

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION & HUMAN DEVELOPMENT
EDUCATION LEADERSHIP PROGRAM**

**EDLE 690, Section 603, CRN 11230 Spring 2010
Using Research to Lead School Improvement**

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Schedule Information

Location: GMU Campus, Engineering Building, R. 1107
Meeting times: Mondays, January 25, 2010 – May 3, 2010
4:30-7:10 p.m.

Course Description: EDLE 690 Using Research to Lead School Improvement (3:3:0)

Develops skills, insights, and understanding of how leaders use research to improve schools, with emphasis on the use of assessment and research data to identify school improvement needs and to design school improvement projects.

Nature of Course Delivery

Using Research to Lead School Improvement helps students to identify opportunities for school improvement and focus their efforts toward improved student learning. Through readings, lectures, workshops, discussions, case studies, and presentations, students will learn how to conduct library and field-based research, how to connect theory and research to practice, and how to design, implement and evaluate school improvement based on sound theory and research.

Content

The two primary purposes of the course are to help students to become better consumers of research and to learn how to use that research to lead school improvement focused on instruction. All of the EDLE program goals are active, to a greater or lesser extent, in this course. Candidates will begin to:

1. develop the capacity to examine and summarize student performance data and use these data to identify school needs;
2. develop an informed perspective on issues in education administration grounded in contemporary research;
3. understand how principals can use research to enhance instructional leadership; and
4. apply technology to the task of reviewing, conducting, and/or presenting education research.

Teaching and Learning

Each class will include a variety of activities and exercises. Out-of-class work will rely in part on the use of TaskStream and web-based resources created to complement the primary text. Specific process goals for the class are as follows:

1. Classes will reflect a balance of activities that encourage the exploration of the use of research in instructional leadership. To promote an atmosphere that allows us to accomplish this end, we will:
 - a. start and end on time;
 - b. maintain (flexibly) a written agenda reflecting objectives for each class;
 - c. agree to disagree respectfully during class discussions;
 - d. strive to be open to new ideas and perspectives; and
 - e. listen actively to one another.
2. Student work will reflect what is expected from leaders. As such, students are expected to:
 - a. write papers that are well researched, proofread, submitted in a timely fashion, and conform to APA guidelines;
 - b. participate actively in class discussions in a manner that challenges the best thinking of the class; and
 - c. provide constructive feedback to others both on their ideas and on their written work, striving to learn from each other and to test each other's ideas.
3. We will endeavor to create a classroom climate that approximates what we know about learning organizations. As such, it is important that we create conditions that allow participants to try out new ideas and voice opinions without fear of ridicule or embarrassment. The hallmark of a learning organization is a balance between openness and constructive feedback; hence, everyone is expected to:
 - a. come fully prepared to each class;
 - b. demonstrate appropriate respect for one another;
 - c. voice concerns and opinions about class process openly;
 - d. engage in genuine inquiry;
 - e. recognize and celebrate each other's ideas and accomplishments; and
 - f. show an awareness of each other's needs.

Learner Outcomes

Successful students will emerge from the course able to:

1. search online databases for recent publications relevant to a specific topic, and prepare a brief summary of applied research on a topic relevant to the improvement of instruction at their school site;
2. use education research to develop a position based on more than one's opinion;
3. understand basic statistics (e.g., measures of central tendency & dispersion; basic inferential statistics) and their application in educational research;
4. understand and be able to evaluate basic research designs, and apply a research design to the study of a problem related to instruction and/or improvement at their school site; and
5. prepare and defend a proposal for a School Improvement Project (SIP) that becomes the blueprint for the capstone project required in the EDLE program internship.

Professional Standards

The course addresses Virginia Department of Education (VADOE) Competencies, The Interstate School Leaders Licensure Consortium (ISLLC) Standards, and Educational Leadership Constituent Council (ELCC) (NCATE) Standards dealing with information management; use of data to inform decisions; principles of research and evaluation; use of information resources/data collection and analysis; and

effective communication. Specific ELCC standards addressed include: 1.2b; 1.3a, b; 2.3c; 3.1a; 3.3a, b; 4.2a, b; and 6.3b.

1.2b. Candidates demonstrate the ability to use data-based research strategies and strategic planning processes that focus on student learning to inform the development of a vision, drawing on relevant information sources such as student assessment results, student and family demographic data, and an analysis of community needs.

1.3a. Candidates can formulate the initiatives necessary to motivate staff, students, and families to achieve the school's vision.

1.3b. Candidates develop plans and processes for implementing the vision (e.g., articulating the vision and related goals, encouraging challenging standards, facilitating collegiality and teamwork, structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, and securing needed resources).

2.3c. Candidates demonstrate an understanding of how to use appropriate research strategies to promote an environment for improved student achievement.

3.1a. Candidates demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency.

3.3a. Candidates use problem-solving skills and knowledge of strategic, long-range, and operational planning (including applications of technology) in the effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment that focuses on teaching and learning.

3.3b. Candidates creatively seek new resources to facilitate learning.

4.2a. Candidates demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives.

4.2b. Candidates demonstrate the ability to use appropriate assessment strategies and research methods to understand and accommodate diverse school and community conditions and dynamics.

6.3b. Candidates apply their understanding of the larger political, social, economic, legal, and cultural context to develop activities and policies that benefit students and their families.

Specific VADOE standards addressed in this course include: a2, 7, 8; b1, 2, 3, 4, 5, 6; c8; and f1.

a2. Collaborative leadership in gathering and analyzing data to identify needs to develop and implement a school improvement plan that results in increased student learning;

a7. Identification, analysis, and resolution of problems using effective problem-solving techniques; and

a8. Communication of a clear vision of excellence, linked to mission and core beliefs that promotes continuous improvement consistent with the goals of the school division.

b1. Systems theory and the change process of systems, organizations and individuals, using appropriate and effective adult learning models;

b2. Aligning organizational practice, division mission, and core beliefs for developing and implementing strategic plans;

b3. Information sources and processing, including data collection and data analysis strategies;

b4. Using data as a part of ongoing program evaluation to inform and lead change;

b5. Developing a change management strategy for improved student outcomes;

b6. Developing empowerment strategies to create personalized learning environments for diverse schools;

c8. Application of data-driven decision making to initiate and continue improvement in school and classroom practices and student achievement.

f1. Concepts of leadership including systems theory, change theory, learning organizations and current leadership theory;

Relationship of Course to Internship

Although the internship is a separate course, the Education Leadership program has integrated “embedded experiences” into course work. This means that some of the work for this class is related to your internship. You may write about embedded experiences in your internship journal and Collective Record, but they can only count over and above the minimum 320 hours required for the internship

During this course, students will prepare and present a proposal for a school improvement project that they will implement and evaluate as a part of their internship activities over the remainder of the program.

Course Materials

Required Text

Earl, L., & Katz, S. (2006). *Leading in a data-rich world: Harnessing data for school improvement*. Thousand Oaks, CA: Corwin.

The texts are available in the GMU Bookstore in the Johnson Center. Additionally, EDLE program faculty has prepared a manual, *Team Planning for School Improvement (TPSI)*, which will be used to augment the texts and assist students in the preparation of their school improvement proposals. The manual can be downloaded and printed from the course TaskStream site.

Recommended resources:

The American Psychological Association (2009). *Publication Manual of the American Psychological Association, Sixth Edition*. Washington, D.C.: American Psychological Association.

Creighton, T.B. (2007). *Schools and data: The educator's guide for using data to improve decision making*. Thousand Oaks, CA: Corwin.

Outside-of-Class Resources

Online access is vital for the distance learning aspects of the course and is important if we experience school shutdowns because of the weather or other problems. **All students are now required to activate and monitor their GMU e-mail accounts.** If you are uncertain about how to do this, please see me. It is my expectation that you will be fully competent to send and receive e-mail messages **with attachments**. If your computer at school or home has spam blocking that will prevent you from seeing messages with attachments, you are responsible for addressing this problem immediately.

All students are required to use <http://www.taskstream.com> as part of this course. This is an Internet site at which I will post vital information for the course and through which we will communicate from time to time. Samples of student work will be archived on this site for purposes of course, program, and college assessment.

It is my expectation that all students have access to Microsoft Office. We will be using Word and Excel for this course. If you do not have access to this software, you are required to obtain it within the first two weeks of the course. It is best to have the most recent (2007) version of the software.

Course Requirements, Performance-based Assessment, and Evaluation Criteria

Attendance

All students are expected to attend every class, arriving on time and remaining until the end. If you are ill or have an emergency that prevents you from attending class, please call or e-mail me in advance. If you miss more than one class, arrive late to multiple classes, and/or leave class early multiple times, you will be subject to loss of participation points.

General Expectations

Consistent with expectations of a master's level course in the Education Leadership program, grading is based heavily on student performance on written assignments. The assignments constructed for this course reflect a mix of skills associated with the application of research to education leadership contexts. Overall, written work will be assessed using the following broad criteria:

1. Application of concepts reflected in class discussion and readings
2. Creativity and imagination
3. The ability to write in a clear, concise, and organized fashion

Additionally, a portion of the class grade will be based on participation and the contribution you make to class discussions. The overall weights of the various performances are as follows:

Class participation 10 points

Students are expected to participate actively in class discussions, in group activities, and in serving as critical friends to other students. Attendance is expected for all classes. **If you must be absent, please notify me by e-mail or phone.** More than one absence may result in a reduction in participation points. Arriving at class more than 30 minutes late or leaving more than 30 minutes before the end of class may result in loss of points.

Written assignments 90 points

Several different types of performance-based assignments will be completed during the semester. Each assignment relates to the application of educational research in your school setting. Each assignment and a rubric for grading each assignment are described at the end of this syllabus.

The assignments are designed sequentially to help you define and plan the school improvement project **you will be conducting as your capstone project for the internship.** Thus, in the first assignment, you examine school performance data and define a research topic. In the second and third, you review the available research literature on that topic, and begin to define the specific improvement project you will implement. Finally, for the fourth assignment, you write and defend your proposal. The written proposal is the program-level Performance-Based Assessment for this course.

ALL ASSIGNMENTS must be submitted electronically, through TaskStream. TaskStream is an online assessment system used by the college to collect student work, provide feedback to students, and maintain an ongoing record of student assessment data. You will be provided with a TaskStream account and use TaskStream to submit work for courses, as well as to prepare and submit your internship portfolio.

Late work: I expect all students to submit their work on time, meaning no later than by midnight of the due date. Assignments will not be accepted later than **48 hours** after a due date. Papers due on a day when you are absent must be submitted via TaskStream by the due date.

Rewrites: Students may rewrite a paper (other than the final paper) and re-submit the paper for re-grading within one week of receiving the paper back. I recommend that students not consider re-writing papers with scores of 3.5 or higher. If you wish to discuss your work, I am willing to do so at a time of mutual convenience. Papers that are initially submitted more than 48 hours late will not be graded.

Grading scale:

A+	=	100 points
A	=	95-99 points
A-	=	90-94 points
B+	=	85-89 points
B	=	80-84 points
C	=	75-79 points
F	=	below 75 points

College of Education and Human Development Statement of Expectations

- Students are expected to exhibit professional behavior and dispositions. See <http://cehd.gmu.edu/assets/docs/cehd/Dispositions%20for%20a%20Career%20Educator.pdf>
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

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Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Tentative Weekly Schedule--EDLE 690(Smith)S10.001

Session #	Date	Topics	Reading/Writing Assignment
1	1/25	<ul style="list-style-type: none"> • Introductions • Course expectations and procedures • Using TaskStream • Materials and resources • Identifying a change 	
2	2/1	<ul style="list-style-type: none"> • Discuss readings • Finding local data • Task sheets 1 & 2 • Tabular & graphic representations of data • Testing ideas against assignment rubric 	Team Planning for School Improvement (TPSI) Module 1: Overview Earl and Katz, Chapters 1 & 2 Task Sheets 1& 2 (make notes, but do not submit) Creighton, Chapters 1 & 2
3	2/8	<ul style="list-style-type: none"> • Reflection on reading • Jigsaw: Critique of Hoy et al. • Discuss school data • Characteristics of qualitative and quantitative research in the process of conducting research • Recognizing research designs 	Read/become familiar with your school's improvement plan and how well the school accomplished its objectives. Bring data focused on your priority area(s) Research Literature #1: Academic Optimism of Schools: A Force for Student Achievement (Available in TS resources) Earl and Katz, Chapters 3 & 4 TPSI Module 2: Identifying Target Areas Creighton, Chapter 3
4	2/15	<ul style="list-style-type: none"> • Presentation and critique of problem identifications • Guest presenter on practice (tentative) 	Writing assignment # 1 (Problem Identification) due
5	2/22	<ul style="list-style-type: none"> • Issues revealed by the problem identification papers • Jigsaw: Critique of Katz, Sutherland and Earl article • Threats to validity • Developing the annotated bibliography • Conducting the search: An in-class exercise 	Earl and Katz, Chapters 5 & 6 Complete Earl and Katz Task sheets 8 & 9 Reading Research Literature #2: Toward an Evaluation Habit of Mind: Mapping the Journey (available in TS)
6	3/1	<ul style="list-style-type: none"> • Review of criteria for the annotated bibliography • Applying Earl and Katz • Evaluating Research Articles • What Works Clearing House • Types of reliability and validity • Evaluating research articles • Review of two articles submitted for publication 	Bauer & Brazer, Chapter 6: Finding Supportive Literature Earl and Katz, Chapters , Chapters 5 & 6 TPSI Module 3: Observation and Analysis Creighton, Chapter 4 Complete mid-semester formative evaluation Review articles

7	3/8	<ul style="list-style-type: none"> • Presentation and critique of annotated bibliographies • Formative evaluation of class • Guest presenter on practice (tentative) 	Writing assignment (Annotated Bibliography) #2 due
8	3/18	<i>No class on 3/15. Instead, all students will attend the EDLE Conference on Thursday, March 18, 5:00-8:00 p.m., Johnson Center on campus</i>	
9	3/22	<ul style="list-style-type: none"> • Criteria for Research Brief • Root cause analysis to theory of action • Embedding the discipline of research in SIP projects • Analyzing causes and identifying objectives 	Bauer and Brazer, Chapter 7: Getting to the Root of the Problem Earl and Katz, Chapter 7 TPSI Module 4: Action Planning
	3/29	<i>No class. March 29-April 2 FCPS spring break.</i>	
10	4/5	<ul style="list-style-type: none"> • Action research • CBAM: Design and an exercise • A framework for program/intervention evaluation 	Creighton, Chapters 6 & 11 CPRE (2009) <i>School Improvement by Design</i> Bauer and Brazer, Chapter 9: Identifying Solutions and Action Planning for School Improvement
11	4/12	<ul style="list-style-type: none"> • Critique of research briefs • Frame analysis of SIP intervention • Action Planning (1) • Guest presenter on practice (tentative) 	Writing assignment #3 (Research Brief) due
12	4/19	<ul style="list-style-type: none"> • Action planning (2) • Evaluation planning • Consequence analysis • Guest presenter on practice (tentative) 	Bring rough outline of intent on sections of SIP Bauer and Brazer, Chapter 10: Considering Implementation & Evaluation Creighton, Chapter 11
13	4/26	<ul style="list-style-type: none"> • Intervention Configuration for SIP • Frame Analysis of SIP Intervention • Budget format for SIP • Poster session presentation outline • Reading research literature critique • Critical friends: How persuasive is my proposal? 	Bring rough outline of intent on sections of SIP and Program Configuration Reading Research Literature #3 & #4: A Qualitative Study Reading Research and a Quantitative Study respectively or studies of choice related to your SIP Bring draft of School Improvement Project proposals (i.e., Assignment #4)
14	5/3	<ul style="list-style-type: none"> • SIP plans poster session 	Writing Assignment #4 (School Improvement Plan) due

Writing Assignment 1: Problem Identification Using School Performance Data (20 Points)

Overview:

Data are tools – they represent a primary source of knowledge-building for school improvement. As leaders in your school, one of your primary tasks is to understand available data relating to your school’s performance in meeting its goals and objectives. Additionally, you need to learn how to communicate about these data to various stakeholder groups. In this assignment, you are asked to assemble some of these data, and prepare a short summary suitable for presentation to a school leadership team.

Tasks:

1. Identify the variety of published data relating to your school’s demographic characteristics (e.g., enrollment, attendance, composition of the student body, staffing); measures of student learning; and any perceptual data that might exist relating to such things as school climate. These data may be available on your school or school system’s website, on related websites (e.g., state education department), or in published material.
2. Determine your school’s primary performance objectives: What is the school expected to achieve? Dig deeper than routine accountability requirements; examine the school’s current improvement plan, for instance, to identify current improvement priorities.
3. Examine relevant assessment data for at least a two-year period. To do this, you will need to **triangulate the data** available to you – look across various sources to answer the question: **How well are we doing?** As a leader in your school, you will add value to your analysis by using your craft knowledge to interpret what these data mean. You may limit your focus to one or more areas identified as priorities for your school. In other words, you do not need to present data on each and every curricular objective, but you should provide a reasonable synopsis of “how well we’re doing”.
4. Identify any areas that reflect priorities – for instance, areas in which students are achieving at a level below your school’s goals and objectives. Be careful to identify performance indicators that clearly relate to the school performance objective(s) you’ve identified. The goal here is NOT to “solve” an identified problem, but to highlight areas that are in continued need of attention in your school’s improvement plan.
5. Prepare a summary that includes a synopsis of the school’s demographic characteristics, improvement goals, current levels of performance, and challenge area(s). Use the attached rubric as a guide to structure your paper.

This is an exercise in leadership communication. Be selective – you cannot provide an overview of all of the data that might be available. Craft your examination to focus on important areas of concern. NOTE – the tone of the paper is persuasive: you are providing your expert judgment based on your analysis of school performance data.

Direct the paper to your school’s leadership team as the audience – the team may include new members, including one or more parents or community members. Avoid jargon, and be aware of the clarity of your presentation – if you confuse your audience or present a lot of disparate data that don’t connect to your school’s objectives, you’ve failed to add value to the discussion. Use tables and/or graphs sensibly to summarize briefly the discussion and direct the reader’s attention.

This is a short paper (7 +/- pages), and should be written in a fashion that is suitable for the audience described above.

EDLE 690 Problem Identification

<i>Levels:</i>	exceeds expectations	meets expectations	approaching expectations	falls below expectations
<i>Criteria:</i>				
<p>Introduction and Thesis (10%) Any written statement should begin with an introduction that draws the reader into the topic and includes a one-sentence thesis. The thesis states what the author intends to prove or demonstrate in the body of the written work. For this paper, the thesis must name the focal area(s) for improvement.</p>	<p>The paper starts with an introduction that provides a clear roadmap for the reader, foreshadowing what the remainder of the document is intended to provide in the way of information. The thesis statement appears in this introductory paragraph, states explicitly the areas for improvement and relates clearly to the body of the written work.</p>	<p>The paper starts with a brief introduction that alludes to the purpose of the paper and provides a general foreshadowing of what is to be included in the document. The thesis may not be entirely clear or appropriate.</p>	<p>The introduction provides only the barest hint about the purpose of the paper and the information to be shared. The thesis is either confusing or missing.</p>	<p>The paper lacks an introduction entirely, or the introduction fails to provide useful information that is linked to the intended purpose of the document.</p>
<p>Characteristics of the school and diversity of the school community (ELCC 4.2) (25%) This section is intended to help the reader understand the nature of the school so that the priority area will make sense.</p>	<p>The paper includes a thorough and concise overview of the demographic characteristics of the school, school staffing, and the school community. The school's current improvement objectives are highlighted, and (if available) data related to characteristics of the school climate are described.</p>	<p>The paper includes a general overview of the demographic characteristics of the school, school staffing, and school community; the school's current improvement objectives; and measures of school climate. Some important demographic data are not evident.</p>	<p>The paper includes a limited review of demographic and staffing data; the school's current improvement objectives; and measures of school climate. Important data are omitted or presented inaccurately.</p>	<p>The presentation of demographic data and/or current improvement objectives is missing or wholly inadequate.</p>
<p>Use of data to analyze school performance related to the school's vision and objectives (ELCC 1.2) (25%) This section explains where the school has been in terms of student achievement.</p>	<p>The paper includes a clear and concise summary of the school's performance based on an assessment of important educational outcomes reflecting the school's vision and objectives, over at least a <u>two-year</u> period.</p>	<p>The paper includes a summary of the school's performance over a two-year period, using general measures of important educational outcomes.</p>	<p>The paper includes a summary of the school's current performance in general terms. Specific indicators or educational outcomes are not in evidence.</p>	<p>The assessment of school performance is missing or wholly inadequate</p>
<p>Identification of improvement area (ELCC 2.2) (20%) This is the "punch line" of the paper which explains exactly where the school ought to be focused in its effort to improve student achievement.</p>	<p>The paper concludes with a recommendation of one or more focal areas to improve instruction. The identified achievement gaps are well supported by the analysis of school data, and are clearly connected to the school's vision and improvement objectives and the emerging needs of the school community.</p>	<p>The paper concludes with a recommendation of one or more focal areas to improve instruction. The identified achievement gaps are generally supported by the analysis of school data, and are at least loosely connected to the school's vision and improvement objectives.</p>	<p>The paper concludes with a general recommendation of one or more focal areas to improve instruction. The identified achievement gaps are not clearly supported by the analysis of school data.</p>	<p>The recommendation is missing or wholly inadequate.</p>

EDLE 690 Problem Identification (2)

<p>Use of tables and graphs to summarize data (10%) Tables and/or graphs should appear as support to the text. Data should be organized for ease of understanding.</p>	<p>Tables and/or graphics are powerfully used to present demographic and/or school performance data.</p>	<p>Tables and/or graphics are used sparingly, but effectively, to present demographic and/or school performance data</p>	<p>Tables and/or graphics are used somewhat effectively, but in some instances they are distracting, mislabeled, or otherwise confusing.</p>	<p>Tables and/or graphics are not evident.</p>
<p>Mechanics (10%) Your written work should always represent you as accurate and precise.</p>	<p>Nearly error-free, reflecting clear understanding and thorough proofreading</p>	<p>Occasional grammatical errors and questionable word choice</p>	<p>Errors in grammar and punctuation, but spelling has been proofread</p>	<p>Frequent errors in spelling, grammar, and punctuation</p>

Writing Assignment 2: Annotated Bibliography (10 Points)

Overview: As emerging leaders in your schools, you need to develop the skills associated with accessing the knowledge base on questions that are important to the understanding and improvement of teaching and learning. An annotated bibliography provides you with the opportunity to learn how to sift through existing research on a question that interests you and to begin to organize the knowledge that you are gaining by reading this literature.

Task:

1. Select a topic identified in the previous writing assignment. Base your selection on your review of relevant data, and on discussions with leaders in your school concerning the areas that reflect current and future improvement priorities for the school.
2. From this selection, state your focus as a research problem. For the purposes of reviewing the literature, your problem should be stated as a question. For example, “Why do second language learners experience disproportionately low achievement in mathematics?” That might be a bit broad, so your research problem or question is likely to narrow as you read relevant literature.
3. Find a number of research articles (theoretical works, empirical studies, and syntheses) that speak to the question you selected. This is an iterative process; as you examine the literature, you will narrow your search by stating (and restating) the research question that defines what you want to know and why. You might identify several articles that are review pieces or syntheses of the literature themselves, but you should also concentrate on identifying primary research (i.e., papers that present an analysis using quantitative or qualitative methods to contribute to the knowledge base on the question). Most of your research can be accomplished on the Internet, with support from your school library, the public library, and/or GMU libraries.
4. Prepare an ANNOTATED BIBLIOGRAPHY using at least five (5) of the most important papers you found. An annotated bibliography is a list of articles (or books) that includes a brief description of the work and an evaluation of its usefulness. The purpose of an annotated bibliography is to provide information about the relevance, utility, and quality of the source **for your purposes**.
5. Your annotated bibliography should include a statement of the topic and research question you are investigating; five or more annotated entries using the format shown below; and a complete reference list showing all of the papers you consulted (somewhere in the neighborhood of 10). Citations must be in APA format.

An example of an entry in an annotated bibliography follows:

Goldschneider, F. K., Waite, L. J., & Witsberger, C. (1986). Nonfamily living and the erosion of traditional family orientations among young adults. *American Sociological Review*, *51*, 541-554.

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

EDLE 690 Annotated Bibliography

	exceeds expectations	meets expectations	approaching expectations	falls below expectations
<i>Criteria:</i>				
Statement of problem: (ELCC 1.2) (10%)	The paper begins with a clear statement of the problem, which specifically relates to a performance gap identified using assessment results, demographic data, and analysis of school and community needs.	The proposal begins with a statement of problem which relates generally to a performance gap identified using assessment data.	The statement of the research problem is evident, but is vaguely worded or poorly spelled out. It is difficult to discern a clear focus for the research.	The statement of research problem is missing or wholly inadequate
Bibliographic entries – content of summaries: (ELCC 6.1.a) (40%)	Annotated entries provide a clear and concise summary of each research source. Each entry includes an overview of the research (including method and findings); and an assessment of its utility.	Annotated entries provide a summary of each research source. Each entry includes a brief overview of the research and an assessment of its utility, but may be lacking in specificity.	Annotated entries provide a general overview research sources, but lack detail or are missing significant elements needed to make the entries useful.	Annotated entries are severely lacking in detail, rendering them of little use
Bibliographic entries – focus (10%)	All entries clearly and specifically relate to the research question.	Most entries relate clearly to the research question.	Most entries relate only generally to the research question.	The connection between annotated entries and the research question is difficult to discern.
Bibliographic entries – quality (10%)	Sources are well balanced, including original research and synthesis pieces from high-quality, credible sources.	Entries are included from quality sources, but are dominated by synthesis pieces; original research is not evident.	One or more entries are included from questionable sources, reflecting largely opinion pieces rather than original research or syntheses of research.	Entries are dominated by material from questionable sources; a review of research is not evident.
Bibliographic entries – quantity and form (10%)	Five or more annotated summaries are presented, along with a detailed reference list of all sources consulted. Bibliographic entries are complete and presented in APA format.	Five or more annotated summaries are presented, as is a reference list of sources consulted. Bibliographic entries are presented in APA format. However, some references appear incorrect or are in improper format.	Fewer than five annotated summaries are presented, or the annotated entries and reference list contain numerous incorrect or incomplete references.	Annotated summaries and/or reference list are missing or wholly inadequate
References— quantity and form (10%)	References are complete and presented in APA format.	References are in APA format, but a few (1-3) appear incorrect or are in improper format.	The document contains numerous incorrect or incomplete references.	References are omitted entirely.
Mechanics (10%)	The paper is nearly error-free, reflecting clear understanding and thorough proofreading.	Occasional grammatical errors and questionable word choice are present.	Errors in grammar and punctuation are evident, but spelling has been proofread.	Frequent errors in spelling, grammar, and punctuation are present.

Writing Assignment 3: Research Brief (20 Points)

Overview: A research brief is a literature review or compilation of published work on a research topic that both summarizes and evaluates what is known on the topic. The main difference between a research brief and a formal literature review is the intended audience: address your research brief to a practitioner audience (e.g., your principal or a school leadership team). Use your annotated bibliography and the papers you collected to write it to provide a synthesis of the knowledge base and to identify what is known, what is not known (gaps in the literature), and what is missing (unanswered questions) in the extant research.

Task:

1. Write an introductory paragraph that includes a clearly-worded, one-sentence research question that describes the purpose of your investigation. This should be a reformulation (if needed) or restatement of the question you framed for your annotated bibliography. Your introduction must also include a thesis that clearly states in one sentence the argument you are putting forward in the paper.
2. Using the research literature you collected to prepare your annotated bibliography, along with any additional sources you might identify, write a review of the literature that addresses the question and supports your thesis. The body of the document should summarize and analyze the existing research. Remember that this is not simply a listing of the research cited – your review adds value by organizing various studies, comparing them, and identifying strengths and weaknesses of established work.
3. For purposes of this exercise (and the intended audience – your school’s leadership team), conclude the paper with a section that briefly summarizes what is known and provides a recommendation based on the available research. For instance, if your question was, “Why do second language learners experience disproportionately low achievement in mathematics?” and the research focuses your attention on the need to teach mathematics vocabulary prior to introducing new concepts, you might recommend that your school’s improvement team work toward an improvement objective that addresses the mathematics curriculum in this way. Be as persuasive as you can – this recommendation will connect to your School Improvement Project (SIP) proposal (the next writing assignment).

Your paper should be no more than eight (8) pages (excluding title page and references), and must include a reference list in APA format.

HINT: If you tied this to the area you identified for Writing Assignment 1, you should be crafting your question around a potential course of action you might use in your SIP. Remember, to get the most out of your efforts, you should use the literature and your own investigative work to identify likely causes of the performance challenge and ways to reduce or eliminate these *causes*.

EDLE 690 Research Brief

<i>Levels:</i>	exceeds expectations	meets expectations	approaching expectations	falls below expectations
<i>Criteria:</i>				
<p>Introduction: research problem, overview (15%) The introduction must be very clear about the direction and focus of the paper.</p>	The paper starts with a clear and concise statement of the research question and an introduction that provides a clear thesis that describes the author's main argument. The thesis should be related to the school's general improvement goals.	The paper starts with a brief introduction that alludes to the research question and provides a general thesis.	An introduction is provided that provides only the barest hint about the research question or the information to be shared.	The paper lacks an introduction entirely, or the introduction fails to provide useful information that is linked to the research question.
<p>Body: Application of research to school improvement (ELCC 2.3) (40%) For the research to be meaningful, it must be directly related to a specific question and argument.</p>	The body of the paper presents a systematically organized synthesis of research directly relating to the question and supporting the thesis. Analysis is provided that reflects an awareness of and judgment about the quality of published work.	The body of the paper provides a loosely organized synthesis and analysis of published work related to the research question and the thesis.	The body of the paper describes published work generally related to the research question, but provides a limited synthesis or analysis of published work.	The synthesis and analysis of published work is wholly missing or inadequate.
<p>Conclusion and recommendation (ELCC 2.2) (20%) A conclusion should be both summative and analytical. Re-stating the thesis is an important vehicle for tying the paper together.</p>	The paper concludes with a clear and concise summary of research directly related to the research question (including a re-statement of the thesis), and a recommendation and rationale advocating for a possible course of action that could effectively result in the desired improvement(s).	The paper concludes with a general summary of research related to the research question and the thesis. A recommendation advocating for a possible course of action that could effectively lead to desired improvement is presented in general terms, but the rationale for the recommendation is not entirely persuasive.	The paper concludes with a general summary of research on the research question. A recommendation advocating for a possible course of action is not evident.	The conclusion is missing or wholly inadequate; the paper ends abruptly.
<p>Quality of research support (ELCC 6.1a) (15%) The best way to make a persuasive argument is with high quality research.</p>	Research cited is well balanced, including original research and synthesis pieces from high-quality, credible sources.	Research is cited from quality sources, but lacks specificity or is loosely developed.	General supporting research evidence is referenced, but appears dominated by syntheses or opinion pieces, or material from questionable sources.	Few solid supporting ideas or evidence from research are included.
<p>Organization of paper (5%)</p>	The paper is powerfully organized and fully developed.	The paper includes a logical progression of ideas aided by clear transitions.	The paper includes most required elements, but lacks transitions.	The paper lacks logical progression of ideas.
<p>Mechanics (5%)</p>	The paper is nearly error-free, which reflects clear understanding and thorough proofreading.	Occasional grammatical errors and questionable word choice are present.	Errors in grammar and punctuation are present, but spelling has been proofread.	Frequent errors in spelling, grammar, and punctuation are present.

Writing Assignment 4: SIP Proposal (40 points)

Overview: School leaders are increasingly expected to engage in short-term action research projects to demonstrate the efficacy of school programs and practices. As a part of your internship, you will propose a School Improvement Project (SIP) that addresses a problem or “achievement gap” identified through research on your school. Your proposal will describe a specific improvement project that you will **design, implement, and evaluate** during your internship, and later analyze in one of your concluding courses. The expectation is that you will lead a team in implementation of this project.

Tasks:

1. **OVERVIEW:** The proposal should start with a concise and well thought out description of the achievement gap you have identified through your assessment of student performance and achievement data, followed by a clear **statement of purpose** that generally demonstrates how you intend to address the performance gap. After stating this purpose, include an **overview** of the project that provides a brief description of what you intend to do to implement your proposal.
2. **RATIONALE:** Include a concise and well thought out **rationale** that describes why it is important to address the performance gap you identified, and your espoused theory of action that suggests why taking the proposed action will lead to improvement in the targeted area. Be sure to describe how your SIP project connects to or reinforces your school’s vision and objectives. Use the research literature to support your strategy for addressing the achievement gap you identified.
3. **OUTCOMES:** Provide a short description of the **specific outcomes** you are seeking by implementing your project. Be specific; identify the performance indicators you intend to track in order to measure the educational outcomes that are important in your improvement area.
4. **INVOLVEMENT:** The expectation is that you will be engaging members of your school community in designing and enacting your improvement project. Provide a short summary of those persons you involved in the creation of this proposal, and which stakeholders you envision involving in the enactment and assessment of the SIP. Describe how you plan to enlist their support and build your team, including the means you will use to maintain effective communication throughout the project.
5. **ACTION PLAN:** The proposal must include a clear, step-by-step **action plan** that defines the objective of the project (i.e., restates your purpose as an action objective), and delineates each of the major tasks that need to be completed during the project; when each task will be completed; who is responsible for each task; the resources needed to complete each task; and specific “success signals” that serve as indicators of the completion of major steps in the project. Use the action planning format embedded in the course workbook to prepare the action plan.
6. **BUDGET:** Following the action plan, a clear, well thought out **budget summary** should be presented. This can be a short narrative presentation (you do not need budget codes, etc.) The narrative should include a synopsis of the funding needed to complete the project; a description of any existing resources that will be devoted to the project, and a discussion of how authority to use these resources has been (or will be) procured (if necessary).
7. **EVALUATION PLAN:** Include a narrative explanation of how you plan to **evaluate your project**, which includes a) the specific indicators you will be examining to determine impact of the project on student performance or on the learning environment; b) a description of how and when you plan to

collect data about these indicators, and c) a brief description of the analysis you plan to conduct to examine these data in order to ascertain the impact of the project on your intended outcomes.

8. **CONSEQUENCE ANALYSIS:** In closing, briefly discuss the advantages and the potential limitations of the project. In particular, conduct a **consequence analysis** to predict any issues that might arise during implementation, or any limitations you might face in terms of using the evaluation design to draw trustworthy inferences about the effectiveness of the project. If possible, include reference to issues raised in the literature.

NOTE: The proposal is not an essay, per se; it can be written using each of the sections listed above, and some information can be presented in bullets (e.g., a listing of outcomes measured) or in tables (e.g., the action plan). There is a fair amount of redundancy in this proposal – for instance, the description of the project should provide a brief narrative explanation that matches the project delineated in the action plan; the list of outcomes measured should relate to the evaluation plan (which describes how you will go about collecting these data and what you will look at to know if you were successful). Your audience for this proposal is your principal – imagine that you are presenting this document to him/her, and lobbying for adoption of this project (which you will lead).

Your research proposal should be no more than ten pages, and should include citations and a reference list in APA format.

EDLE 690 SIP Proposal

<i>Levels:</i>	exceeds expectations	meets expectations	approaching expectations	falls below expectations
<i>Criteria:</i>				
Statement of purpose and overview of project: Use of data to identify SIP topic that relates to and supports the school's vision and objectives (ELCC 1.2.b) (10%)	The proposal begins with a clear statement of purpose, which relates specifically to a performance gap identified using assessment results, demographic data, and analysis of school and community needs. A concise, but thorough description of the proposed project is provided that spells out the actions intended to reduce the identified performance gap.	The proposal begins with a statement of purpose which relates generally to a performance gap identified using assessment data. A brief description of the proposed project is provided.	The statement of purpose and/or description of the project are evident, but vaguely worded or poorly spelled out. It is difficult to discern a clear focus of the project.	The statement of purpose and/or project description is missing or wholly inadequate.
Rationale: Use of best practice research strategies to promote improvement (ELCC 2.3c) (10%)	The proposal includes a concise and well supported rationale that describes the nature of the gap being addressed, why the problem is important, and how taking the proposed action is intended to lead to improvement. Specific, current research is presented in support of the strategy selected to address the identified performance gap	The proposal includes a rationale that describes the nature of the gap being addressed and why the problem is important to the attainment of the school's vision, but somewhat unclear about how taking the proposed action is intended to lead to improvement. Research supporting the general improvement strategy is referenced.	The proposal includes a rationale, but only generally connects the proposed action to the reduction of the identified performance gap. Research supporting the proposed action is weakly presented or not evident.	The rationale is weak or wholly inadequate. It is not clear how enacting the proposed project relates to reducing the identified performance gap.
Outcomes: Identification of specific outcomes that will be used to monitor and evaluate the project (ELCC 1.4b) (10%)	Specific indicators are identified and described that will be used to monitor and evaluate the implementation and impact of the project. Each indicator is demonstrably connected to either monitoring implementation fidelity of the project or reducing the identified performance gap.	Specific outcome indicators are identified and described that could be used to monitor and evaluate the impact of the project. Indicators used to monitor implementation fidelity are unclear.	The proposal makes general reference to the kinds of outcomes sought, but specific measurable indicators of implementation fidelity and/or project outcomes are not clearly identified.	The outcomes associated with the project are not specified, or outcomes that do not relate to the identified performance gap are proposed.
Involvement: Identification and formation of team to enact project (ELCC 1.3) (5%)	The proposal clearly describes which stakeholders will be involved in enactment, monitoring, and evaluation of the SIP. All stakeholders who are important to the success of the project are involved. Team member roles and responsibilities are outlined, as are means that will be used to maintain effective communication among team members.	The proposal describes the primary stakeholders who will be involved in enactment of the SIP. One or more groups whose involvement may be important are omitted. Attributes of team organization are described in general terms.	The proposal is unclear about stakeholder involvement in enactment of the SIP, or fails to mention groups who are obviously important to the success of the project. Attributes of team organization are referenced in general terms.	Stakeholder involvement in planning and/or implementation is not evident.

EDLE 690 SIP Proposal (2)

<p>Action Plan: Development of action plan to guide the implementation of SIP (ELCC 3.1) (20%)</p>	<p>The proposal includes a clear and well thought out action plan that focuses on effective deployment of human, fiscal, and material resources to guide the implementation of the SIP. The plan thoroughly delineates each of the major tasks to be accomplished in enacting the project; when each task will be completed; who is involved in accomplishing each task; the resources needed to complete each task; and specific "success signals" or process indicators that will be tracked to monitor completion of each stage of the project.</p>	<p>The proposal includes an action plan that describes how human, fiscal, and material resources will be used to implement the SIP. The plan delineates most of the major tasks needed to enact the project; when various tasks will be completed; who is involved in accomplishing each task; the resources needed to complete each task; and specific "success signals" or process indicators that will be tracked to monitor completion of each stage of the project. Some necessary tasks or implementation details are vaguely described or missing.</p>	<p>The action plan includes detailed tasks, time lines, persons responsible, resources, and success indicators, but does so in a fashion that is unlikely to result in successful deployment of human, fiscal, and material resources to accomplish the stated purpose. Significant tasks are inadequately spelled out or are missing entirely.</p>	<p>The action plan is poorly organized, severely lacking in detail, or wholly missing. It is entirely unclear how any proposed actions can result in successful implementation of the project.</p>
<p>Budget: Use of new and existing resources to facilitate SIP (ELCC 3.3) (5%)</p>	<p>The proposal includes a detailed and well thought out budget summary that demonstrates the ability to identify, seek and procure new and existing resources to facilitate the implementation of the SIP project. The budget includes a synopsis of the funding needed to accomplish the project; a description of any existing resources that will be devoted to the project; and a discussion of how authority to use these resources has been or will be procured.</p>	<p>The proposal includes a budget summary that spells out in general terms how resources will be identified and procured to facilitate the implementation of the SIP project. Funding needed to accomplish the project is identified; existing resources that will be devoted to the project are outlined; and how authority to use these resources has been or will be procured is described.</p>	<p>A budget summary is presented, but it is lacking in sufficient detail or is missing necessary components. The use of existing resources is not well thought out, and/or procedures for leveraging these resources are undeveloped or missing.</p>	<p>The budget is poorly organized, severely lacking in detail, or wholly inadequate to support the objective and action plan described.</p>
<p>Evaluation: Plan to monitor and evaluate the project (ELCC 1.4b) (15%)</p>	<p>A clear, well developed plan to monitor and evaluate the project is presented, which specifies how data related to each educational indicator will be collected, when these data will be collected, and how they will be analyzed. The evaluation plan includes steps that will be taken to examine and adjust the project during enactment (i.e., monitor implementation) and to summatively assess the efficacy of the project in terms of reducing the identified performance gap.</p>	<p>A plan to monitor and evaluate the project is presented, which specifies how data related to most of the identified educational indicators will be collected, when these data will be collected, and how they will be analyzed. The evaluation plan includes general steps that will be taken to monitor implementation and to summatively assess the efficacy of the project.</p>	<p>A plan to monitor and evaluate the project is presented, but it lacks specificity and/or is not clearly connected to the espoused objectives of the SIP. Steps that will be taken to collect and analyze various data are unclear, as are methods that will be used to monitor implementation and to summatively assess the efficacy of the project.</p>	<p>The evaluation plan is poorly organized, lacks sufficient detail, or is wholly inadequate to support the evaluation of the project.</p>

EDLE 690 SIP Proposal (3)

<p>Consequence analysis: Identification of potential issues related to enactment of plan within the school and school community (ELCC 4.2) (10%)</p>	<p>The proposal concludes with a detailed analysis of the benefits and limitations of the proposed project design, highlighting possible issues relating to enactment of the plan within the school and school community. Advantages and disadvantages of the project and evaluation design are highlighted, including an assessment of issues relating to the involvement and support of important stakeholders within the school community. Issues relating to implementation fidelity and the trustworthiness of the evaluation research design are clearly spelled out.</p>	<p>The proposal concludes with a general analysis of the benefits and limitations of the proposed project design, including issues relating to the support and involvement of important stakeholders. Obvious advantages and disadvantages of the project and evaluation design are identified. Selected issues related to implementation fidelity and trustworthiness of the research evaluation design are explored, although some important potential issues are not identified.</p>	<p>The proposal concludes with a cursory analysis of the advantages and disadvantages of the proposed design. Issues of stakeholder involvement, implementation fidelity, and trustworthiness are only superficially addressed.</p>	<p>The proposal concludes with a general restatement of the project's purpose and/or description, but lacks any reasonable reflection on the strengths or weaknesses of the proposed design. A consequence analysis is not evident.</p>
<p>Support: Informed consumer of educational theory and concepts (ELCC 6.1.a) (5%)</p>	<p>Specific, developed ideas and/or evidence from research are used to support the selection of the achievement gap and the strategy identified for addressing it.</p>	<p>Research used to support the project lacks specificity or is loosely developed.</p>	<p>General supporting ideas or evidence are presented.</p>	<p>Few to no solid supporting ideas or evidence from research are included.</p>
<p>Organization of proposal (5%)</p>	<p>Proposal is powerfully organized and fully developed.</p>	<p>Proposal includes logical progression of ideas aided by clear transitions.</p>	<p>Proposal includes brief skeleton (introduction, body, and conclusion) but lacks effective transitions.</p>	<p>Proposal lacks logical progression of ideas.</p>
<p>Mechanics (5%)</p>	<p>Nearly error-free, reflecting clear understanding and thorough proofreading.</p>	<p>Occasional grammatical errors and questionable word choice.</p>	<p>Errors in grammar and punctuation, but spelling has been proofread.</p>	<p>Frequent errors in spelling, grammar, and punctuation.</p>

Class participation 690

<i>Levels:</i>	exceeds expectations	meets expectations	approaching expectations	falls below expectations
<i>Criteria:</i>	value: 4	value: 3	value: 2	value: 1
Attendance	Exemplary attendance, no tardies	Near perfect attendance, few tardies	Occasional (1-3) absences or tardies	Frequent (>3) absences or tardies
Quality of Questions, Interaction	Most queries are specific and on point. Deeply involved in class dialogue. Challenges ideas, seeks meaning.	Often has specific queries, stays involved in class dialogue, though sometimes tentative or off-base.	Asks questions about deadlines, procedures, directions or for help with little specificity. Little discussion of ideas.	Rarely asks questions of any quality.
Effort	Willingly participates when asked. Plays a leadership role in groups. Engages and brings out the best in others.	Willingly participates when asked. Takes on group tasks. Engages others.	Reluctantly participates when asked. Seeks easiest duties in groups. Tolerates others.	Actively avoids involvement when possible. Complains about others. Has large set of excuses.
Engagement	Enthusiastically initiates discussion. Personalizes and takes ownership of activities. Always knows where class or group is.	Sometimes initiates discussion and always works well with direction. Generally knows what's going on.	Seeks direction, but does not initiate discussion. May know where class or group is.	Waits for direction. Knows little of what is going on. Cannot describe where class or group is.