

George Mason University
College of Education and Human Development
Teaching Culturally & Linguistically Diverse and Exceptional Learners

EDCI 777 -Section 003 – Research to Practice
3 Credits, Fall 2018

Wednesdays, 4:30 - 7:10 pm, Thompson Hall, Rm. 1020, Fairfax Campus

Faculty

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Prerequisites/Co-requisites:

Recommended Corequisite: [EDCI 776](#)
Required Prerequisite: [EDCI 790](#) (Completion of all other program requirements)

University Catalog Course Description

Provides culminating experience that synthesizes and applies essential elements of teaching culturally and linguistically diverse and exceptional learners in international contexts. Emphasizes teacher as change agent through critical inquiry into practice. Promotes collaboration among teachers and school professionals to advance achievement of diverse learners.

Course Overview

Teachers are often encouraged to implement **research-based practices**, required to attend workshops where research findings are presented, provided with lists of books that synthesize research, and asked to suggest changes in practice based on the implications of research.

Although these practices have their usefulness, the assumption implicit in much of the discourse surrounding educational research is that teachers are consumers and/or objects of research, rather than producers of research. The past decade has seen a growing movement to upend those assumptions through an emphasis on the importance of **teacher research**. Thus, the research and theory we will read about and the methodologies with which we will engage are those associated with teacher research (i.e., research conducted by teachers for professional purposes), and developing or deepening an inquiry stance. Teacher research positions teachers as producers of knowledge—professionals who can learn about and improve their practice by studying important questions that emerge from their own experiences and observations.

This class is designed to support you in using and building on the ideas and content you have encountered in your previous coursework. Most importantly, the course assists you as you

consider ways to better support children and youth. In other words, your current and future students are at the center of our work. Toward these ends, the course requires you to conceptualize, design, and begin to implement an original research project in your school/classroom. Only when you attempt to work through the **action research** (also called teacher or practitioner research) processes introduced in this course will you be able to use them eventually in your own teaching practice. Thus, for every activity in this course, you must act and study with multiple lenses—as a student, teacher, and advocate.

Although the work required to achieve these goals is intensive, the course is designed to provide you with much support. You will need to hit the ground running, starting your research project early, and working on it steadily. Through our readings, we will explore research methodologies, analyses of the history and impact of teacher research, and the efforts of other teacher researchers. Our readings and discussions will help you develop your own rationale and road map for your inquiry project.

COURSE DELIVERY Method

The course is delivered through a variety of online, face-to-face, and individualized instructional approaches. During class meetings there will be large group, small group, and individual activities. Participants conduct independent and team research, as well as communicate with one another and the instructor in person and via electronic media. In general, we will engage in the following activities over the course of the semester:

1. Mini-lectures, activities, and discussions related to research methods led by the instructor and supported by course text and other selected readings
2. Discussions of the week's readings led by the instructor
3. Research group meetings in which participants will concentrate on selected readings and provide feedback and support for one another's writing and research process
4. Individual, small group, and whole group meetings to discuss research efforts.

*Please note that because you have much to learn from one another, and because teaching is often a collaborative effort, you will frequently work in groups. This will give you a chance to share ideas, to be exposed to a variety of perspectives (rather than only the professor's), and to support one another as you continue to hone your teaching and research skills.

LEARNER OUTCOMES

This course is designed to enable candidates to:

1. Identify the basic elements of educational research, including methods (qualitative and quantitative), questions addressed, design, data collection and analysis, validity and reliability

2. Formulate an inquiry or action research question that is relevant to their work setting
3. Design and conduct an action research study
4. Use action research as a foundation for professional development, improvement of instruction, and advocacy for students
5. Identify strategies for sharing the results of action research

PROFESSIONAL STANDARDS

Upon completion of this course, students will have met the following professional standards:

Mason Dispositions for a Career Educator I, II, and III

- o Commitment to the Profession
- o Commitment to Honoring Professional Ethical Standards
- o Commitment to Key Elements of Professional Knowledge

Teachers College Columbia Teacher Expectations I and II

- o Lifelong Learners
- o Learner-Centered Educators

NBPTS Propositions 2, 3, and 4

- o Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
- o Teachers are Responsible for Managing and Monitoring Student Learning
- o Teachers Think Systematically about Their Practice and Learn from Experience

Required Text

Putman, S. M. & T. Rock. (2018). *Action research: Using strategic inquiry to improve teaching and learning*. Los Angeles, CA: SAGE.

Additional Required Readings on Blackboard

Recommended Texts

Grahn, L. and D. McAlpine. (2017). *The keys to strategies for language instruction*. Alexandria, VA: American Council on the Teaching of Foreign Languages (ACTFL).

Short, D., H. Becker, N. Cloud, A.B. Hellman, L. N. Levine. (2018). *The 6 principles for exemplary teaching of English learners, grades K – 12*. Alexandria, VA: TESOL International Assn.

Online Resources

Blackboard

- Sample Action Research Projects
- Outlines for writing up each Stage of the AR Process
- Collaborate Ultra – virtual office hours & team meetings

Putman/Rock Book: <http://edge.sagepub.com/putman>

- Video & Multimedia Clips, including short presentations from actual Action Researchers
- 2 Teachers' Journeys – examples at each stage of the Action Research process following the same two teachers and their projects in every chapter
- Voices from the field – messages from other teacher researchers on how they moved through the process
- Charts, templates, and checklists for planning each stage of the AR process
- Chapter Resources – e-Flashcards (terminology), self-quizzes, additional web resources, selected journal articles on Action Research

Teacher Research Websites

http://gse.gmu.edu/research/tr/tr_action/ (GMU teacher research)

<http://www.accessexcellence.org/LC/TL/AR/> (teacher research)

<http://teachersnetwork.org/tnli/research/> (a Fairfax County, VA teacher's research journey)

<http://www.nea.org/tools/17289.htm> (another Fairfax Co. teacher on value of research)

<http://cades.pepperdine.edu/ccar/resources.html> (international teacher research)

<http://carn.org.uk/?from=carnnew/> (international teacher research)

More Action Research Resources

Each starred () textbook below contains at least 2 sample Action Research reports.*

Alber, S.M. (2011). *A toolkit for action research*. Lanham, MD: Rowan & Littlefield. (lots of sample data collection tools & data analysis display formats)

Dana, N. F. & D. Yendol-Hoppey. (2014). *The reflective educator's guide to classroom research, 3rd ed.* Thousand Oaks, CA: Corwin Press.

*Hendricks, C. (2009). 2nd ed. *Improving schools through action research*. Columbus, OH: Pearson.

*Holly, M.L., J.M. Arhar & W.C. Kasten. (2008). *Action research for teachers: Traveling the yellow brick road*. Upper Saddle River, NJ: Prentice-Hall.

James, E. A., M. T. Milenkiewicz, & A. Bucknam. (2008). *Participatory action research for educational leadership: Using data-driven decision making to improve schools*. Thousand Oaks, CA: Sage.

*Johnson, A. P. (2011). 4th ed. *A short guide to action research*. Boston: Pearson.

McNiff, J. & A.J. Whitehead. (2009). *Doing and writing action research*. London: Sage Ltd.

*Mertler, C. A. (2017). *Action research: Improving schools and empowering educators. 5th Ed.* Los Angeles: Sage.

*Mills, G. E. (2010). 4th ed. *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Prentice-Hall.

*Bradbury-Huang, H.. (2015). *The SAGE handbook of action research: Participative inquiry & practice*. London: Sage Ltd.

Sagor, R.D. & C. Williams. (2017). *The action research guidebook*. Thousand Oaks, CA: Corwin Press.

Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, hard copy).

Course Requirements

Action Research Project, Steps 1 – 5

Candidates will design and conduct an *action research project* that is relevant to their present or future teaching positions. You will conduct a needs analysis of your students and identify an evidence-based teaching approach or intervention that has a high likelihood of improving their learning, write a literature review and proposal for this project, implement a teaching intervention with the target students for an extended period of time (5 – 7 weeks), collect and analyze pre- and post-testing assessment data, and share the results of your study with both our class (and potentially an outside audience) in a Power Point presentation.

Both pre- and in-service teachers must complete the project. It is possible to partner with another candidate for the purpose of sharing data and different aspects of a common topic. Partners have the option of submitting individual papers or a team report for a common grade. Please note that projects and papers submitted for credit in another course cannot also be used for a grade in this course.

Your data sources for this project may include combinations of the following:

- 1) quantitative analyses – data tables with summarized results of your assessments
- 2) qualitative analysis – student comments related to your research questions and your teaching intervention
- 3) student work samples (pre- and post-tests)
- 4) visual representations (Powerpoints, images or photos of your classroom)

Each step of the research process will be submitted for a separate score as indicated below in order to make the process manageable for you and for the instructor to provide you with feedback that will improve your understanding of the action research process as you move forward to the next step.

20% Steps 1 & 2 – Literature Review and Research Question

Identify the problem, formulate a research question, and write a review of research that justifies and informs your teaching intervention and data collection plan.

20% Step 3: Data Collection Plan

Identify multiple sources and formulate a data collection plan, including plans for assessing student learning based on your teaching intervention.

30% Steps 4 - 5: Data Analysis & Action Plan

Analyze the data, interpret the results for future teaching implications, propose an action plan, and write up the report.

See Blackboard for detailed instructions for this project.

Teaching Demonstration (30 %)

Collaborating with research team members, participants will demonstrate your teaching intervention by engaging peers in this class as if we were your students. You are encouraged to present your teaching intervention (e.g., cooperative learning) using Powerpoints, videos of how you used the teaching intervention with your students, or other visual supports. Prepare a handout that allows your classmates to follow the process used for your teaching intervention.

See Blackboard for details for this demonstration.

Other Requirements

Attendance and Participation

Graduate School of Education students are expected to attend *all* class periods of courses for which they register. Class participation – both in face-to-face and online settings – is important not only to the individual student, but to the class as a whole. Class participation may be a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of non-participation and as a result lower the grade (if stated in the course syllabus). Participants are expected to read the assigned materials, complete on-line activities, arrive promptly, attend all class meetings for the entire session, and participate in online and/or face-to-face discussions. It is your responsibility to offer insights, questions, comments, and concerns from the readings and other course materials.

If, due to an emergency, you are unable to participate in any class session, please contact the instructor as soon as possible via email.

Course Requirements by Weight toward Grade

<i>Assignment</i>	<i>% of Grade</i>	<i>Standards Addressed</i>
Action Research Paper		GMU I, II; TC I; NBPTS 3
Steps 1 - 2	20%	
Step 3	20%	
Steps 4 - 5	30	
Team Demonstration	30	GMU I, II, III; TC I, II; NBPTS 2, 3, 4

Each written assignment will be uploaded to Blackboard and a paper copy submitted to the instructor by the due date.

GRADING POLICY

At George Mason University, course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. This is how grades will be assigned for this course.

Grade	4-point Scale	Interpretation
A	3.9 – 4.0	Represents mastery of the subject through effort beyond basic requirements
A-	3.75-3.89	
B+	3.50 – 3.74	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	3.00 – 3.49	
C*	2.00 – 2.99	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	< 2.00	

Notes: (1) Each instructor’s grading policy is based on (a) a professional philosophy that reflects his/her training on assessment and evaluation and (b) prior experience teaching a course. Therefore, instructors should not be expected to assign grades the same way.

(2) “F” does not meet the requirements of the Graduate School of Education

Incomplete (IN) Grade: This grade may be given to candidates who are *in good standing* but are unable to complete scheduled course work by end of semester due to a cause beyond reasonable control. The students must then complete all requirements by the end of the 9th week of the following semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week of the same semester. Unless an explicit written extension is filed with the Registrar’s Office by the faculty grading deadline, the grade of ‘*IN*’ will be changed by the Registrar to an ‘*F*’. Faculty may grant an incomplete with a contract developed by the candidate with a reasonable time to complete the course at the discretion of the faculty member. The

faculty member is not required to allow up to the following semester for the candidate to complete the course. A copy of the contract will be kept on file in the APTDIE office.

LATE WORK POLICY

At the graduate level all work is expected to be of high quality and submitted by the due dates. Work submitted late may be subject to a grade reduction, based on each instructor's grading policy. In case of extraordinary circumstances (*personal, family, weather*) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible to make arrangements to submit your work. *It is up to the discretion of the instructor to accept late/makeup work.*

LAPTOP/CELL PHONE POLICY

Laptop use is permitted at the discretion of the instructor and for specific purposes as assigned in the class (e.g. small group work). Laptops will be closed during discussions, lectures, interactive tasks, and guest or peer presentations which call for your full attention. Cell phones must be turned off/silenced (not on VIBRATE) during class periods, but they may be used during break. Ask the instructor if you have a specific request.

Class Schedule

Week # & Date	Topics	Readings to be discussed this week
1 8/29	What is Action Research? Steps in the Action Research process. Identifying possible research topics. Objectives of this course. Course requirements. Extensive online resources. Group dynamics: Practical aspects of collaboration, member roles.	<i>Putman & Rock, Ch. 1</i>
2 9/5	Identifying and narrowing down your research topic. Developing the research question. <i>Individual & Team Work Session. Sample Action Research Project A.</i>	<i>P & R, Ch. 2</i>
3 9/12	Creating a literature review. Searching web sites for related literature. Reviewing the literature, synthesizing the information, and organizing your literature review. Early Feedback Forms.	<i>P & R, Ch. 3</i>
4 9/19	Developing a research plan. Qualitative, quantitative, & mixed methods research. Classroom data sources. Determining data collection tools. Triangulation matrix. Ethical considerations. <i>Individual & Team Work Session. Sample Action Research Project B.</i>	<i>P & R, Ch. 4</i>
5 9/26	Developing a data collection plan. Validity & Reliability. Data sources - qualitative & quantitative data collection techniques. Formative & summative classroom assessments. <i>Individual & Team Work Session.</i> Deadline: Steps 1 & 2 – RQ & Literature Review	<i>P & R., Ch. 5</i>
6 10/3	<i>Individual & Team Work Session. Meetings with course instructor. Feedback Forms, Part 2.</i>	
7 10/10	Revising Data Collection Tools. Creating a timeline. <i>Individual & Team Work Session. Meetings with course instructor.</i>	<i>P & R., Ch. 5</i>
8 10/17	<i>Individual & Team Work Session.</i> Deadline: Step 3 – Data Collection Plan. Mid-Term Feedback Forms.	
9 10/24	Data analysis. Organizing data for analysis. Finding patterns in the data. Descriptive statistics. <i>Individual & Team Work Session.</i>	<i>P & R, Ch. 6</i>
10 10/31	Data Tables: Showing Data Results. Data analysis – Interpreting the data. Reporting the data. <i>USING EXCEL to analyze your data.</i>	<i>P & R, Ch. 6</i>

11 11/7	Reflecting on results of Action Research - developing an Action Plan. <i>Team Work Session.</i>	<i>P & R, Ch. 7</i>
12 11/14	Writing the Action Research Report. Sharing your Action Research. Writing conference proposals. Making professional presentations. <i>Individual & Team Work Session.</i>	<i>P & R, Ch. 8</i>
13 11/21	NO CLASS – THANKSGIVING HOLIDAY	
14 11/28	Due Today: Teaching Demos, Part 1. <i>Team Work Session. Meetings with course instructor.</i>	
15 12/5	Due Today: Teaching Demos, Part 2. <i>Team Work Session. Meetings with course instructor.</i>	
16 12/12	Due Today: Steps 4 & 5 - Data Analysis & Action Plan. <i>Course Evaluation Forms. Feedback Forms. Materials Release Forms.</i>	

Examples of Action Research Projects are presented in our course textbook and on the author’s website, which includes many online resources.

In addition, the course instructor will make available to you Action Research Projects written by previous students in this course via the class Blackboard web site.

A number of other textbooks also include sample Action Research Projects (see P. 5 of this syllabus).

Resubmission Policy: *Papers that have been graded and returned to you with the instructor’s feedback will not be considered for re-submission for a higher grade. The Dean for Student & Academic Affairs strongly discourages this practice.*

File-naming Protocol: When sending or submitting any draft files or other materials electronically (e.g., email or Blackboard), please ensure that the filename includes your last name and first initial, the topic or name of the file being submitted, and the date submitted as follows:

MartinezL_ARSteps 1 & 2 Draft_Sept. 25.2018

Drafts can be sent to the instructor by email, but final papers submitted for grading must be uploaded to our Blackboard site.

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/>.

ACADEMIC INTEGRITY

Students in this course are expected to adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such. What does academic integrity mean? When you are responsible for a task, you will perform that task. When you rely on someone else's work in conducting any aspect of that task, you will give full credit in the proper, accepted form (e.g., citations). Another aspect of academic integrity is the free expression of ideas. Vigorous discussion and debate are encouraged in this course, with the firm expectation that all aspects of the class will be conducted with civility and respect for differing ideas, perspectives, and traditions. When in doubt (of any kind), please ask for guidance and clarification.

Violations of the Honor Code include:

- Copying the exact words of an author from any published, printed or online source (including the Internet) or closely paraphrasing without quotation marks or without providing a citation to credit the author for a direct quotation, concept, or idea. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
- You may also not “reuse” fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at one school site, but the same hours may not be counted towards different courses.
- Copying a paper or part of a paper from another student (current or past);
- Reusing work that you have already submitted for another class (unless express permission has been granted by the instructor of this course **before** you submit the work).
- See our Blackboard web site for more information on how to avoid plagiarism.

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/undergraduate#profdisp>

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.

Steps 1 - 2: Literature Review & Research Question

SCORE	1	2	3	4
Research Question	Drafts research question inappropriate to the topic, not based in the body of literature, assumes an answer, does not specify independent or dependent variable, and does not have potential for informing future teacher actions.	Drafts research question inappropriate to the topic, not based in the body of literature or assumes an answer, does not specify independent or dependent variable or that may not have potential for informing future teacher actions.	Drafts research question appropriate to the topic but may not be based in the body of literature, may assume an answer, or may not specify independent or dependent variable, with potential for informing future teacher actions.	Drafts research question appropriate to the topic, based in the body of literature, does not assume an answer, specifying independent and dependent variables, with potential for informing future teacher actions.
Analysis	Describes but does not analyze research.	Analyzes research but does not use it to support most aspects of instructional intervention with target population and misinterprets findings.	Analyzes research with weak or only partial justification for using the instructional intervention with the target population or misinterprets findings.	Accurately analyzes research to justify instructional intervention for the target population, provides extensive context and trends related to the topic, and indicates how theory and practice have informed each other.
Relevance	Selects research not relevant to research question and uses citations inappropriately.	Selects research indirectly relevant to research question or conducts a limited or narrow review; may use citations inappropriately.	Selects some research related to research question or excludes relevant aspects of the topic and uses citations that support points made.	Selects research directly relevant to research question and uses citations that support points made.
Integration	Organizes review of research by individual studies as an annotated list.	Organizes review of research by individual studies.	Organizes review of research by theme and subtopic and by individual studies.	Integrates review of research by theme and subtopic rather than by individual study.
Writing	Writes with lack of cohesion and clarity throughout and includes many basic errors in grammar, syntax, mechanics and/or word choice.	Writes with lack of cohesion and clarity in places and includes numerous basic errors in grammar, syntax, mechanics or word choice.	May lack cohesion in places or include basic errors in grammar, syntax, mechanics, or word choice.	Writes clearly and cohesively with few errors in grammar, syntax, mechanics, or word choice.

Feedback:

Step 3: Data Collection Plan

SCORE	1	2	3	4
Instructional Intervention	Does not describe the teaching intervention.	Describes more than one teaching intervention or leaves many unanswered questions.	Describes the teaching intervention but may leave unanswered questions on procedures, materials, activities, and learner tasks.	Clearly describes and justifies a single teaching intervention with details on procedures, materials, activities, and learner tasks.
Validity & Reliability	Does not address validity and reliability for each data source.	Contains numerous inaccuracies in description of validity and reliability.	Shows how some but not all data sources ensure validity and reliability or may contain inaccuracies in describing validity or reliability.	Shows how each data source ensures validity and reliability of results.
Data Collection Tools	Describes assessment tools that do not reflect the nature of the research question and does not defend assessment design and scoring format. Does not attach assessment tools.	Attaches similar assessment tools, some may not reflect the nature of the research question and/ or does not defend assessment design and scoring format.	Attaches a variety of assessment tools but some may not reflect the nature of the research question and/or does not defend assessment design and scoring format for each one.	Attaches a variety of assessment tools that reflect the nature of the research question and justifies assessment design and scoring format for each one.
Writing	Presents a plan that lacks organization and coherence and contains numerous errors in writing. Uses few and/or irrelevant citations.	Presents a plan that needs re-organization and elaboration and contains numerous errors in writing. Uses few citations.	Presents a plan that needs re-organization or contains errors in writing or needs elaboration. May use citations that do not support points made or incorrect citation format or may omit references.	Presents a well-organized plan with few errors in writing and uses citations to course textbook and those providing the theoretical basis for the project.

FEEDBACK:

Steps 4 - 5: DATA ANALYSIS & ACTION PLAN

SCORE	1	2	3	4
DATA ANALYSIS	Includes major inaccuracies in reporting results and/or patterns of change or does not report changes and does not provide a description of revisions made to post-testing tools based on pre-testing results; provides few or no data tables or graphs.	Includes major inaccuracies in reporting results and/or patterns of change and/or does not report changes or may not provide a description of revisions made to post-testing tools based on pre-testing results; data tables and/or graphs may show results for only some data sources and may contain inaccuracies.	Includes some or minor inaccuracies in reporting results and/or patterns of change or may not report changes for each data source, or may not provide a complete description of revisions made to post-testing tools based on pre-testing results; data tables and graphs show results of each data source but may contain inaccuracies.	Accurately reports results and patterns of change for each data source and includes a complete description of revisions made to post-testing tools based on pre-testing results. Provides data tables and graphs that clearly and accurately show results of each data source or assessment tool.
DATA INTERPRETATION	Does not interpret the data.	Makes few or inaccurate interpretations and unsupported inferences from the data and/or does not compare results to the literature review.	May not interpret results for each data source, makes inaccurate or unsupported inferences from the data, or does not consistently and effectively compare results to those found in the literature review. May include some description rather than interpretation.	Thoroughly interprets results of each data source, making valid and complete inferences from the data, consistently and effectively comparing results to those found in the literature review.
VALIDITY & RELIABILITY	Includes serious threats to validity and reliability and does not address validity and reliability for each data source.	Includes serious threats to validity and reliability or contains major and/or numerous inaccuracies or omissions in defense of validity and reliability for each data source.	Contains minor inaccuracies or provides incomplete defense of validity and/or reliability for each data source.	Accurately defends various types of validity and reliability of results for each data source.
ACTION PLAN	Does not make connections between data results and proposed action plan and does not reflect on effectiveness of methodology used in Action Research study.	Makes incomplete and/or inaccurate connections between data results and proposed action plan and does not reflect on effectiveness of methodology used in Action Research study.	Makes incomplete connections between data results and proposed action plan and may not reflect on effectiveness of methodology used in Action Research study.	Makes clear connection between data results and proposed action plan and reflects on effectiveness of methodology used in Action Research study.

Feedback:

Team Demonstration

Presenters:

Date:

Score:

SCORE	1	2	3	4
Rationale	Explains how presentation relates to research questions and teaching interventions but lacks overall clarity and omits essential information.	Explains how presentation relates to research questions and teaching interventions with some lack of clarity or omission of information.	Explains how presentation relates to research questions and teaching interventions but may omit some information.	Clearly and thoroughly explains how presentation relates to research questions and teaching interventions.
Teaching Intervention	Reports on the teaching intervention rather than leading a simulation and lacks clarity or accuracy throughout.	Presents little simulation or demonstration or lacks clarity and accuracy in some areas.	Presents the teaching intervention but may simulate or demonstrate only parts of it in an incomplete experience of the teaching intervention, lack some clarity, or contain some inaccuracies.	Clearly and accurately demonstrates and simulates all aspects of the teaching intervention.
Engagement	Does not engage participants in activities.	Engages only some participants in activities or has few activities.	Engages participants with some experience of the teaching intervention.	Actively engages all participants in activities for a complete experience of the teaching intervention.
Self-Assessment	Does not submit a self-assessment report.	Submits self-assessment but does not analyze both strengths and weaknesses. Needs elaboration and includes inaccuracies, lack of clarity, and/or omissions. May miss the deadline.	Submits self-assessment, analyzing strengths and weaknesses of the demonstration with some inaccuracies, lack of clarity, or omissions. May miss the deadline.	Submits thorough and accurate self-assessment by the deadline, analyzing strengths and weaknesses of the demonstration.

Feedback: