



**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Secondary Education Program
Spring 2017**

EDUC 675: RESEARCH IN SECONDARY EDUCATION (Section 003)

Tuesdays 7:20 p.m.–10:00 p.m. Class Location: Innovation Hall 333

PROFESSOR:

Name: **Dawn Renee Wilcox, Ph.D.**

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Pre-requisites: Teacher Licensure. To be taken as the last course in the M.Ed.

Co-requisite: M.Ed. Exit Requirement

Note: The course requires that you have access to a classroom to conduct your research. If you do not have your own classroom, you will need to let the instructor know during the first class. Alternative arrangements used successfully in the past will be offered.

B. University Catalog Course Description

EDUC 675 Research in Secondary Education (3:3:0). Designed to help beginning teachers understand various research paradigms for using research literature and systematic evidence to improve practice. Emphasis is placed on linking research and practice and making informed instructional decisions.

C. Expanded Course Description “Not Applicable”

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

1. demonstrate an understanding of the process and components used in teacher research by conducting and assessing a chosen scholarly inquiry situated in their classroom and its impact on students' learning;
2. craft a research design which makes explicit links between theory and practice;
3. examine ethical considerations when conducting teacher research; conduct teacher research which includes: research question(s), research proposal; review of related literature, methods, data collection/analysis, findings, discussion of impact on students, teacher, and education field; and abstract;
4. participate in "critical collaborative inquiries" to gain multiple perspectives in interpreting research and for validation and peer review of research;
5. demonstrate integration of national and state standards for content and pedagogy as related to the research question by reflecting on their own teaching practice and its impact on students' learning respective to students' discipline;
6. demonstrate skills and applications of visual and digital literacies in teacher research project and teacher research impact collaborative presentation.

PROFESSIONAL STANDARDS:

Students will demonstrate an understanding and application of subject area standards aligned with the *National Content Standards* and identified by their Specialized Professional Association (SPA); and an understanding and application of teaching and learning standards as outlined by *INTASC*. National Content Standards for respective discipline: NCSS, NCTE, NCTM, NSTA

National Council for the Social Studies <http://www.ncss.org/>

National Council of Teachers of English <http://www.ncte.org/>

National Council of Teachers of Mathematics <http://www.nctm.org/>

National Science Teachers Association <http://www.nsta.org/>

<http://books.nap.edu/readingroom/books/nses/>

INTASC: Interstate New Teacher Assistance and Support Consortium

<http://www.ccsso.org/content/pdfs/corestrd.pdf>

Virginia State Standards

- Virginia Department of Education <http://www.pen.k12.va.us/>
- State of Virginia, SOL Resources <http://www.pen.k12.va.us/VDOE/Instruction/sol.html>
- State of Virginia Standards of Learning Test Information
<http://www.pen.k12.va.us/VDOE/src/SOLassessments.shtml>

NATURE OF COURSE DELIVERY

The major purpose of this course is for you to learn how to design and conduct a teacher research project and apply it in your classroom in order to improve your teaching and students' learning. The course is designed to promote a professional teaching and learning community with peer review critical friend support. Throughout the course, you are completing a step informally that you will later insert into your final paper. As you build your project with a commitment to each step in the process, it comes together. The course will be taught through a variety of activities to

support the development of your teacher research projects involving: whole class and small group discussions, group, pair and group work, online work, and through dialogue and reflections of/in practice. Individual consultations are also built into class time.

REQUIRED TEXTS and READINGS:

Hosteler, A. L., Hawley, T., Crowe, A. R., Smith, E., Janosko, A., Koppes, L., Sprague, T., Ahlers, L., & Loudin, A., Self-study of practice as a framework to promote growth in the student teaching experience. *Studying Teacher Education*, 9, 187-200.

Samaras, A. P. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry*. Thousand Oaks, CA: Sage. [located on Bb under req. readings]
Online resources available at: <http://www.sagepub.com/samaras/>

Samaras, A. P., & Roberts, L. (2011). Flying solo: Teachers take charge of their learning through self-study research. *Learning Forward, Journal of Staff Development*, 32(5), 42-45. [located on Bb under req. readings]

GMU Alumni Teacher Research Exemplars:

Mautz, M. (2014). *Promoting motivation in the classroom through goal-setting*. Paper submitted to the Secondary Education Program, Graduate School of Education, George Mason University, Virginia, in partial fulfillment of the requirements for the degree of master of education.

Mayden, K. H. (2014). *Making classroom conversation count: Improving participation in discussion to enhance learning*. Paper submitted to the Secondary Education Program, Graduate School of Education, George Mason University, Virginia, in partial fulfillment of the requirements for the degree of master of education.

Payden, J. (2014). *Using journal writing to develop students' mathematical communication skills*. Paper submitted to the Secondary Education Program, Graduate School of Education, George Mason University, Virginia, in partial fulfillment of the requirements for the degree of master of education.

Saxena, B. (2014). *Using discourse strategies to develop critical and creative thinking in science*. Paper submitted to the Secondary Education Program, Graduate School of Education, George Mason University, Virginia, in partial fulfillment of the requirements for the degree of master of education.

Sprague, L. (2014). *Management & madness: Discovering the balance between effective management and classroom morale*. Paper submitted to the Secondary Education Program, Graduate School of Education, George Mason University, Virginia, in partial fulfillment of the requirements for the degree of master of education.

Walsh, L. (2014). *Differentiation in an honors mathematics classroom: How to help each student individually reach their potential*. Paper submitted to the Secondary Education Program, Graduate School of Education, George Mason University, Virginia, in partial fulfillment of the requirements for the degree of master of education.

ONLINE RESOURCES

*Please also visit the web links for online resources posted on Bb. Also see:

Networks: An online journal for teacher research

<http://journals.library.wisc.edu/index.php/networks/index>

Studying Teacher Education: A journal of self-study of teacher education practices: <http://www.tandf.co.uk/journals/titles/17425964.asp>

Self-Study of Teacher Education Practices Special Interest Group <http://aera.net/sstepsig109>

Biennial International Conference on the Self-Study of Teacher Education Practices [see “Conference History” and scroll down to “Conference Proceedings” where you will have access to pdf of papers from proceedings]

<http://www.castleconference.com/conference-history.html>

RESEARCH RESOURCES

Survey and Questionnaire Development

See: <http://writing.colostate.edu/guides/guide.cfm?guideid=68>

See: file titled “Questionnaire.Johnson” in Data Collection Tools Folder in Bb

Fowler, F. J. (2013). *Survey research methods*. Los Angeles, CA: Sage.

<http://www.amazon.com/Survey-Research-Methods-Applied-Social/dp/1452259003>

Data Analysis

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theory and methods*. Boston, MA: Allyn & Bacon.

Czaja, R., & Blair, J. (1996). *Designing surveys: A guide to decisions and procedures*. Thousand Oaks, CA: Pine Forge Press.

Patton, M. Q. (2015). *Qualitative evaluation and research methods*. Los Angeles: Sage.

Rovessi, C., & Carroll, D. J. (2002). *Statistics made simple for school leaders*. Lanham, MD: Scarecrow Press.

Salkind, N. (2000). *Statistics for people who think they hate statistics*. Thousand Oaks, CA: Sage.

Saldaña, J. (2013). *The coding manual for qualitative researchers*. Thousand Oaks, CA: Sage.

Research and Writing

American Psychological Association (2009). *Publication Manual of the American Psychological Association*. American Psychological Association: Washington, DC.

Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research*. Chicago, IL: The University of Chicago.

Dahl, K. K. (1992). *Teacher as writer: Entering the professional conversation*. Urbana, IL: NCTE.

Data Collecting Tools: Go to Google docs, then spreadsheets to create survey.

Also Survey Monkey <http://www.surveymonkey.com/home.asp>

National Reports and Test Reporting Centers

The Nation's Report Card/National Assessment of Educational Progress <http://nces.ed.gov/nationsreportcard/>

National Center for Educational Statistics <http://nces.ed.gov/help/sitemap.asp>
TIMSS and PIRLS The International Math and Science Study and International Literacy Study <http://www.timss.org/>
Best Evidence/School Reform Reports/School Models. Johns Hopkins University <http://www.bestevidence.org/index.htm>

Teacher Research

- Falk, B., & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research*. Portsmouth, NH: Heinemann.
- Goodnough, K. (2001). Teacher development through action research. *Action in teacher education*, 23 (1), 37-46. Access through GMU, Library, e-journal.
- Greely, K. (2000). *Why fly that way?: Living community and academic achievement*. NY: Teachers College.
- Hubbard, R. S., & Power, B. (1999). *Living the questions: A guide for teacher-researchers*. Portland, ME: Stenhouse.
- Kagan, D. M. (1993). *Laura and Jim and what they taught me about the gap between educational theory and practice*. NY: State University of New York Press.
- Lassonde, C. A., Galman, S., & Kosnik, C. (Eds.), (2009). *Self-study research methodologies for teacher educators*. Rotterdam, The Netherlands: Sense.
- Leedy, P. D., and Ormrod, J. E. (2001). *Practical research: Planning and design*. Upper Saddle River, NJ: Merrill.
- MacLean, M.S. & Mohr, M. (1999). *Teacher-researchers at work*. National Writing Project, Berkeley, CA.
- Meskin, T., Singh, L., & van der Walt, T. (2014). Putting the self in the hot seat: Enacting reflexivity through dramatic strategies. *Educational Research for Social Change (ERSC)*, 3(2), 5-20. (Bb) Retrieved from http://ersc.nmmu.ac.za/view_edition.php?v=3&n=2#
- Samaras, A. P., Adams-Legge, M., Breslin, D., Mittapalli, K., Magaha O'Looney, J., & Wilcox, D. R. (2007). Building a plane while flying it: Reflections of teaching and learning self-study. *Reflective Practice*, 8(4), 467-481.
- Samaras, A. P., & Sell, C. (2013). Please write: Using critical friend letters in teacher research. *Teacher Education Quarterly*, 40 (4), 93-109.
- Samaras, A. P., & Freese, A. R. (2006). *Self-study of teaching practices primer*. New York, NY: Peter Lang.
- Samaras, A. P., Freese, A. R., Kosnik, C., & Beck, C. (Eds.) (2008). *Learning communities in practice*. The Netherlands: Springer Press.
- Seidman, I. (1998). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. New York: Teachers College Press.
- Thomas, R. M. (2005). *Teachers doing research: An introductory guidebook*. Boston: Pearson/Allyn & Bacon.
- Wilcox, D. R., & Samaras, A. P. (2009). Examining our Career Switcher teachers' first year of teaching: Implications for alternative teacher education program design. *Teacher Education Quarterly*, 36 (4), 173-191.
- Zenkov, K. & Harmon, J. (2009). Picturing a writing process: Using photovoice to learn how to teach writing to urban youth. *Journal of Adolescent and Adult Literacy*, 52(7), 575-584.

COURSE ASSIGNMENTS AND REQUIREMENTS:

1. Attendance, Class and Online Participation and Peer Review (10%) 10 pts
2. Research Draft Components Posted on Class Discussion Thread (30%) 5 pts each
3. Teacher Research Project and Presentation (60%) 60 pts

1. Attendance and Participation (10 pts)

Attendance and participation at all classes, for the entire class period is a course expectation and absence will affect your grade. Arriving late twice equals one absence. Successful completion of this course requires attendance at all Face-to-Face classes and active participation in the online critical friend work. Being on time is also essential and lateness will affect your grade. **Please notify instructor ahead of time if you will arrive late or if you must miss class.** You are responsible in working with your Critical Friend Team (CFT) for missed material. Come to class prepared to contribute your critical reflections of readings.

Assignments and Evaluation

You are expected to complete all readings and participate in class and in online discussions with openness, consideration, and effort to “hear for” and “listen to” others as you also seek to be understood. **Each assignment helps you build your final paper.** Since this is a professional development course (post licensure), high quality work (i.e., “A” work) is expected on all assignments and in class participation. All written assignments are to be submitted as a file and submitted electronically under the respective Class Discussion Thread on Bb for the day that it notes POST. Title each assignment with your last name and the name of the project/assignment, e.g., Smith.ResProp.09.08.15. Use Times Roman 12 pt. font, double-spaced for all assignments. For full consideration, all assignments are due and **posted electronically on Bb prior to the beginning of class on the day and time they are due**, unless otherwise announced.

Visit the Discussion Thread to check updates each week: I post comments to you on the discussion thread but I individually email you your grade. Please check Bb for the comments.

Highly Recommended (not required) Weekly Researcher Log:

See exemplars with logs. It is highly recommended that you keep a researcher log of progress of your teacher research project each week and include it in the appendix of your final report. See Self-Study Research Project Timeline Log in Chapter 2. Table 2.2, pp. 28-29). This is your tentative timeline and tool to self-regulate your progress and the research process.

Critical Friend Inquires as Peer Review

Your in-class activities involve sharing weekly updates, brainstorming ideas as a teacher about the classroom dilemma you are researching, exchanging ideas for strategies and lessons, and sharing how you are integrating standards in meaningful ways. As part of your course participation, you will have the opportunity to collaborate with critical friends as you develop your teacher research project. Critical Friend Inquiries (CFI) are designed for peer review with support and to provide alternative perspectives on interpretation to increase the validity of your research. **It is your responsibility to respond to at least one CF for Discussion Threads #2, 4, & 6. Please be sure that each member receives a peer review. This is part of your participation grade.** Critical friends provide support as well as a feedback loop to improve your practice. It is *critical* to have friends in research but critical friends are *not critical* in their approach with each other

(Samaras, 2011). Establish ground rules with “critical friends” and visit them often. Demonstrate positive professional dispositions. Professionals are responsible, ethical, and accountable.

Make it a habit to write regularly and save your work in multiple places.

2. Research Draft Components: Post on Class Discussion Thread (30 pts) 5 pts each

*Please note: You will find descriptions of assignments located in our text with examples from GMU secondary education alumni but the text and exemplars are resources. Use the templates and guidelines below and presented in class. That is, the purpose of the readings are to support your work but I have modified the assignments over time.

Completing each component will help you develop your final paper. Use the final paper rubric to self-assess your progress for each component

- 1) Discussion Thread #1: Research Artifact & Memo (will help w/ intro) (5pts)
- 2) Discussion Thread #2: Research Question & Rationale with Peer Review (5pts)
- 3) Discussion Thread #3: Draft Literature Review (5 pts)
- 4) Discussion Thread #4: Description of the Method: Data Chart & Pedagogies w/ Peer Review (5 pts)
- 5) Discussion Thread #5: Draft 1 for peer review (5 pts)
- 6) Discussion Thread #6: Peer Review of Draft 1 (5 pts)
- 7) Discussion Thread #7: Draft 2 for Professor Formative Assessment only
Includes your Results & Discussion Sections (0 points)

1) **Research Artifact & Memo:** Use prompts on pp. 105-106 in text.

2) **Research Question and Rationale with Peer Review:** Use pp. 114-116 in text

It must be love: For your research paper, you should choose a research question that really matters to you. It should be something you’re curious about and willing to spend time researching and learning about. To quote one of my former students, “If you aren’t eager to spend several days curled up reading about your topic, then it’s not love, and you need to ditch it and find another topic” (Roberts, GMU alumna, 2009). Begin to articulate why this question for you and why now. What is the outgrowth of this puzzlement? Write a research proposal. You may also elect to add a visual representation to your research proposal. The idea is for the visual to help you figure out your “thesis” and not to enter an art show. Approach this assignment from where you are and honor its incompleteness as part of the research process. Ask yourself does the proposal give you a solid framework to launch your project.

3) **Description of the Method: Data Chart & Pedagogies with Peer Review**

See required reading exemplars: Mautz p.13; Payden pp. 10-11; Walsh p. 17

4) **Draft Literature Review:** See pp. 127-134 in text.

Post a draft of your literature review on MyMason and begin to ask yourself:

- What does the literature review add to your understanding of your research topic?
- What common topics and themes have you found in the literature?
- What ideas for pedagogical strategies can you adapt from the literature?

Use the topics to design your conceptual framework or mapping of the “big ideas” and connections you find in the literature to your study Format is your choice, e.g. annotated bibliography, narrative to insert directly into final report

5) **Draft 1 for Peer Review** Post a draft of your TRP for professor and CF input

6) **Peer Review of Draft 1** Critical friends use actual evaluation rubric to provide peer review along with tracking and comments on draft.

7) **Draft 2 for Professor Formative Review**

Participation Rubric

<i>Category</i>	<i>Exemplary 10 pts.</i>	<i>Accomplished 9pts</i>	<i>Developing 8pts</i>	<i>Undeveloped Below 8 pts</i>
<p>Assignments are central to the development of your project. Attendance and participation are critical components of this course. It gives you the opportunity to learn from and contribute to building a positive classroom experience and learning community. Participants contribute to each other's learning by actively listening, exchanging ideas, sharing learning from reading and websites, peer view, and supporting each other's efforts by providing feedback on Discussion Thread</p>	<p>Successfully completes all assignments. Outstanding and consistent participation in discussions and class activities. Promotes conversation focused on the topic. Comments demonstrate a high level of understanding from assigned readings. Listens actively to peers. Embraces peer review; Prompts peer feedback and input. Purposely shares leadership roles in group work.</p>	<p>Completes all assignments. Participates in discussions and activities on a regular basis; questions and comments reveal thought and reflection and contribution from assigned readings. Frequently involves peers in discussion. Conducts peer review; Shares leadership roles in group work.</p>	<p>Does not complete some assignments. Does not contribute to discussions or activities very often, but generally reveals some thought and reflection and some contribution from assigned readings. Follows rather than leads group activities. Solicits some peer discussion and peer review. Misses classes. Is late for class. Somewhat shares leadership roles in group work.</p>	<p>Few assignments completed. Few contributions to class discussions. Little evidence of participation and contribution. Shows little concern for peers' learning or input or peer review. Misses many classes and is late often. Does not share leadership roles in group work.</p>

5 pt. Assignments	Rubric Description for Discussion Threads #1-6
A+ Exemplary 5+ points	Presents an exemplary narrative in the assignment to build her/his self-study action research project with thoughtful and relevant detail. Demonstrates a very high level of understanding and application from assigned readings. Submission reflects outstanding participation in f-t-f and online discussions and class activities and active listening and serious feedback with peers. Submitted on time. Provides exemplary peer response to assignment where relevant.
A Excellent 5 – 4.7 points	Provides a very adequate narrative in the assignment to build her/his self-study action research project with thoughtful and relevant detail which demonstrates a high level of understanding and application from assigned readings. Submission reflects excellent participation in f-t-f and online discussions and class activities and active listening and a high level feedback with peers. Submitted on time. Provides very adequate peer response to assignment where relevant.
A- Approaching Excellence 4.65-4.5 points	Provides an adequate narrative in the assignment to build her/his self-study action research project with thoughtful and relevant detail which demonstrates a good level of understanding and application from assigned readings. Submission reflects good participation in f-t-f and online discussions and class activities and active listening and serious feedback with peers. Submitted on time. Provides adequate peer response to assignment where relevant.
B+ Developing Less than 4.5 points	Provides a fair narrative in the assignment to build her/his self-study action research project with thoughtful and relevant detail which demonstrates an average level of understanding and application from assigned readings. Submission reflects average level of participation in f-t-f and online discussions and class activities and active listening and serious feedback with peers. Needs more work. Submitted late. Does not provide adequate peer response to assignment where relevant.

Grading Scale for Course

Grade	Standards	Grading	Grade Points	Graduate Courses
A	Meets Standard	93 – 100	4.00	Satisfactory / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory / Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing
B-	Approaches Standard	80 – 82.9	2.67	<i>Please note that B- is not a passing course grade.</i>

3. Teacher Research Project Description and Assessment Rubric (60 points)

(PBA for EDUC 675, “Research in Secondary Education”)

All teacher research reports must adhere to APA format. Your project should be useful to you and your students. A written report that includes the specific headings and subheadings are posted on Bb under “Assignment Guidelines” “Research Project Headings Template” Look at the headings at the beginning of the semester so you can see where you are headed.

Please use this checklist for common errors before submitting your final paper:

1. Use Times Roman 12 pt. font, double-spaced throughout paper including between paragraphs.
2. Do not use right justification for formatting.
3. Do not use any identifying information of students, staff, school, or school system.
4. Cite all works properly. Need at least 10 references.
5. Spell out acronyms when you note them the first time. e.g., English Language Learners (ELL)
6. Include your data chart within the text of your paper.
7. Change everything to past tense, e.g., “I collected” instead of “I will collect.”
8. Include an appendix electronically only.
9. Check that your abstract is written in third person and includes an implications sentence.
10. Just clip report at the top; no report binders or plastic sleeves are necessary.

EDUC 675, “Research in Secondary Education”
Teacher Research Project Description and Assessment Rubric (60 points)
(Includes suggested page lengths for each section)

Title Page and Abstract (2 points possible)

Your title can be as creative as you like—take researcher/artistic license with this. In 125 to 150 words, what was your study about? What was your major finding? An abstract writing strategy: take one sentence from each section of your final project (introduction, literature review, methodology, findings, and discussion) to craft the perfect abstract. Consider the following questions as you draft your title and abstract:

- 1) Have you provided a single, articulate, concise paragraph of no more than 150 words?
- 2) Does your abstract concisely describe your purpose and the context, method, key findings, and significance of your research?

Suggested 2 pages: 1 page for title, 1 page for abstract				
Rubric Score	Does not meet expectations 1	Approaches expectations 2	Meets expectations 3	Exceeds expectations 4
Grade Score	F Less than 1.4 points	C 1.4 – 1.5 points	B to B+ 1.6 – 1.7 points	A- to A 1.8 – 2 points
Title and Abstract	Project is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.	Project includes only general statements about the study. Information on methods and procedures to be followed is sketchy or missing. Falls short of 150 words or greatly exceeds the 150-word limit	Project includes an identifiable summary (max 150 words) that addresses the purpose of the study. Touches on methods and procedures to be followed, but is not sharply focused.	Project includes a concise (max 150 words) summary that reports factually on the purpose of the study and the methods and procedures to be followed.

Introduction, Rationale, Area of Focus, and Research Questions (5 points possible)

Briefly describe the setting, including the community, school, students, and other relevant information. Demographic information in your introduction should focus on your school, while demographic information in your methodology should focus specifically on the students you worked with in your study. What is the purpose of your study? What problem or issue are you addressing? Describe why the concerns are important to you and what your research might help you learn as a result of its conduct. What is its background and significance? What is (are) your research question(s)? Do you have a hypothesis? If so, what is it and how did you formulate it? Be sure that your research questions steer you toward a descriptive response. ***Please note that your project must focus on student engagement, efficacy, and achievement in/with your subject matter.*** Consider the following questions as you draft your introduction, rationale, area of focus, and research questions:

- 1) Have you explained the outgrowth of your study?
- 2) Have you offered perspectives that shaped this question for you?
- 3) Have you situated the study in terms of explaining the outgrowth of these questions in the context of your work? (e.g., your students, classroom, school, district)
- 4) Have you clearly and concisely explained why this research is important? Have you addressed the broader educational and social significance of this research?
- 5) Have you clearly and concisely stated the research problem?
- 6) Have you clearly and concisely stated your main research question and any sub-questions?
- 7) Have you offered a transition into your literature review?

Suggested 3-4 pages				
Rubric Score	Does not meet expectations 1	Approaches expectations 2	Meets expectations 3	Exceeds expectations 4
Grade Score	F Less than 3.5 points	C 3.5 – 3.9 points	B to B+ 4 – 4.4 points	A- to A 4.5 – 5 points
Introduction, Rationale, Area of Focus, and Research Questions	Project is so brief, incomplete, or off topic that any reasonably accurate assessment is impossible.	Project includes minimal information on the context/theoretical framework for the study. Does not offer a rationale for the study's execution, or does so only superficially. Explicitly states the research question and purpose of the study.	Project includes an adequate context/theoretical framework for the study and a defensible rationale for its execution, though one or both may be weakly developed. Explicitly states the research question and purpose of the study.	Project includes a sound context/theoretical framework for the study and a compelling rationale for its execution. Clearly and explicitly states the research question and purpose of the study.

Literature Review (8 points possible)

In order to properly address a research question you need to be familiar with previous investigations of your topic. You should conduct a literature review in which you cite and synthesize a minimum of ten (10) sources and discuss how they informed your design. At least half of these must be from peer-reviewed journals from the past ten years. Teacher research appeals to a broad range of research resources, including reports of teachers' experiences. Transitions should connect one annotated source with the next. At the end of the literature review, include a one-paragraph summary of the major discoveries in your review, connecting these to the focus of your study. References can be from refereed journals, books (generally not textbooks), curriculum resources, and scholarly compilations. NOTE: The literature review should emphasize synthesis and analysis (Bloom, 1956, 1984). *Use direct quotes very sparingly.* Craft your literature review as a story of the study of your topic—as a dialogue between you and these other scholars. Consider the following questions as you draft your literature review:

- 1) Did you conduct an ongoing literature review which informed your research?
- 2) Is the review relevant and connected to your study?
- 3) Is the review adequate, coherent, and analytical?
- 4) Does the review include references from a variety of sources?
- 5) Is the review integrated into a conceptual framework with a mapping of the theories, literature, and phenomena that help to inform your study?
- 6) Do you make connections between the studies, their methods, and their findings and your own study?
- 7) Did you provide a transition into your methodology section?

Suggested 4-6 pages				
Rubric Score	Does not meet expectations 1	Approaches expectations 2	Meets expectations 3	Exceeds expectations 4
Grade Score	F Less than 5.6 points	C 5.6 – 6.3 points	B to B+ 6.4 – 7.1 points	A- to A 7.2 – 8 points
Literature Review	Project is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.	Project includes fewer than 8 peer-reviewed cites, published reports of empirical research. Does not explicitly highlight gaps in the literature to which the proposed study will respond. Summarizes cited works sequentially, rather than synthesizes and organizes them thematically. Relies heavily on direct quotes.	Project includes at least 8 peer-reviewed cites, published reports of empirical research. Highlights gaps in the literature to which the proposed study will respond. Organizes the literature by identifiable themes, although organization within themes may follow no clear or consistent pattern of presentation. Attempts to synthesize referenced sources. Uses few direct quotes.	Project includes at least 10 peer-reviewed cites, published reports of empirical research. Highlights gaps in the literature to which the proposed study will respond. Organizes the literature by clearly identifiable themes, proceeding from general to more specific within each theme. Effectively synthesizes referenced sources, using few, if any, direct quotes.

Description of the Method (15 points possible)

In this section describe how you implemented your research, including the type of research approach you used—that is, to what extent did you involve your students in your research project and/or use a “Youth Participatory Action Research” method? Include a description of subjects (i.e., students, teachers, administrators), the context of the research, the strategies and materials (put sample material in an appendix), the number and total time of each research session, and a complete description of the methodologies. Repeat your question(s) in this section—remind us often what you are studying. Describe how you selected your subject sample—why did you choose these individuals and who are they, in terms of gender, ethnicity, age, grade level, language/culture, and educational achievement? Describe ALL of your methods, including what influenced the selection of your methodology and design, what measures you took to assure the validity of your study, and how you triangulated your data. Be sure to include a table and timeline of your methods—what you collected and when. Be sure to describe what type of data you collected—for example, did you do a needs assessment (e.g., via a test) to

address student achievement, and then design and implement a new instructional strategy? Or did you observe a group of students to see how they behaved in a particular context, and then interview them to ascertain their reasons? Did you do a series of in-depth interviews with students or teachers? How do the data relate to your research question? How do they relate to your masters curriculum? Finally, describe how you planned to make sense of—analyze—your data in light of your research question(s). Will you use a case study approach to making sense of your data—making sense of your research through the lens of 3-5 students? Be sure to include a table detailing how your research questions align with your data sources, with a focus on triangulation (i.e., at least three data sources for each research question). Provide rich descriptions of HOW you reviewed your data, the themes that became apparent in your reviews, and your ultimate findings. Consider the following questions as you draft your literature review:

- 1) Have you described your research context, including your community, school, and classroom contexts?
- 2) Have you included demographic information of participants?
- 3) Did you include a reflection of the problem (e.g., behaviors observations, possible causes)?
- 4) Have you explained the reasons for your pedagogies based on your observations of your classroom and the literature reviewed?
- 5) Have you described in detail what data you collected, how you collected it, and when you collected it, including data generated from your pedagogies and strategies?
- 6) Are your data from multiple sources?
- 7) Did you include a description of the pedagogical strategies you enacted?
- 8) Did you explain how you analyzed your data?
- 9) Have you included and explained the role of your peers in your data interpretations and validation?
- 10) Did you explore using visuals and technologies for analyzing and displaying your findings in a coherent manner?
- 11) Did you include a research timeline and triangulation matrix?
- 12) Did you detail your research method—the extent to which you involved your students in your project and/or used a “Youth Participatory Action Research” approach?
- 13) Did you provide a transition into your findings section?

Suggested 4-6 pages				
Rubric Score	Does not meet expectations 1	Approaches expectations 2	Meets expectations 3	Exceeds expectations 4
Grade Score	F Less than 10.5 points	C 10.5 – 11.9 points	B to B+ 12 – 13.4 points	A- to A 13.5 – 15 points
De- scrip- tion of the Method	Project is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.	Project includes explanation of the study design, procedures followed, sampling methods, and analytical tools (including any statistical tests), given the stated purpose of the study; explanations, however, are not fully developed. Mentions ethical issues raised by the study but addresses them only superficially.	Project includes explanation of the study design, procedures followed, sampling methods, and analytical tools (including any statistical tests), given the stated purpose of the study. Discusses ethical issues raised by the study and how they were addressed.	Project includes explanation and justification of the appropriateness of the study design, procedures followed, sampling methods, data collection and analytical tools (including any statistical tests), given the stated purpose of the study. Discusses ethical issues raised by study and explains how they were addressed.

Results and Findings (15 points possible) In this section, indicate what you discovered or found as a result of your data gathering. Focus on results that are related to your research concern and answer your research questions or shed light on your research hypotheses. Introduce your findings before you begin to describe them, and remind us of your research question(s) again. Organize this section in a way that makes sense for your data/findings—by student, by theme, by data source, etc. Use illustrative examples from your data to SHOW us your findings. Use tables to summarize and SHOW us what you’ve learned. Focus on what’s truly interesting in your findings, even if you have limited data to support this. Feel free to use mini case studies to illustrate your findings, considering your research outcomes through the lens of the experiences of a few students. Be sure to report on student achievement, efficacy, and engagement. Remember that the goal is to share what you learned about your teaching for yourself first; our goal is not NECESSARILY to extract findings that will be generalizable across EVERY teaching setting. Interpret your data in as much detail as possible, describing whether or not—or how—your findings corroborated your expectations. Were there any surprises in your findings? Can you think of alternative explanations for your findings? **Note that you are primarily reporting on data patterns in this section—you will primarily make sense of these results in your discussion section.** Consider the following questions as you draft your results/findings:

- 1) Did you restate your research question and what was found through your research?
- 2) Are the findings thoroughly and adequately presented?
- 3) Is there convincing evidence to support your themes?
- 4) Is there connection and coherence among the separate themes?
- 5) Did you explain your findings to peers and colleagues to gain their perspectives on your interpretations?
- 6) Did you provide a transition into your discussion section?

Suggested 8-12 pages				
Rubric Score	Does not meet expectations 1	Approaches expectations 2	Meets expectations 3	Exceeds expectations 4
Grade Score	F Less than 10.5 points	C 10.5-11.9 points	B to B+ 12-13.4 points	A- to A 13.5-15 points
Results and Findings	Project is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.	Project includes reporting and interpretation of narrative and numerical data with little apparent concern for accuracy and objectivity. Analytical tools are inappropriate to the methodology. Provides, at best, tenuous links between study outcomes, hypotheses (if stated), and the original research question.	Project includes reporting and interpretation of narrative and numerical data accurately, objectively, and concisely. For the most part, analytical tools are appropriate to the methodology. Does not highlight explicit links between study outcomes, hypotheses (if stated), and the original research question; however, such links may logically be implied.	Project includes reporting and interpretation of narrative and numerical data accurately, objectively, and concisely using analytical tools appropriate to the methodology. Highlights explicit links between study outcomes, hypotheses (if stated), and the original research question.

Discussion, Reflection, Implications, Recommendations, Impact Presentation, and Action Plan (10 points possible)

In this section reflect on the findings of your data collection and discuss what they might mean to you as a teacher and teacher researcher. What did you learn from the study? How did it relate to your masters curriculum? How will it influence your teaching—that is, based on the results and themes that emerged from the study, what changes will you make in your teaching? How will you share these findings with others—specifically, how did you share your project and its results via your “Impact Presentation”? What are the implications for future research? Speculate on what it would mean if your data pointed in one direction versus another. Again, focus on what’s truly interesting in your data/findings, even if you have limited information to support this. Make some bold recommendations for how we might serve students better. Be sure to describe what all of this information—the teacher research process, your data, your findings—mean to you as a professional and a person. Describe how you might share the findings of your paper—with your principal, your grade level team, other teachers who are working with these students, use it in a workshop, claim it as an area of expertise on your resume, etc. Be sure to describe potential implications of your study and its findings for other teachers, for teacher education, and for education policymakers. Consider the following questions as you draft your discussion, reflection, implications, recommendations, and action plan:

- 1) Have you adequately explained the implications of your study for your students’ learning?
- 2) Have you adequately explained the implications of your study for your professional development?

- 3) Have you adequately explained the implications of your study for your teaching and reframing of your practice?
- 4) Have you adequately explained the implications of your study for the education field?
- 5) Have you adequately explained the relevance of your study for national and state education standards?
- 6) Have you discussed any limitations?
- 7) Have you identified areas for future research possibilities?

Suggested 4-6 pages				
Rubric Score	Does not meet expectations 1	Approaches expectations 2	Meets expectations 3	Exceeds expectations 4
Grade Score	F Less than 7 points	C 7 – 7.9 points	B to B+ 8.0 – 8.9 points	A- to A 9 – 10 points
Discussion, Reflection, Implications, Recommendations, and Action Plan	Project is so brief, incomplete, or off topic that any reasonably accurate assessment is impossible.	Project addresses practical implications of study findings including how they will be shared with others. Attempts to discuss threats to validity, but does so superficially and/or fails to offer antidotes. Does not consistently support assertions or interpretations using sound arguments consistent with study findings. Does not describe recommendations for future research, or how results will be applied in practice.	Project addresses theoretical/practical implications of study findings including how they will be shared with others. Highlights threats to validity, reporting on how they were addressed. Supports assertions/interpretations using sound arguments consistent with study findings. Does not describe recommendations for future research, or how results will be applied.	Project includes evaluation of the study's strengths and weaknesses. Addresses theoretical/practical implications of study findings including how they will be shared with others. Highlights threats to validity, reporting on how they were addressed. Supports assertions/interpretations using sound arguments consistent with study findings. Describes recommendations for future research, and how results will be applied in the practice.

References, Appendices, Writing Styles, Mechanics, and General Notes (5 points possible)
 Include a complete list of references in APA format. Append all appropriate materials, including, if relevant, any questionnaires, inventories, assessments, sample student work, etc. Include at least one example of each tool you use—it's ideal to include one blank version and one version completed by one of your research subjects. In addition, follow these general guidelines:

- The model for your study report is not a master's thesis nor traditional class research paper, but rather paper that focuses more on practicalizing theory for your teaching practice.
- You may find it helpful to select a journal whose research emphasis and readership match your research topic and follow its manuscript submission criteria.
- It is expected that the entire project will be described in a minimum 25-30 page paper
- Write in the past tense as much as it makes sense to do so
- Your paper must be anonymous; do not include names of your school district/division, school, teachers, or students
- Be sure to make a personal and professional connection to your topic and project
- Citations are not necessary in the introduction
- Feel free to revise your questions based on data, to make these questions more focused

Consider the following questions as you draft your references and appendices and consider the overall writing quality of your paper:

- 1) Did you follow the APA style for the report for a running head, page numbering, references, citations, and the appendix?
- 2) Does the report include a title page with project title, author's name, and author's professional affiliation?
- 3) Are references current and from different sources?
- 4) Are all references cited in the research report included in the references? Have you provided a complete reference list of all print and non-print (Internet) references?
- 5) Is the report coherent, concise, and well structured with a clear purpose?
- 6) Is the report grammatically correct with proper usage of language?
- 7) Does the report have your distinctive focus and voice? Have you used professional language (i.e., no jargon)? Have you written in an accessible style and presentation?

Rubric Score	Does not meet expectations 1	Approaches expectations 2	Meets expectations 3	Exceeds expectations 4
Grade Score	F Less than 3 points	C 3 – 3.9 points	B to B+ 4 – 4.4 points	A- to A+ 4.5 – 5 points

<p>References, Appendices, Writing Styles, Mechanics, and General Notes</p>	<p>Paper is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.</p>	<p>Paper falls short of accepted standards for master's level composition. Drafting errors and error patterns are widespread. Voice, verb tense, and writing style vary from section to section. Technical terms are used incorrectly and/or imprecisely, reflecting only a rudimentary understanding of the underlying concepts. Text is formulaic, relying heavily on phrases and "borrowed" materials not formally cited. Transitions are weak, contributing to an apparent lack of direction. Paper does not adhere to formatting specifications provided in course text and materials. Citations and references page do not follow APA style.</p>	<p>Paper is well written with few notable drafting errors. Voice, verb tense, and writing style are generally consistent with few exceptions that do not substantially diminish readability. Most technical terms are used correctly, reflecting adequate understanding of the underlying concepts. Text is original, but opinions and propositions are not consistently supported by logic and references to published research. Transitions do not connect sections seamlessly but do not substantially diminish readability. Paper does adhere to formatting specifications provided in course text and materials. Citations/references page do not follow APA style.</p>	<p>Paper is well written with no notable drafting errors. Voice, verb tense, and writing style are consistent throughout. Technical terms are used precisely and accurately, reflecting a firm understanding of underlying concepts. Text is original; opinions and propositions are supported by strong logic and formal references to published research. Sections are linked with unifying transitions, giving the report a clear sense of direction. Paper adheres to formatting specifications provided in course text and materials. Citations/references page follow APA style.</p>
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Grading Scale for Research Project

60 points. Substantially meets the project and report requirements. All criteria are addressed fully

56-59 points. Meets the project and report requirements. Criteria adequately addressed

55-53 points. Meets some, but not all, of the project and report requirements. Weaknesses in addressing some of the criteria

53 points and below. Does not meet the project and report requirements. Weaknesses in addressing the majority of the criteria

Please note that B- is not a passing grade.

Teacher Research Impact Collaborative Project & Presentation

The M.Ed. Program exit requirement is a teacher research impact presentation which is completed during your capstone course, EDUC 675. *The Teacher Research Impact Presentation is an ungraded requirement for EDUC 675*, however, students are required to successfully complete a Teacher Research Impact Presentation in order to exit and graduate from the Secondary Education program. Your grade for EDUC 675 will be posted only upon successful completion of the Teacher Research Impact Presentation.

Working in a your theme-based critical friend team organized by broad areas of research interests, you will identify one authentic, alternative, contemporary media-based method through which you will share the impact of your teacher research. While you will make a brief presentation of your individual research findings in class, the mission of this assignment is for your collaborative to design and enact a presentation which brings together your papers and its impact of/for student learning and your professional development as a teacher (e.g., as differentiation, management, classroom environments, student engagement.) You might highlight the very importance of teacher research or summarize the findings of your group members' efforts around a common theme or topic. Examples will be offered.

After your presentation, you are also encouraged to display and present these findings in an alternative setting and through creative means, with your primary goal being engaging in an exercise in demonstrating the significance of your teacher research to the broader world. You may potentially share your project with the Secondary Program Faculty and members of the larger college or educational community.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any [EDUC] course with a required performance-based assessment is required to submit this assessment, [Teacher Research Project] to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.”

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code (See <http://oai.gmu.edu/the-mason-honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and pro-

gram will be sent to students solely through their Mason email account.

- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (See <http://caps.gmu.edu/>).
- e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (See <http://ods.gmu.edu/>).
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (See <http://writingcenter.gmu.edu/>).

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

Students are expected to exhibit professional behaviors and dispositions at all times. http://cehd.gmu.edu/assets/docs/forms/secondary_ed/sec_ed_handbook.pdf

The Graduate School of Education (GSE) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions.

Commitment to the profession

- Promoting exemplary practice
- Excellence in teaching and learning
- Advancing the profession
- Engagement in partnerships

Commitment to honoring professional ethical standards

- Fairness
- Honesty
- Integrity
- Trustworthiness
- Confidentiality
- Respect for colleagues and students

Commitment to key elements of professional practice

- Belief that all individuals have the potential for growth and learning
- Persistence in helping individuals succeed
- High standards
- Safe and supportive learning environments
- Systematic planning
- Intrinsic motivation
- Reciprocal, active learning
- Continuous, integrated assessment

Critical thinking
 Thoughtful, responsive listening
 Active, supportive interactions
 Technology-supported learning
 Research-based practice
 Respect for diverse talents, abilities, and perspectives
 Authentic and relevant learning
Commitment to being a member of a learning community
 Professional dialogue
 Self-improvement
 Collective improvement
 Reflective practice
 Responsibility
 Flexibility
 Collaboration
 Continuous, lifelong learning
Commitment to democratic values and social justice
 Understanding systemic issues that prevent full participation
 Awareness of practices that sustain unequal treatment or unequal voice
 Advocate for practices that promote equity and access
 Respects the opinion and dignity of others
 Sensitive to community and cultural norms
 Appreciates and integrates multiple perspectives

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.

Emergency Procedures

You are encouraged to sign up for emergency alerts by visiting the website <https://alert.gmu.edu>. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on <http://www.gmu.edu/service/cert>

Sustainability at GMU

George Mason University is focusing on making our community “greener” and reducing the impact on the environment. This course will contribute to this effort in the following ways. I hope that you will create other ways to contribute to this effort.

- Handouts will be available electronically through the Blackboard platform.
- All assignments will be submitted through the Blackboard at MyMason.
- Please consider reducing waste in your teaching practice.
- Incorporate teaching sustainability in the content of your lesson plans (for example, human’s role in reducing their impact on the environment.) Think about what the next generation needs to know about “greening.”

PROPOSED CLASS SCHEDULE:

<p>Week “Online” indicates Bb participation and field work; online classes are in grey</p>	<p>Topics</p>	<p>Assignments Post on Class Discussion thread before class where listed Red font requires peer review on thread</p>	<p>Readings Chapters are in text Exemplars located in Bb folder</p>
<p>Week #1 1/24 On Campus</p>	<p>Introduction to Teacher Research: Self-Study Action Research Method Working with Critical Friends Finding/Refining your Research Question (RQ)</p>	<p>Please upload a picture of yourself on the class discussion thread In-class activity: “I wonder activity” Use Critical Friend Inquiry (CFI): 1.1 pp. 5-6</p>	<p>During first week, read Preface, Chapter 1, & Appendix A Overview Teacher Research exemplars from Spring 2015 on Bb</p>
<p>Week #2 1/31 On Campus</p>	<p>Refining your RQ Drafting a Rationale and Argument Using the literature to inform your study</p>	<p>Discussion Thread Assignment 1: Post Research Artifact & Memo (use pp. 105-106 text) Begin your literature review (see p. 137)</p>	<p>Samaras & Roberts, 2011 Chapters 2 & 4 See Table 2.1 to draft your timeline GMU Teacher Research Exemplars <u>focus on Intro/Rationale:</u> <i>K. Mayden , Fall 2014</i> <i>Mautz, Fall 2014</i></p>

<p>Week #3 2/7</p> <p>On Campus</p>	<p>Research Design</p> <p>Being an Ethical Teacher Researcher</p> <p>In-class consultations</p>	<p>Discussion Thread Assignment 2: Post RQ & Rationale (see p. 124 text)</p>	<p>Hosteler, Hawley, Crowe et al., 2013</p> <p>Chapters 6 & 7</p> <p>GMU Teacher Research Exemplar <u>focus on Design & Timeline:</u></p> <p><i>Mautz, Fall 2014</i></p>
<p>Week #4 2/14</p> <p>Online</p>	<p>Literature Review</p>	<p>Post Peer Review of Assignment #2: Peer Rationale & RQ</p> <p>Use electronic databases for your literature review</p>	<p>Chapter 8</p> <p>GMU Teacher Research Exemplar <u>focus on Literature Review:</u></p> <p><i>B. Saxena, Fall 2014</i></p>
<p>Week #5 2/21</p> <p>On Campus</p>	<p>Collecting Data</p> <p>In-class consultations</p>	<p>Discussion Thread Assignment 3: Post Literature Review</p>	<p>Chapter 9</p> <p>GMU Teacher Research Exemplars with <u>focus on Method:</u></p> <p><i>J. Payden, Fall 2014 and L. Walsh, Fall 2014</i></p>
<p>Week #6 2/28</p> <p>Online and Field Work</p>	<p>Collect Data in the Field</p>	<p>Discussion Thread Assignment 4: Post Description of Method: Data Chart incl Pedagogical Strategies</p> <p>See: Mautz p.13; Payden pp. 10-11; Walsh p. 17</p>	<p>Chapter 10</p> <p>GMU Teacher Research Exemplar with <u>focus on Analysis:</u></p> <p><i>L. Sprague, Fall 2014</i></p>

Week #7 3/7 Online and Field Work	Continue Collecting & Analyzing Data	Post Peer Review of Assignment #4: Methods: Data Chart & Pedagogies	No readings this week
3/14 No Class	<i>George Mason Spring Break</i>		
Week #8 3/21 On Campus	Assessing Research Quality Validation Workshop	Work on Draft 1 Move charts into narrative format	Chapter 11 GMU Teacher Research Exemplar with <u>focus on Results:</u> <i>L. Sprague, Fall 2014</i>
Week #9 3/28 Online	Writing your Results	Discussion Thread Assignment 5: Post Draft 1 for peer review with preliminary results	Chapters 12 GMU Teacher Research Exemplars with <u>focus on Discussion & Critique & Appendix:</u> <i>L. Walsh, Fall 2014</i>
Week #10 4/4 Online	Writing your Discussion and Critique	Discussion Thread Assignment 6: Post Peer Review of Assignment #6: Draft 1 with tracking & comments	No readings this week Write, write, write!

<p>Week #11 4/11</p> <p>On Campus</p>	<p>Finalizing your Paper</p> <p>In-class discussion writing of abstract</p> <p>In-class consultations</p>	<p>Discussion Thread Assignment 7: Post Draft 2 for Professor</p> <p>Review with results and discussion sections</p>	<p>No readings this week</p>
<p>Week #12 4/18</p> <p>Online</p>	<p>Finalize Teacher Impact Presentations</p>	<p>Meet with group to finalize presentation</p>	<p>No readings this week</p>
<p>Week #13 4/25</p> <p>On Campus</p>	<p>Teacher Impact Group Presentations</p>	<p>POST Teacher Impact Presentation</p> <p>Review Professor feedback and finalize paper</p>	<p>No readings this week</p>
<p>Week #14 5/2</p> <p>On Campus</p>	<p>Individual Presentations</p> <p>In 5 minutes tell us:</p> <ol style="list-style-type: none"> 1. your RQ 2. Rationale 3. key discoveries 4. most valuable insight/ mistake 	<p>POST and BRING hard copy of Teacher Research Project</p> <p>Post Appendix online only.</p>	<p>No readings this week</p>

ASSESSMENT RUBRIC(S):

EDUC 675: Research in Secondary Education Scoring Guide for Performance Based Assessment Project				
	Does not meet expectations 0	Approaches expectations 1	Meets expectations 2	Exceeds expectations 3
Title and Abstract	Project is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.	Project includes only general statements about the study. Information on methods and procedures to be followed is sketchy or missing. Falls short of 1505 words or greatly exceeds the 150-word limit	Project includes an identifiable summary (max 150 words) that addresses the purpose of the study. Touches on methods and procedures to be followed, but is not sharply focused.	Project includes a concise (max 150 words) summary that reports factually on the purpose of the study and the methods and procedures to be followed.
Introduction, Rationale, Area of Focus, and Research Questions	Project is so brief, incomplete, or off topic that any reasonably accurate assessment is impossible.	Project includes minimal information on the context/theoretical framework for the study. Does not offer a rationale for the study's execution, or does so only superficially. Explicitly states the research question and purpose of the study.	Project includes an adequate context/theoretical framework for the study and a defensible rationale for its execution, though one or both may be weakly developed. Explicitly states the research question and purpose of the study.	Project includes a sound context/theoretical framework for the study and a compelling rationale for its execution. Clearly and explicitly states the research question and purpose of the study.
Literature Review	Project is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.	Project includes fewer than 8 peer-reviewed cites, published reports of empirical research. Does not explicitly highlight gaps in the literature to which the proposed study will respond. Summarizes cited works sequentially, rather than synthesizes and organizes them thematically. Relies heavily on direct quotes.	Project includes at least 8 peer-reviewed cites, published reports of empirical research. Highlights gaps in the literature to which the proposed study will respond. Organizes the literature by identifiable themes, although organization within themes may follow no clear or consistent pattern of presentation. Attempts to synthesize referenced sources. Uses few direct quotes.	Project includes at least 10 peer-reviewed cites, published reports of empirical research. Highlights gaps in the literature to which the proposed study will respond. Organizes the literature by clearly identifiable themes, proceeding from general to more specific within each theme. Effectively synthesizes referenced sources, using few, if any, direct quotes.

Description of the Method	Project is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.	Project includes explanation of the study design, procedures followed, sampling methods, and analytical tools (including any statistical tests), given the stated purpose of the study; explanations, however, are not fully developed. Mentions ethical issues raised by the study but addresses them only superficially.	Project includes explanation of the study design, procedures followed, sampling methods, and analytical tools (including any statistical tests), given the stated purpose of the study. Discusses ethical issues raised by the study and how they were addressed.	Project includes explanation and justification of the appropriateness of the study design, procedures followed, sampling methods, data collection and analytical tools (including any statistical tests), given the stated purpose of the study. Discusses ethical issues raised by study and explains how they were addressed.
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Results and Findings	Project is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.	Project includes reporting and interpretation of narrative and numerical data with little apparent concern for accuracy and objectivity. Analytical tools are inappropriate to the methodology. Provides, at best, tenuous links between study outcomes, hypotheses (if stated), and the original research question.	Project includes reporting and interpretation of narrative and numerical data accurately, objectively, and concisely. For the most part, analytical tools are appropriate to the methodology. Does not highlight explicit links between study outcomes, hypotheses (if stated), and the original research question; however, such links may logically be implied.	Project includes reporting and interpretation of narrative and numerical data accurately, objectively, and concisely using analytical tools appropriate to the methodology. Highlights explicit links between study outcomes, hypotheses (if stated), and the original research question.
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<p>Discussion, Reflection, Implications, Recommendations, and Action Plan</p>	<p>Project is so brief, incomplete, or off topic that any reasonably accurate assessment is impossible.</p>	<p>Project addresses practical implications of study findings including how they will be shared with others. Attempts to discuss threats to validity, but does so superficially and/or fails to offer antidotes. Does not consistently support assertions or interpretations using sound arguments consistent with study findings. Does not describe recommendations for future research, or how results will be applied in practice.</p>	<p>Project addresses theoretical/practical implications of study findings including how they will be shared with others. Highlights threats to validity, reporting on how they were addressed. Supports assertions/interpretations using sound arguments consistent with study findings. Does not describe recommendations for future research, or how results will be applied.</p>	<p>Project includes evaluation of the study's strengths and weaknesses. Addresses theoretical/practical implications of study findings including how they will be shared with others. Highlights threats to validity, reporting on how they were addressed. Supports assertions/interpretations using sound arguments consistent with study findings. Describes recommendations for future research, and how results will be applied in the practice.</p>
<p>References, Appendices, Writing Styles, Mechanics, and General Notes</p>	<p>Paper is so brief, incomplete, or off-topic that any reasonably accurate assessment is impossible.</p>	<p>Paper falls short of accepted standards for master's level composition. Drafting errors and error patterns are widespread. Voice, verb tense, and writing style vary from section to section. Technical terms are used incorrectly and/or imprecisely, reflecting only a rudimentary understanding of the underlying concepts. Text is formulaic, relying heavily on paraphrases and "borrowed" materials not formally cited. Transitions are weak, contributing to an apparent lack of direction. Paper does not adhere to formatting specifications provided in course text and materials. Citations and references page do not follow APA style.</p>	<p>Paper is well written with few notable drafting errors. Voice, verb tense, and writing style are generally consistent with few exceptions that do not substantially diminish readability. Most technical terms are used correctly, reflecting adequate understanding of the underlying concepts. Text is original, but opinions and propositions are not consistently supported by logic and references to published research. Transitions do not connect sections seamlessly but do not substantially diminish readability. Paper does adhere to formatting specifications provided in course text and materials. Citations/references page do not follow APA style.</p>	<p>Paper is well written with no notable drafting errors. Voice, verb tense, and writing style are consistent throughout. Technical terms are used precisely and accurately, reflecting a firm understanding of underlying concepts. Text is original; opinions and propositions are supported by strong logic and formal references to published research. Sections are linked with unifying transitions, giving the report a clear sense of direction. Paper adheres to formatting specifications provided in course text and materials. Citations/references page follow APA style.</p>