email address), Professor’s Name (1 page)

Abstract (5 points)

**Summary**, including (1) problem of study, (2) diverse nature of participants, (3) basic study method, (4) key findings, and (5) conclusions/implications *(150-250 words double-spaced (d.s.))*

Planning (35 points)

**Introduction**, including (1) problem/issue to address and its importance, (2) the research question, subquestions, and (3) literature review of relevant sources supporting and/or informing the study (with citations) *(2-3 pages d.s.)*

Implementation (35 points)

**Methodology**, including (1) opening description of study context and setting (e.g., nature of classroom and activities, diversity of student participants, description of activities/method to be implemented, other.), then (2) step-wise procedure in carrying it out – including data sources (included in Appendices) and then (3) how you completed your data analysis, including calculations, tables, graphs, themes *(2-3 pages d.s.)*

Analysis of Student Learning (50 points)

**Results**, including analyzed data – tables/graphs, themes, quoted words, charts, *student work (if applicable – See below)*. All claims or findings stated in results MUST be supported by data as numbers (tables, graphs) or words (quotes, charts) or images (student work) given in this section. All graphs require associated tables.

*(narrative, 2-5 pages d.s., depending on results, plus analyzed data such as quotes, tables, figures [graphs or student work])*

Reflection (30 points)

**Discussion**, including (1) teacher learning based on findings, (2) links and comparisons to past similar research (with citations), *surprises (if applicable)*, (3) speculation on why these outcomes, (4) implications for the classroom (e.g., needed future student support), (5) possible limitations to this study, and (6) next steps for further action research *(2-3 pages d.s.)*

[NOTE: All possible discussion areas are chosen and addressed based on your unique study and outcomes]

References (5 points)

List references in APA format from citations within your literature review (mostly) and from your discussion (some) where you link your planning and work and findings to related literature *(****7 sources*** *d.s.)*

Appendix (15 points)

Include samples of ALL used instruments (surveys, tests, worksheets, rubrics, check-sheets, etc.) or other related items from the study (activities, procedures) to which you MUST refer explicitly in your written text of methodology (e.g., see Appendix A, see Appendix B, etc).

NOTE: Samples of actual student work (with actual names removed) are only needed if directly addressed (referred to) in the results because this work supports understanding the results and is a part of data analysis. In which case, student work or artifacts should be embedded in the results as images and referred to in the text (see Figure X.) and properly labeled as a figure.

**Project Presentation (50 points) --- *See posted samples on Canvas***

You will put together a voice-over PowerPoint presentation that includes the following narrated slides for the instructor and class to view on Canvas:

Slide 1: Project title, school and grade/nature of diverse students, semester/year, researcher’s name (you)

Slide 2: Research question, subquestion(s) addressed in this research

Slide 3: KEY research-based literature (3-5) in APA reference format with brief narrated review of each

Slide 4: Brief narrated synopsis of context and step-wise methods for implementation (what did you do?)

Slide 5: Data sources and purposes for each, including image(s) of key sample instrument/source(s)

Slide 6: Data analysis of data sources (for making tables, charts, graphs), including image of sample rubric (if applicable)

Slide 7: \*Results overview or summary, including…

Slide 8: … narration of major data analysis in tables, graphs, themes, or images of artifacts

*(one slide is required here but you may have a few more as needed)*

Slide 9: Final learning/conclusions, implications, and next steps in research cycle *(final slide)*

**\*NOTE: For those of you who have multiple separate case analyses (3 or more) in your final reports, you will ONLY present the overall tabulated data here for all cases together, but refer to your report for details on each case.**

***Your entire narrated presentation must be within 8-10 minutes of time from start to finish, or a letter grade of points will be deducted for each additional minute of time over the limit***. ***Be sure to practice and time your presentation before making your final recording.***

*Presentation ‘Holistic’ Rubric:*

45-50 points: All slides and information are included, highly appropriate text and wording as notes (no sentences), very informative and clear narration of points, very effective and appropriate display of key instruments and results, conclusions clearly linked to results and make logical sense, narration is technically correct (no missing or cut-short parts)

40-44 points: All slides and information are included, appropriate text and wording as notes (few sentences), informative and clear narration of points, effective and appropriate display of most key instruments and results, conclusions linked to results and make sense; narration is mostly technically correct (no missing or few cut-short parts)

35-39 points: All slides and information are included, somewhat appropriate text and wording (perhaps too short or too wordy), somewhat informative and clear narration (perhaps too short or too wordy or hard to hear), somewhat effective and appropriate display of key instruments and results (perhaps confusing table, graph, or image), conclusions mostly linked to results and make sense; narration is somewhat technically correct (few missing or cut-short parts)

30-34 points: Most slides and information are included, somewhat appropriate text and wording (perhaps too short or too wordy), somewhat informative and clear narration (perhaps too short or too wordy or hard to hear), ineffective and inappropriate display of results (very confusing tables, graphs, or images), conclusions little linked to results and do not make sense; narration is not technically correct (missing or cut-short parts)

Less than 30 points: Some slides and information are included, inappropriate text and wording (perhaps too short or too wordy or off topic), not informative and clear narration (perhaps too short or too wordy or hard to hear), ineffective and inappropriate display of results (very confusing tables, graphs, or images), conclusions are not linked to results and do not make sense; narration is not technically correct (missing or cut-short parts)

**REQUIREMENT for Scoring:** After voice-over PowerPoint presentations are submitted, you will be prompted to complete three randomly assigned peer reviews. This last step simulates a class meeting where students present their projects for peers to learn from each other’s work ---- like an action research conference! You will provide supportive comments in one paragraph (75-100 words) for each review on (1) what you have learned from the study and (2) how you might use this learning in your own classroom planning and teaching. Please complete your peer review comments within four days of assignment due date.

***Advanced Professional Work Sample Rubric for the College of Education***

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| --- | --- | --- | --- | --- |
| **Advanced Professional Work**  **Sample Rubric** | | | | |
| **Rating**  **Indicator**  | **Poor** | **Approaching**  **Competence** | **Competent** | **Exemplary** |
| **Planning** | Shows little if any  understanding of how to select strategies appropriate for the content, the learners, and the goals | Shows minimal  understanding of how to select strategies appropriate for the content, the learners, and the goals | Shows strong  understanding of how to select strategies appropriate for the content, the learners, and the goals | Shows in‐depth  understandings of how to select strategies appropriate for the content, the learners, and the goals |
| Does not draw on  current research | Makes use of  current research in somewhat superficial ways | Makes use of  current research in appropriate ways | Applies current  research in  insightful and  thoughtful ways |
| Demonstrates little  if any understanding of the relationship between outcomes and assessment (and/or the links to professional, state, or district  standards if appropriate) | Demonstrates  limited awareness of the relationship between  outcomes and  assessment (and/or the links to professional, state, or district standards if appropriate) | Demonstrates  solid command of the relationship between outcomes and assessment (and/or the links to professional, state, or district standards if  appropriate) | Demonstrates  strong understanding of the relationship between outcomes and assessment (and/or the links to professional, state, or district  standards if  appropriate) |
| Fails to integrate  technology when appropriate, does not draw on students’/clients’ prior experiences nor considers school, family, and community contexts | Integrates  technology in limited ways when appropriate, draws in superficial ways on students’/clients’ prior experiences as well as school, family, and community contexts | Integrates  technology in meaningful ways when appropriate, draws in meaningful ways on students’/clients’ prior experiences as well as school, family, and community contexts | Integrates  technology in meaningful ways when appropriate,  draws in insightful ways on students’/clients’ prior experiences as well as school, family, and community contexts |

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| --- | --- | --- | --- | --- |
| **Implementation** | Demonstrates  inadequate knowledge of subject matter or principles/concepts related to professional practice | Some content is  presented in challenging, clear, meaningful, and compelling ways using real‐world contexts. | Most content is  presented in challenging, clear, meaningful, and compelling ways, using real‐world contexts as appropriate. | Content is  presented in challenging, clear, meaningful, and compelling ways, using real‐world  as appropriate. |
| Exhibits inability to  explain and provide clear examples of important principles and/or concepts | Exhibits limited  ability to explain and provide clear examples of important principles and/or concepts | Consistently  provides clear explanations and examples of important principles and/or concepts; at times offers multiple explanations to help all learners progress | Provides  exceptionally  clear explanations  and examples of  important principles and/or concepts; offers multiple explanations as needed to ensure that all learners progress |
| Has no success in  facilitating a learning experience that is challenging, compelling, or linked to real‐ world issues | Has partial  success in facilitating a learning experience that is challenging, compelling, or linked to real‐ world issues | Is effective in  facilitating a learning experience that is challenging, compelling, or linked to real‐ world issues | Is extremely  effective in facilitating a learning experience that is challenging, compelling, or linked to real‐ world issues |
| Demonstrates  multiple professional behaviors that are inappropriate for working with students, clients, families, and/or communities | Demonstrates  some minor professional behaviors that are inappropriate for working with students, clients, families, and/or communities | Demonstrates  professional behaviors appropriate for working with students, clients, families, and/or communities | Demonstrates  Exceptional professionalism in working with students, clients, families, and/or communities |
| **Reflection** | Demonstrates little  if any ability to identify excerpts from actual practice that illustrate what when well and what could have been implemented more effectively | Demonstrates  some ability to identify excerpts from actual practice that illustrate what when well and what could have been implemented  more effectively | Identifies excerpts  from actual practice that illustrate what when well and what could have been implemented more effectively | Identifies clear  and compelling excerpts from actual practice that illustrate what when well and what could have been implemented more effectively |

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|  | Exhibits inability to  identify ways to make ideas more accessible to all clients | Shows some  insight into how to make ideas more accessible to all clients | Shared thoughtful  insights into how to make ideas more accessible to all clients | Demonstrates  probing insights into how to make ideas more accessible to all students |
| Fails to identify  specific ways to improve own practice | Articulates  specific ways to improve own practice although some are questionable | Articulates  specific and reasoned ideas on how to improve own practice | Articulates  specific and well‐ reasoned ideas on how to improve own practice |
| **Analysis** | Does not  accurately assess student learning, client progress | Candidate uses  assessments to study the effects of teaching on student learning. | Candidate uses  multiple assessments to study the effects of teaching on student learning. | Candidate uses  multiple and comprehensive assessments to study the effects of teaching on student learning. |
| Is unable to use  data to make decisions regarding ways to better address the needs of all learners including consideration of developmental levels, prior experiences, and special needs | Uses data to  make decisions regarding ways to better address the needs of all learners including consideration of developmental levels, prior experiences, and special needs | Uses data to  make reasoned decisions regarding ways to better meet the needs of all learners including consideration of developmental levels, prior experiences, and special needs | Uses the data to  make well‐ reasoned and insightful decisions regarding ways to ensure the  success needs of all learners including consideration of developmental levels, prior experiences, and special needs |
| Demonstrates little  if any understanding of how to collect and use progress monitoring data | Demonstrates  limited understanding of how to collect and use progress monitoring data | Demonstrates  understanding of how to collect and use progress monitoring data | Demonstrates  In‐depth understanding of how to collect and use progress monitoring data |
| Exhibits little if any  knowledge or commitment to policies and principles related to assessment and ensuring the progress of all learners | Exhibits limited  knowledge of or commitment to policies and principles related to assessment and ensuring the progress of all learners | Exhibits  knowledge of and commitment to policies and principles related to assessment  and ensuring the progress of all learners | Exhibits deep  knowledge of and commitment to policies and principles related to assessment  and ensuring the progress of all learners |